

SAMPLE PARENT NOTIFICATIOIN/SCHOOL CHOICE LETTER FOR A TITLE I SCHOOL
(District Letterhead)

Notice of Adequate Yearly Progress, Public School Choice
Please Read: Important Information Affecting Your Child

DATE

Dear **[SCHOOL NAME]** Parent or Guardian,

We would like to make you aware of the choices and resources available to you based on the progress of your child's school under the guidelines of No Child Left Behind (NCLB).

What are the Pennsylvania System of School Assessment (PSSA) and Adequate Yearly Progress (AYP)?
The PSSA is an annual exam given to Pennsylvania students at various grade levels to measure their academic progress. The state uses the PSSA to determine whether **[DISTRICT NAME]** and each of our schools are making Adequate Yearly Progress (AYP). AYP is determined by how successful districts and schools are in meeting state goals for attendance, graduation rates, test participation and academic progress.

To make AYP, a school must meet the state goals for the student body as a whole as well for each subgroup of students. A subgroup consists of 40 or more students in a school in the following categories: ethnicity, socio-economic status, Individual Education Plan (IEP) – Special Education, and English Language Learner (ELL) status. The number of subgroups that a school has determines the number of “targets” that it must meet to make AYP. For the prior 2009-10 school year, students at the **[DISTRICT NAME]** made remarkable progress in Reading and Mathematics proficiency on ___ of the ___ targets.

[SCHOOL NAME] met ___% of AYP targets in 2009-10. Below are highlights of reading and mathematics achievements:

Reading

- In Grade __ the percentage of students scoring at proficient or advanced increased from ___% in 2008 to ___% in 2009.

Mathematics

- In Grade __ the percentage of students scoring proficient or advanced increased from ___% in 2008 to ___% in 2009.

However, based on the performance of some subgroups, **SCHOOL NAME** has been identified in AYP STATUS by the Pennsylvania Department of Education (PDE). **[SCHOOL NAME's]** PSSA results indicate that the school did not meet the state's academic achievement targets for the second year in a row, based on **2009-10** PSSA results. **[LIST SUBJECT AREA OR ATTENDANCE/GRADUATION/PARTICIPATION, STUDENT GROUP, PERCENTAGE PROFICIENCY AND STATE TARGETS COMPARISONS.]**

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>
SUBGROUP	____%	63%

<u>Math</u>	<u>Proficient/Adv</u>	<u>State Target</u>
SUBGROUP	____%	56%

Please review the attachment for an explanation of school improvement and more information on how the **[DISTRICT NAME]** compares to other Pennsylvania schools.

Action Plan for Improving Student Achievement

As a result of an in depth needs assessment, [SCHOOL NAME] has identified the following areas as key strategies for instructional improvement:

- _____
- _____
- _____

As outlined in our school improvement plan, the school district and the Pennsylvania Department of Education will be offering [SCHOOL NAME] assistance to implement these strategies by _____. [IF NONE, DELETE THIS PARAGRAPH.]

Explanation of School Choice Option (If not able to offer choice see * below.)**

According to NCLB, [SCHOOL NAME] must offer students the choice to transfer to another school in the district not in School Improvement. Please know that the staff at [SCHOOL NAME] has a relationship with your child and wants to continue serving your child all the way through ___ grade. However, if you feel your child will be better served in another school in the district, you may request a transfer for your child to one of the following schools: (1) [SCHOOL 1], or (2) [SCHOOL 2]. If you are the parent of an exceptional child or a child with limited English proficiency, please call [NAME at NUMBER] for the available public school choices that best meet the needs of your child. (Educational records are confidential and access is limited to school officials having a genuine need to know.)

Choice options are limited based on geography, attendance zones, magnet schools and eligible school alternatives. [LIST ONLY APPLICABLE LIMITATIONS—IF THERE IS NONE, DELETE THIS PARAGRAPH.]

Transportation to one of these schools will be provided by the school district for as long as [SCHOOL NAME] remains in Title I School Improvement. (SCHOOL NAME must make AYP for two consecutive years to exit School Improvement.) If a requested transfer is approved, your child will be permitted to attend the choice school until he or she completes the ___ grade, [SCHOOL’S HIGHEST GRADE] however the district will not pay transportation costs once the school exits school improvement.

If you would like to request that your child be transferred to one of these other schools, please complete the “Request for School Transfer” form enclosed for each child and return the form to [ADDRESS by DATE]. The district will respond to your request by [DATE] with written notice regarding your child’s school assignment and transportation availability. You then will have an opportunity to communicate whether you accept the approved choice or want your child to remain at [SCHOOL NAME]. If you do not complete this form and return it by [DATE], we will assume that your child will remain at [SCHOOL NAME].

How parents and Families Can Help Improve Student Achievement

Parent support is essential to the success of [SCHOOL NAME]. Communicating with your child’s teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child’s television time, volunteering in the classroom, and participating in school decision-making are important.

The district-wide parent involvement policy will be updated this fall. If you are interested in providing input for this policy, please call [NAME at PHONE NUMBER]. In addition, [SCHOOL NAME] will have its annual meeting to revise our school parent involvement policy and parent compact and to review parent rights under Title I. This meeting is currently scheduled for [DATE at TIME in PLACE]. [INCLUDE SCHOOL SPECIFIC PARENT INVOLVEMENT OPPORTUNITIES.]

The many successes at [SCHOOL NAME] cannot be measured in one test and we appreciate your continued support. [NOTE OTHER SUCCESSES HERE, SUCH AS: INCREASED PROMOTION/GRADUATION RATES; AWARDS RECEIVED BY THE SCHOOL, TEACHERS OR STUDENTS; TEACHER

TRAINING; TUTORING SERVICES; REDUCED CLASS SIZE; FEWER SUSPENSIONS; NEW COURSE OFFERING OR CURRICULA; GREATER PARENT INVOLVEMENT; GRANTS FOR NEW OR EXPANDED PROGRAMS, ETC.]

We must admit, however, that if ALL of our students are not doing well, we are not as good as we can be. That is our challenge, our goal and our commitment. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,

PRINCIPAL

Enclosures: Additional NCLB Information
Choice Selection Form

***** If your school district is not able to offer school choice, you may substitute the paragraph below for the Explanation of School Choice Option above.**

Explanation of School Choice Option

According to NCLB, [SCHOOL NAME] must offer students the choice to transfer to another school in the district not in School Improvement however [SCHOOL NAME] does not have another school building available to offer the choice to transfer. [IF THERE ARE NO BUILDINGS IN THE SAME GRADE SPAN NOT IN IMPROVEMENT EXPLAIN HERE. IF THE SCHOOL CAN OFFER OTHER OPTIONS SUCH AS SES OR AN ALTERNATE TUTORING PROGRAM EXPLAIN AND ATTACH INFORMATION.]

SAMPLE ATTACHMENT
(District Letterhead)

ADDITIONAL NCLB INFORMATION

Explanation of School Improvement

Any school that fails to meet state targets or Adequate yearly Progress (AYP) for one year is considered in Warning and is not identified for School Improvement. However, when the school fails to meet targets for two years in a row the school must be identified as a school in need of improvement and given the designation of School Improvement I. For each successive year that a school does not make AYP, the school advances to another level of school improvement. For example, a school that is in School Improvement I that fails to make AYP will be identified as School Improvement II. A school that fails to make AYP for the fourth year is listed in Corrective Action I and for the fifth year, Corrective Action II.

If a school makes AYP at any point after being identified in School Improvement, the school will not advance to the next level. The status is defined as Making Progress and still considered in School Improvement at the same level as the previous year. If the school makes AYP for the second consecutive year the building is no longer in school improvement. On the other hand if the school misses AYP after a year of Making Progress the school proceeds to the next designated level of School Improvement.

Comparison of [SCHOOL DISTRICT NAME] with other schools in Pennsylvania

The Pennsylvania Department of Education tracks statewide gains in student achievement. This information is not yet available for 2009-10; however, our district's comparison to statewide gains between 2007-2008 and 2008-09 in reading and mathematics for the following grades are:

Reading

- At Grade 5 the District had a gain of ___ percentage points compared to a statewide gain of 3 percentage points.
- At Grade 8 the District had a gain of ___ percentage points compared to a statewide gain of 2 percentage points.
- At Grade 11 the District had a gain of ___ percentage points compared to a statewide gain of 1percentage points.

Mathematics

- At Grade 5 the District had a gain of ___ percentage points compared to a statewide gain of 0 percentage points.
- At Grade 8 the District had a gain of ___ percentage points compared to a statewide gain of 1 percentage points.
- At Grade 11 the District had a gain of ___ percentage points compared to a statewide loss of 1percentage points.

What are Supplemental Educational Services?

Supplemental Educational Services (SES) are extra academic services available in schools identified for School Improvement II or Corrective Action. Free tutoring is offered after school or on Saturday to help eligible students to improve in reading, mathematics and science.

How Parents and Families Can Help Improve Student Achievement

Your support is not only essential to your child's success, but to the success of the school as well. Under NCLB, parents are to be involved in the school improvement process and to help write the school's School Plan. This is the plan to help raise the student achievement of all children in the school. Parents also have the right to help create or update the school's parent involvement policy and the home-school compact. You can contribute to your child's academic success by ensuring that your child attends school regularly, comes prepared to learn and completes all homework. Please plan to attend the Title I and Parent School Community Council meetings to obtain more information about school improvement activities and parent engagement opportunities at your child's school.