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The Title I AYP Communication Toolkit for Districts



*A resource for
communicating with
parents and community on
Adequate Yearly Progress,
program improvement
identification, and sanctions
under the No Child Left
Behind Act at the
district level.*

April 2006

The Title I AYP Communication Toolkit for Districts

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Overview

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

The toolkit has been organized according to the year that the district is in under the timeline for Adequate Yearly Progress. Use the chart in the front of each section to determine which resources are appropriate for your district.

For your information, a basic "Q and A" 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 and A was designed to communicate in very clear, concise terms the basic components of AYP to those who may not be familiar with the process.

Each of the sample letters enclosed require you to enter additional information and/or customization to meet your districts' needs. All are intended to be samples to provide you with ideas for communicating with parents as you design your own letters.

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 (Section XII) of this toolkit provides a checklist of the areas that are the focus of this toolkit (notifying parents on AYP and district level sanctions) 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
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

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?

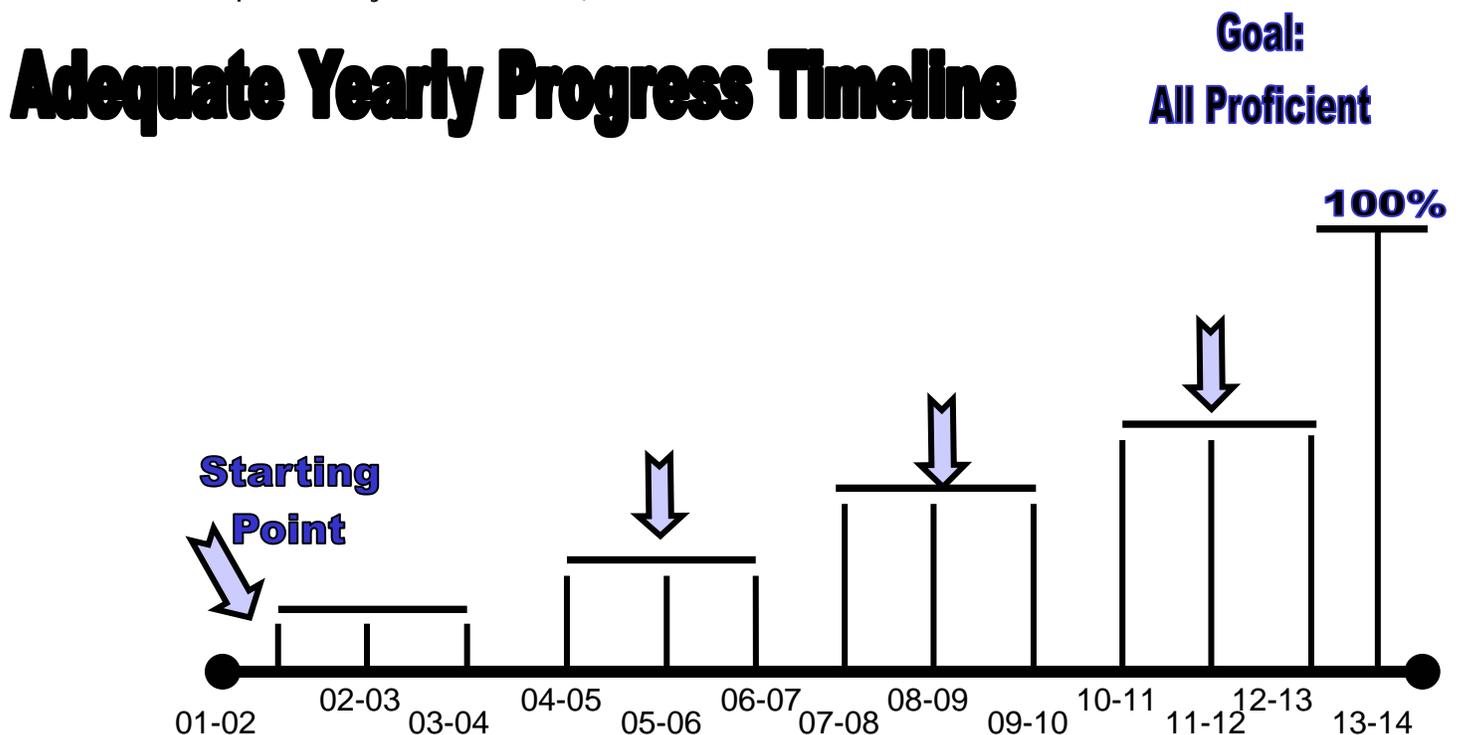
- A. Students need to have been enrolled in a particular school for one full year in order to be counted in the AYP scores. However, students who have not attended the school for a full year must still take the state assessment. Their scores **will not** be used to determine AYP for the school, but they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

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 to notify and communicate the availability of the district's report cards/school district profile.

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].

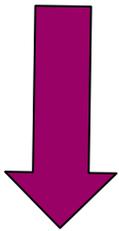
Sincerely,

Section III. Districts Making AYP

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

- District made AYP
 - District made AYP due to Title I Trump
- District and school(s) made AYP (combined letter)

This section applies to districts here



District Title I Program Improvement

		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

NOTIFICATION OF DISTRICT AYP REPORT—District made AYP

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the district's achievement and participation rates have passed the test for statistical reliability.

Did our district make AYP?

If you take a closer look at the enclosed district's AYP report, you will notice that our district did make Adequate Yearly Progress (AYP) and has 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 receive from our community and parental support.

What is our district doing to maintain its AYP status?

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

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

What does this mean for me?

It is our challenge, goal, and commitment to make sure we achieve success for every student. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

NOTIFICATION OF DISTRICT AYP REPORT—District made AYP due to Title I Trump

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind* (NCLB) Act, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind* Act requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind* Act that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates

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

Did our district make AYP?

If you take a closer look at the enclosed district AYP report, you will notice that our district did make Adequate Yearly Progress (AYP) and has NOT been identified as needing improvement. Our district 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 or district 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 district to base the AYP results solely on the assessment scores of students that receive Title I services. Due to this rule, our district made AYP.

What is our district doing to maintain its AYP status?

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

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

What does this mean for me?

It is our challenge, goal, and commitment to make sure we achieve success for every student. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

NOTIFICATION OF DISTRICT AYP REPORT—District and School(s) made AYP (combined letter)

SAMPLE

[Date]

Dear Parents,

As you are aware, our district, schools and teachers are dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. We are also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each district and each public school in the state of North Dakota. These reports measure both our district's and our school's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district and schools are required to share this report with parents.

How is AYP determined?

Enclosed you will find a copy of our district's AYP report as well as AYP reports for each of our school buildings. 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates

4. Whether the district'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 Adequate Yearly Progress (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?

Our district and schools believe that, with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. We remain committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our district and our schools have undertaken a number of initiatives to ensure that all children attain proficiency, including:

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

What does this mean for me?

It is our challenge, goal, and commitment to make sure we achieve success for every student. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

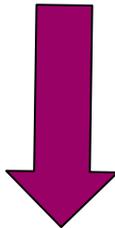
If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section IV. Districts Not Making AYP for One Year

The sample letter in this section is for districts that have not made AYP for ONE YEAR. However, these districts have not been identified for Title I program improvement. If the district does not make AYP for a second consecutive year, it is at that time the district would be identified as a district in program improvement.

This section applies to districts here



District Title I Program Improvement

		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
	No consequences	10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

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

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

What is our district doing to improve its AYP status?

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

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

What does this mean for me?

It is our challenge, goal, and commitment to make sure we achieve success for every student. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section V. Districts Not Making AYP for Two Consecutive Years

The sample letter provided in this section is for districts that have not made AYP for **two consecutive years** and are in **Year 1** of the District Title I Program Improvement timeline. These districts are now identified for program improvement and are required to design a district level program improvement plan and use 10% of their Title I allocation for district-wide professional development. Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

This section applies to districts here



District Title I Program Improvement

		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development		District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance	District-wide Alternative Governance Begins

NOTIFICATION OF AYP REPORT— District did not make AYP for two consecutive years

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

As indicated on the bottom of the enclosed district AYP report, you will find that our district did NOT make Adequate Yearly Progress (AYP). This is the district's second consecutive year for not making Adequate Yearly Progress; therefore our district has been identified as a district in need of improvement, otherwise known as program improvement.

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

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

Our district 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 district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child’s school and participating in your child’s education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

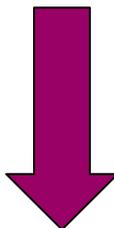
Sincerely,

Section VI. Districts Not Making AYP for Three Consecutive Years

The sample letter in this section is for districts that have not made AYP for **three consecutive years** and are in **Year 2** on the District Title I Program Improvement timeline. These districts must continue to implement their program improvement plan and use 10% of their Title I allocation for district-wide professional development.

Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

This section applies to districts here



		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

District Title I Program Improvement

NOTIFICATION OF AYP REPORT— District did not make AYP for three consecutive years

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Last year, a team of administrators, teachers and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child’s school and participating in your child’s education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

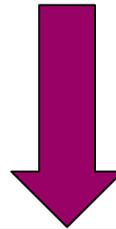
If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section VII. Districts Not Making AYP for Four Consecutive Years

The sample letter in this section is for districts that have not made AYP for **four consecutive years** and are entering **Year 3** on the District Title I Program Improvement timeline. These districts must continue to implement their program improvement plan, use 10% of their Title I allocation for district-wide professional development, and must implement a district-wide corrective action option to address student achievement. Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

This section applies to districts here



		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

District Title I Program Improvement

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—District did not make AYP for four consecutive years—District-wide Corrective Action

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind* Act, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind* Act requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind* Act that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases AYP reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals in reading and mathematics as measured by the North Dakota State Assessment. The reports are called AYP reports (otherwise known as AYP reports), and the district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the district's achievement and participation rates have passed the test for statistical reliability.

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Last year, a team of administrators, teachers and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district's Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district's identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district's schools.
- District-wide Corrective Action Measures – Districts not making AYP for four consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind Act*. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the district

Our school district has selected the following district-wide corrective action measure to be implemented during the school year.

[Note: Districts should identify which district-wide corrective action measure has been chosen and provide specific plans and details for implementing the chosen corrective action measure.]

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the

educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind* Act, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind* Act or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section VIII. Districts Not Making AYP for Five Consecutive Years

The sample letter in this section is for districts that have not made AYP for **five consecutive years** and are entering **Year 4** on the District Title I Program Improvement timeline. These districts must continue to implement their program improvement plan, use 10% of their Title I allocation for district-wide professional development, and continue to implement the corrective action option. Districts are also required to plan for alternative governance sanctions.

Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

This section applies to districts here



		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

**District Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—District did not make AYP for five consecutive years—Plan for District-wide Alternative Governance

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Last year, a team of administrators, teachers and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.
- District-wide Corrective Action Measures – Districts not making AYP for three consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind Act* and North Dakota state law. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the district

Last year, our district chose to [insert corrective action option]. It is our plan to continue implementation of this option during the school year.

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

- Plan for District-wide Alternative Governance – Districts not making AYP for five consecutive years are required to start to plan for alternative governance options in the event that our district does not may AYP next year. These options include:
 - Defer administrative funds

- Offer signing bonus or merit pay to retain exemplary staff
- Offer school choice across district boundaries
- Contract with and outside expert
- Other forms of major restructuring

Our district will be hosting a town hall meeting on [Date] at [Time] in [Place] to gather community feedback on these options. 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 district's plan to improve our schools.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section IX. Districts Not Making AYP for Six Consecutive Years

The letter in this section is for districts that have not made AYP for **six consecutive years** and are entering **Year 5** on the District Title I Program Improvement timeline. These districts must continue to implement their program improvement plan, use 10% of their Title I allocation for district-wide professional development, and continue to implement the corrective action option. Districts are also required to implement alternative governance sanctions. Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

This section applies to districts here



		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

**District Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—District did not make AYP for six consecutive years—District-wide Alternative Governance

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for our students and ourselves is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Last year, a team of administrators, teachers, and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.
- District-wide Corrective Action Measures – Districts not making AYP for three consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind Act* and North Dakota state law. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the district

Last year, our district chose to [insert corrective action option]. It is our plan to continue implementation of this option during the school year.

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

- District-wide Alternative Governance Measures – Districts not making AYP for six consecutive years are required implement an alternative governance measure to help improve the district. These options include:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with and outside expert
 - Other forms of major restructuring

Last year, on [Date] at [Time] in [Place] our district gathered community feedback on each of these options. With this input, our school district has selected the following district-wide alternative governance measure to be implemented during the school year.

[Note: Districts should identify which district-wide alternative governance measure has been chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

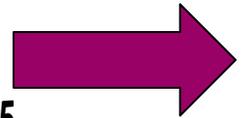
If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section X. Districts Not Making AYP for Seven or More Consecutive Years

The sample letter in this section is for districts that have not made AYP for **seven or more consecutive years**. The District Title I Program Improvement timeline does not outline a separate year for districts in this section, as there are no additional requirements placed on districts. The sanctions are a mirror of those that were implemented during Year 5 of the sanctions timeline. These districts must continue to implement their program improvement plan, use 10% of their Title I allocation for district-wide professional development, continue to implement the corrective action option and continue implementing alternative governance sanctions. Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents.

**This section
applies to
districts beyond Year 5**



		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development			District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance

**District Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—District did not make AYP for seven or more consecutive years—Continuation of Year 5 sanctions

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for our students and ourselves is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals 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 district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.

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

Did our district make AYP?

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

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

If you take a closer look at the enclosed district AYP report, you will see that we did not meet the state goals in the following areas:

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

How does our district compare with other districts in the state?

[NOTE: The district must fill in this section with information on how other districts are doing in terms of Adequate Yearly Progress.]

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan – Last year, a team of administrators, teachers, and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.
- District-wide Corrective Action Measures – Districts not making AYP for three consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind Act* and North Dakota state law. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the district

Last year, our district chose to [insert corrective action option]. It is our plan to continue implementation of this option during the school year.

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

- District-wide Alternative Governance Measures – Districts not making AYP for six consecutive years are required implement an alternative governance measure to help improve the district. These options include:
 - Defer administrative funds

- Offer signing bonus or merit pay to retain exemplary staff
- Offer school choice across district boundaries
- Contract with and outside expert
- Other forms of major restructuring

Last year, our district chose to [insert alternative governance option]. It is our plan to continue implementation of this option during the school year.

[Note: Districts should identify which district-wide alternative governance measure has been chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

Section XI. Districts Making AYP for One Year, but still in Program Improvement

The sample letters in this section are for districts that are currently in program improvement, but have had **one year** of making AYP. However, these districts have not been removed from program improvement and are considered to be in a holding pattern. The district needs to make AYP for a second consecutive year, then it would be removed from program improvement. Districts also must ensure that the program improvement letter from the State Superintendent of Public Instruction is disseminated to parents. Letters have been generated for:

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

The first letter applies to districts in Years 1 or 2

The second letter applies to districts in Years 3 and beyond

		Year 1	Year 2	Year 3	Year 4	Year 5
District is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Fails AYP for third consecutive year	Fails AYP for fourth consecutive year	Fails AYP for fifth consecutive year	Fails AYP for sixth consecutive year
	Not identified for Program Improvement	Identified for Program Improvement	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
	No consequences	Within 3 months, submit a program improvement plan.			District-wide Corrective Action Phase Continues	District-wide Corrective Action Phase Continues
		10% Title I allocation for district-wide professional development		District-wide Corrective Action Phase Begins	Plan for District-wide Alternative Governance	District-wide Alternative Governance Begins

District Title I Program Improvement

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

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for ourselves and our students is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases AYP reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals in reading and mathematics as measured by the North Dakota State Assessment. The reports are called AYP reports (otherwise known as AYP reports), and the district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the district's achievement and participation rates have passed the test for statistical reliability.

Did our district make AYP?

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

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

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

As mentioned above, although the district made AYP, the district must make AYP for two consecutive years before being removed from program improvement status. Since we are still in program improvement, certain program improvement requirements will continue to be implemented. These include:

- Program Improvement Plan – Last year, a team of administrators, teachers, and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind Act*, our district needs your participation. Supporting the district, becoming involved in your child’s school and participating in your child’s education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind Act* or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

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

SAMPLE

[Date]

Dear Parents,

As you are aware, our district is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure your child's success, we have set high standards that are reflected in what is taught in each of our buildings and classrooms. Our district is also committed to keeping our parents and community informed of important issues affecting our schools. While holding high expectations for our students and ourselves is not new, the way our district's, schools', and students' achievement is measured and reported is new. The federal education legislation, entitled the *No Child Left Behind Act*, requires that all districts and schools throughout the nation make Adequate Yearly Progress.

What is Adequate Yearly Progress?

The *No Child Left Behind Act* requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet between the 2013-2014 school year. It is the goal of the *No Child Left Behind Act* that 100% of students will reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases AYP reports for each school district in the state of North Dakota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic standard goals in reading and mathematics as measured by the North Dakota State Assessment. The reports are called AYP reports (otherwise known as AYP reports), and the district is required to share this report with its parents.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report. This could possibly identify the district as not making AYP even though no individual building in the district has been identified for improvement.

How is AYP determined?

Enclosed you will find our district's AYP report. There are actually four specific criteria that the state reviews to determine if a district 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.
2. Whether 95% of the students in the entire district, as well as in each subgroup, took the state assessment.
3. Whether the district's schools have met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the district's achievement and participation rates have passed the test for statistical reliability.

Did our district make AYP?

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

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

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Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that a school has been identified as a program improvement district.

What does this mean for our district?

As mentioned above, although the district made AYP, the district must make AYP for two consecutive years before being removed from program improvement status. Since we are still in program improvement, certain program improvement requirements will continue to be implemented. These include:

- Program Improvement Plan – Last year, a team of administrators, teachers, and parents developed a plan to raise mathematics and reading scores within our district. We are asking for your assistance and participation in our efforts to review our district's identification for program improvement.

Our district will be hosting a parent meeting on [Date] at [Time] in [Place] to review and revise our program improvement plan, further analyze student achievement data and other district 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 district's effort to leave no child behind.

- Professional Development Requirement – Our school district is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district’s Title I and non-Title I buildings for all instructional staff. Our district plans to implement the following high-quality, ongoing professional development within the district:

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

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

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

- Distribution of State Program Improvement Notification – Attached to this letter you will find a memo from the State Superintendent of Public Instruction regarding the district’s identification for program improvement. The law requires that when a district is identified for program improvement, the State of North Dakota must promptly notify the parents of each student enrolled in our district’s schools.

[NOTE: Districts should insert corrective action, planning for alternative governance and/or alternative governance information only if it is appropriate according to the district’s placement on the sanctions timeline.]

- District-wide Corrective Action Measures – Districts not making AYP for three consecutive years are required to undertake one of five corrective actions options as outlined by the *No Child Left Behind* Act and North Dakota state law. These options include:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the district

Last year, our district chose to [insert corrective action option]. It is our plan to continue implementation of this option during the school year.

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

- Plan for District-wide Alternative Governance – Districts not making AYP for five consecutive years are required start to plan for alternative governance options in the event that our district does not may AYP next year. These options include:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with and outside expert
 - Other forms of major restructuring

Our district will be hosting a town hall meeting on [Date] at [Time] in [Place] to gather community feedback on these options. 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 district's to improve our schools.

- District-wide Alternative Governance Measures – Districts not making AYP for six consecutive years are required implement an alternative governance measure to help improve the district. These options include:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with and outside expert
 - Other forms of major restructuring

Last year, our district chose to [insert alternative governance option]. It is our plan to continue implementation of this option during the school year.

[Note: Districts should identify which district-wide alternative governance measure has been chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the *No Child Left Behind* Act, our district needs your participation. Supporting the district, becoming involved in your child's school and participating in your child's education is key to his/her academic progress. Please continue to work with us to make sure we continue to reach these objectives.

If you have any questions about the *No Child Left Behind* Act or Adequate Yearly Progress, feel free to contact the district office.

Sincerely,

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

Use the enclosed checklist to make sure that all *No Child Left Behind* Act requirements for district level parent notification including: school district profile notification, notification regarding AYP status, and program improvement sanctions notification are fulfilled.

Whether you use the letters in this toolkit, modify the letters to meet your needs, or design your own letter to parents, school districts must ensure all required information is disseminated to parents. Title I law clearly outlines specific information that must be shared with parents. Use this checklist to make sure the district has 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 shorter letters while still covering all required information.

Have I met all requirements for parent notification?

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

- A copy of the district's AYP report.
- An explanation of what Title I program improvement identification means and how the district compares in terms of academic achievement to other school districts in the state.
- The reason(s) for district Title I program improvement identification.
- Explanation of how the district plans to use Title I funds for professional development purposes.
- An explanation of what the district and/or state is doing to help address the problem.
- Information on the district's program improvement plan.
- An explanation of how the parents can become involved in addressing the academic issues that caused the district to be identified for program improvement.
- A copy of the letter from the State Superintendent of Public Instruction regarding the district's program improvement status.
- An explanation of the district-wide corrective action option chosen (if applicable).
- An explanation of the district's plan for alternative governance (if applicable).
- An explanation of the district-wide alternative governance option chosen (if applicable).