

Regulations For School Improvement

No Child Left Behind requires that all students enrolled in Title I schools identified for improvement, corrective action, or restructuring be given the opportunity to attend another public school in the county, with transportation provided by the county.

Prioritizing Students in Offering School Choice

All enrolled students must be offered the opportunity to transfer to a school that is not in need of improvement. However, if certain aspects of the choice program cannot be extended to all students, the county must implement a priority. The offer must extend to all enrolled students but “priority” may be used in meeting the preferences expressed by parents for specific schools or in selecting students to receive aid for transportation to the schools of choice.

In prioritizing the lowest-achieving children from low-income families, counties would take the following approach:

1. Identify all students from low-income families, using the poverty measure used to rank schools for Title I purposes.
2. Rank-order students within that group by achievement levels, as evaluated by objective educational measure of student achievement (such as the state assessment).
3. Starting from students at the top of the list, approve parents’ first choice schools and provide transportation.

If a school fails to make AYP (Adequate Yearly Progress) by the end of the second year of school improvement, then the county must offer the opportunity for extra educational services (SES-Supplemental Educational Services) for those students enrolled in that school. The service providers are approved by the state and selected by the parents. If funds are limited, the county must prioritize the services for those who are the lowest-achieving eligible children.

Prioritizing Students for Supplemental Educational Services (SES)

1. Identify all students from low-income families using the poverty measure used to rank schools for Title I purposes.
2. Notify parents of all eligible students to determine initial interest in receipt of services, indicating that a prioritization may need to be used. If parental response exceeds the funds available, then the county must prioritize within low-income group.
3. Determine what criteria will be used to determine low-achieving status.
4. Rank-order students in low-income group by achievement levels, applying criteria.
5. Starting from the top of the list, identify students who may receive supplemental services.