



The No *Child* Left Behind Act



# Notification and Reporting Requirements for Local School Boards

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The No Child Left Behind resource documents are jointly developed by NSBA's Office of General Counsel, Advocacy, and Federation Member Services departments.

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The No Child Left Behind Act (NCLBA) requires that certain reports and notifications be made available to the state, the public, parents, and to certain groups of parents. The law calls for schools to provide information and notices in a uniform and understandable format and to the extent practicable, in a language that the parents can understand. It is important to note that district accountability measures and reporting expectations differ when determining adequate yearly progress (AYP), reporting student achievement to the state, preparing a district report card, and providing parental notification information. Please note that reporting requirements vary depending upon which federal funds a district receives (i.e. Title I, language instruction, safe and drug-free schools). Listed below are some of these requirements.

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■ **Annual State Report Cards**

Local school districts will need to make the following data available to the designated state education authority to meet the NCBLA state reporting requirements:

1. Information on student achievement at each proficiency level on the state academic assessments. The information must be aggregated and disaggregated by the following:
  - student gender
  - student migrant status
  - economically disadvantaged students
  - students from major ethnic and racial groups
  - students with disabilities
  - students with limited English proficiency

Disaggregation is not required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Information that compares the achievement levels of each group of students to the state's annual measurable objectives for each group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by subgroups).
4. The most recent two-year trend in student achievement in each subject area and for each grade level for which assessments are required.
5. Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards.
6. Graduation rates for secondary students (disaggregated by subgroups).

7. The performance of the district towards reaching adequate yearly progress, including the number and names of each school identified for school improvement.
8. The professional qualifications of teachers in the district, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high poverty (top quartile of poverty) compared to low poverty schools (bottom quartile of poverty).
9. Other data that the state has determined will best provide parents, students, and other members of the public with information regarding the progress of each of the state's public schools.



## Annual School District Report Cards

Local school districts that receive Title I funds are required to prepare and disseminate an annual local education agency (district) report card. The report card must be disseminated during the 2002/2003 school year, and must be provided to all schools in the schools district. Additionally, the report card must be disseminated to all parents of students attending those schools in an “understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.” The report card must be made widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. Data required for district reports cards:

1. For the district, and by individual school, information on student achievement at each proficiency level on the state academic assessments. The information must be aggregated and disaggregated by the following:
  - student gender
  - student migrant status
  - economically disadvantaged students
  - students from major ethnic and racial groups
  - students with disabilities
  - students with limited English proficiency

Disaggregation is not required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Student achievement at the basic, proficient, and advanced levels on state assessments.
3. The number and percentage of schools identified for school improvement and how long the schools have been so identified.

4. Information that demonstrates how district students in the aggregate achieved on the state assessment(s) as compared to students in the state as a whole.
5. For each school, information that shows how the school’s students achieved on the statewide academic assessments and other indicators of adequate yearly progress compared to other students in the district and the state as a whole.
6. For each school, whether the school has been identified for school improvement.
7. The percentage of students who were not tested, disaggregated by subgroup.
8. For secondary schools, graduation rates, disaggregated by subgroup.
9. The professional qualifications of district teachers in the aggregate and by school. Professional qualifications include the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high poverty (top quartile of poverty) compared to low poverty schools (bottom quartile of poverty).

**Parental Notification Under NCLBA**

The No Child Left Behind Act (NCLBA) requires schools to give parents many different kinds of information and notices in a uniform and understandable format, and to the extent practicable, in a language that the parents can understand. Listed below are some of the requirements that are in addition to the district's annual report card. (It includes only those notices that must be made to parents by school districts or individual public schools.)

1. At the beginning of each school year, school districts that receive Title I funds must notify parents (of each student attending every school receiving Title I funds) that they may request, and the district will provide parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including the following:
  - whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught
  - whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived
  - the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree
  - if the child is provided services by paraprofessionals, their qualifications
  
2. A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. Such a school must also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
  
3. A school district that uses federal funds to provide a language instruction education program for children with limited English proficiency must, no later than 30 days after the beginning of the school year, give the parent(s) of each child identified for participation or participating in such a program the following information: why the child is placed in the program; the child's level of English proficiency, how that level was determined and the status of the child's academic achievement; methods of instruction in the program in which their child is placed and those of other available programs; how the program will meet the educational needs of their child; how the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for the program; in the case of a child with a disability, how the program meets the child's IEP objectives; and information about parental rights. For a child not identified as limited English proficient prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program.
  
4. A school district receiving Title I funds must promptly notify parents of each student enrolled in an elementary or secondary school identified for improvement, corrective action or restructuring that the school has been so identified. The notification should also include:
  - an explanation of what the identification means
  - how the school compares in terms of academic achievement with other schools in the district and in the state
  - the reasons for the identification
  - what the school is doing to address low achievement
  - what the district and state will do to help the school

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- how the parents can become involved in addressing the school’s academic issues
- an explanation of the parents’ option to transfer their child to another public school or to obtain supplemental educational services for the child

If a school is subject to restructuring, the district must promptly notify the teachers and parents and provide them an opportunity to comment before any action is taken and to participate in developing any restructuring plan.

5. If a school fails to make adequate yearly progress according to certain statutory timetables, the district must make supplemental educational services available to eligible children in the school. The district must provide annual notice to parents of the availability of these services, the identity of approved providers of these services and a brief description of the services, qualifications and demonstrated effectiveness of each provider.

6. A district receiving Title I funds and each school served under Title I must jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under the NCLBA. Schools must:

- hold at least one annual meeting for Title I parents
- offer a flexible number of meetings
- involve parents in an ongoing manner in the planning, review and improvement of Title I programs
- provide Title I parents with information about the programs, a description and explanation of the curriculum, forms of academic assessment
- if requested, opportunities for regular meetings to discuss the education of their children

- develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement

7. A district receiving safe and drug-free school program funds must inform and involve parents in violence and drug prevention efforts. The district must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity.

8. If a district or school receives a federal grant to fund a voluntary school choice program, it must promptly notify parents of students in the area to be served by the program of the program’s availability and a clear explanation of how the program will operate.

9. A district must make reasonable efforts to inform parents and the public about their right to access to all assessment data (except personally identifiable information), questions and current assessment instruments. Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress. Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment and is not required to answer any test question.

10. Districts receiving federal education funds must notify parents of secondary school students that they have a right to request that their child’s name, address and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such request.

11. To be eligible for federal funds for programs assisting the education of homeless children, a district must provide written notice to the parents of each child enrolled in a separate school for homeless children of the choice of schools that homeless children are eligible to attend. They should also be notified that no homeless child is required to attend a separate school, and that homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school attended. The notice must also include contact information for the local liaison for homeless children and the state coordinator for education of homeless children.

12. A district must develop and adopt policies regarding the rights of parents to inspect third party surveys before they are distributed to students and take measures to protect student privacy when surveys ask for certain sensitive information; parental right to inspect any instructional materials; administration of physical examinations or screening of students; collection, disclosure or use of personal information from students for the purpose of marketing or selling that information; and the parental right to inspect any instrument used to collect personal information before it is distributed to students. Districts must give parents annual notice of adoption, substantive changes in, or continued use of such policies.

13. Districts must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- activities involving the collection, disclosure or use of personal student information for the purpose of marketing or selling that information
- administration of surveys that contain requests for certain types of sensitive information
- any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of students.

14. If a school district requests the U.S. Secretary of Education to waive any provision or regulation of the NCLBA, it must provide notice and information about the waiver to the public in the manner in which it customarily provides public notice.