



Dr. Andrew Rikli - Superintendent
Doug Lewis - Asst. Superintendent Business Services
Dr. Renee Hyde - Asst. Superintendent Human Resources
Dr. Ron Hanson - Asst. Superintendent Curriculum & Instruction

October 27, 2014

Dear Parent or Guardian:

At La Vista West Elementary, we take great pride in the educational opportunities and programs we are able to provide for our children. Our staff is truly committed to the success of every student. We focus each and every day on the individual needs of each child and how we can help him/her reach his/her personal excellence. Our purpose is to prepare every student for success through superior education programs delivered by highly effective educators who use innovative, research-based strategies in a safe and supportive environment in collaboration with family and community members. Our teachers and staff members work very hard to meet the needs of all students.

In spite of the progress made by most of our students, La Vista West Elementary School did not make Adequate Yearly Progress (AYP) this year. This is a labeling system required of schools by the federal government under the No Child Left Behind law. The performance target for the 2013-2014 school year is that 100% of all students, regardless of subgroup status, will meet adequate yearly progress (AYP). We are disappointed that La Vista West Elementary is labeled as needs improvement. The staff, students, and parents are proud of the fact that in grades 3rd – 6th students at La Vista West Elementary well within the range of the state average. Out of the 55 subgroups and evaluation categories in Reading and Math, La Vista West Elementary is “not met” in three categories and that was for Hispanic students, students with special education needs, and English Language Learners (ELL).

We have a focused school improvement plan and are pleased with the progress all of our students have made. The teachers and staff at La Vista West Elementary have been, and continue to implement strategies to improve student achievement with an emphasis on reading and math with all students. The table on the following page displays the percent of students meeting or exceeding the standards on the state tests. Additional information about how La Vista West Elementary compares to other schools in our district, as well as throughout the State, is available on the following Nebraska Department of Education website:

<http://www.education.ne.gov/documents/SOSR.html>.

With all of the public attention being focused on Nebraska State Accountability (NeSA), it is important to keep these results in perspective. NeSA is just one piece of data used to make decision in the Papillion-La Vista School District. To gain a true picture on student achievement one must also look at District Assessments and standardized achievement test. The staff at La Vista West Elementary focuses on what matters - - students! When preparing students to be on the right path for college, career, and citizenship readiness, the focus is on more than test results - it is on the whole child. If we want to use assessment results to reflect true student mastery of content, we had better make sure that our kids are healthy, safe, engaged, supported, and challenged, or we will likely be assessing something else and, potentially, making inefficient and ineffective decisions based on results that don't mean what we think they do. The La Vista West Elementary staff is focusing on what matters – the whole child, not just test scores.

As parents or guardians, there are things you can continue to do to strengthen the academic achievement of your child. We believe that establishing high expectations for your child, supporting the school in its efforts to maintain appropriate behavior, instilling in your child a positive attitude toward learning, making sure that your child attends school regularly (especially on testing days), communicating regularly with the teachers of your child, supporting your student in reading nightly, and setting aside time for homework will give your child the best opportunity for success.

A requirement for schools at this AYP status is to inform all parents of La Vista West Elementary students of “Public School Choice”. In compliance with the requirements of the NCLB statute, parents/guardians have the option of “Public School Choice”. This states that parents/guardians are eligible to transfer their child to another school within the district that has not been designated as “Needs Improvement”. The district will provide transportation for

student(s) of parents choosing "Public School Choice". Students may request a transfer to Golden Hills Elementary, Anderson Grove Elementary or Rumsey Station; however, there are limited openings due to the District policy on capacity. While making your request, you will be asked to identify your 1st choice and the final decision will be made by following District policy.

Parents who choose to have their children participate in "Public School Choice" are asked to contact Deb Rodenburg, Director of Elementary Curriculum at (402) 537-6226 to enroll. Once notice has been received, we will make enrollment arrangements as quickly as possible and will notify parents upon approval.

We welcome your involvement at La Vista West Elementary School. There are many ways to participate including offering your input to the School Improvement Team, volunteering, participating in home visits, and attending parent conferences with your child's teacher(s). La Vista West Elementary School held their first Title I meeting on October 2 to develop our parent involvement policy and to review parent rights under Title I and other information. They will hold their second meeting on November 10 at 6:30 pm to discuss student achievement and action planning. The Title I district-wide parent involvement policy is reviewed annually. You are welcome to be a part of that review process.

Please review the information in the table below for academic achievement levels of other schools in this district and feel free to consult with me during this decision process. We are looking forward to continuous improvement for all of our students. Please continue to work with the La Vista West Elementary team to make sure we achieve success for all students.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Wood".

Mrs. Lisa Wood,
Principal, La Vista West Elementary

2013-2014	Reading	Math	Writing
Anderson Grove	94%	90%	80%
Bell	91%	88%	80%
Carriage Hill	92%	88%	74%
Golden Hills	88%	82%	71%
G Stanley Hall	81%	80%	88%
Hickory Hill	85%	81%	43%
La Vista West	77%	85%	66%
Patriot	93%	96%	88%
Portal	90%	90%	95%
Parkview Heights	85%	84%	79%
Rumsey Station	91%	93%	76%
Tara Heights	89%	88%	79%
Trumble Park	90%	91%	83%
Walnut Creek	86%	84%	76%

	Reading Perform	Reading Participation	Math Perform	Math Participation	Writing Perform
All Students	MET	MET	MET	MET	MET
American Indian	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	~	~	~	~	*
White	MET	MET	MET	MET	MET
Hispanic	Not Met	MET	Not Met	MET	*
Native Hawaiian	*	*	*	*	*
2+ Races	*	*	*	*	*
ELL	Not Met	MET	Not Met	MET	*
Special Education	Not Met	MET	Not Met	MET	*
Free & Reduced	MET	MET	MET	MET	~

Using NDE criteria data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group or subgroup.
- 2) Fewer than 5 students were reported at a performance level.
- 3) All students were reported in a single group or performance category.



Matthew L. Blomstedt, Ph.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

301 Centennial Mall South Tel: (402) 471-2295
PO Box 94987 Fax: (402) 471-0117
Lincoln, NE 68509-4987 Web: www.education.ne.gov

To: Parents and Caregivers
From: Matthew Blomstedt, Commissioner of Education
Subject: Nebraska's Commitment to Every Student, Every Day
Date: September 30, 2014

The Elementary and Secondary Education Act (ESEA), was passed in 1965 during the Lyndon B. Johnson administration as part of the War on Poverty. The act emphasized equal access to education, established high standards and accountability, and authorized federally funded education programs administered by individual states. Congress amended ESEA in 2002 and reauthorized it as the No Child Left Behind (NCLB) Act. The law was scheduled to be reauthorized in 2007; to date Congress has not taken the necessary steps to update this law.

When states and districts agree to accept federal funds, there are strings attached. Attached to NCLB Title I funding is the stipulation to have statewide assessments and Adequate Yearly Progress (AYP) decisions for every public school in the state. Under NCLB, the proficiency goal for school year 2013-14 for Reading and Mathematics assessments was set at 100%. According to the NCLB rules, every student-- regardless of disabilities, English language proficiency, or other life-impacting circumstances--must be proficient in reading and math as measured by state assessments. Because of this unrealistic goal, a number of Nebraska schools will be mislabeled as *Not Met* or *In Need of Improvement*.

The Nebraska Department of Education does not agree with the current federal policy. I do not believe that all of our schools are low performing. In fact, the U.S. Department of Education has granted waivers from the unrealistic expectations of NCLB. Common sense tells us that one child in one grade in one subject area scoring just below a "proficiency cut score" should not brand an entire school community as failing. Yet that is exactly what has happened under NCLB. As a result of this faulty logic, some schools or districts in Nebraska have not met the NCLB requirement for the 2013-14 school year.

Nebraska educators are committed to each and every young person reaching his or her full potential and we are proud of the significant academic progress of our students. While not all students have reached proficiency, the use of targeted resources to assist struggling students and schools has had an impact which is seen in performance data not taken into account by NCLB. Our students, staff members, and schools are not failures. By many measures, they are demonstrating unprecedented levels of achievement. We continue to strive for improvement and excellence in our public schools.

To lead and support the preparation of all Nebraskans for learning, earning, and living.

We are committed to continuous improvement. Gains in student achievement are due to the collaborative efforts of teachers, staff, parents, and community members through high-quality instruction, effective leadership, and partnerships. We know that tests are an important part of teaching and learning, but we also understand that basing a student's achievement on a single assessment does not capture everything that is important for our children's learning journey.

As a state, our biggest challenge is finding better ways to engage and support the learning of every student, every day. Nebraska is developing a system for Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). The State Board of Education believes that Nebraska citizens—through the Constitution, the Nebraska Legislature, the State Board of Education, the Commissioner of Education, and other policy makers—are responsible for the total design of this education system. While acknowledging that this education system will be influenced by others, (federal government, other state leaders, and local policy makers) this system will be dependent on and driven by local boards of education, administrators, teachers, parents, communities, and students. This belief requires that we listen well, communicate better, and engage leaders and stakeholders across the state. The goal is to build a quality accountability system that is meaningful to Nebraska.

As a parent or caregiver, we encourage you to look at your own child's individual growth and learning, along with evidence your school provides related to your child's progress instead of a an outdated mislabeling requirement imposed by the federal government. We also encourage you to work with your local educators to ensure that every child is challenged and supported, learning, and thriving. Schools prosper when parents and caregivers are involved as the first teachers of their children.



Dr. Andrew Rikli - Superintendent
Doug Lewis - Asst. Superintendent Business Services
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Fall, 2014

Dear Parent/Guardian:

In the Papillion – La Vista School District, we take great pride in the educational opportunities and programs we are able to provide for our children. Our staff is truly committed to the success of every student. We focus each and every day on the individual needs of each child and how we can help him/her reach his/her personal excellence. Our purpose is to prepare every student for success through superior education programs delivered by highly effective educators who use innovative, research-based strategies in a safe and supportive environment in collaboration with family and community members. Our teachers and staff members work very hard to meet the needs of all students.

In spite of the progress made by most of our students, the District did not make Adequate Yearly Progress (AYP) this year. This is a labeling system required of schools by the federal government under the No Child Left Behind law. The performance target for the 2013-2014 school year is that 100% of all students, regardless of subgroup status, will meet adequate yearly progress (AYP). The District did not meet AYP in all grade spans in the area of reading for 2 consecutive years.

We are disappointed that the District is now labeled as needs improvement. However, to put the AYP label in perspective, the District when compared to the 12 Class A schools and the state averages in both reading and math the following is noted:

- 1) In reading, at the elementary, middle and high school level all students placed first, second, and second with proficiency levels at 88%, 90% and 83%, respectively.
- 2) In mathematics, at the elementary, middle, and high school level all students placed first, first, and third with proficiency levels at 87%, 80% and 73%, respectively.
- 3) In writing, at the elementary level, all students placed first with a proficiency level at 82%. Due to students experiencing technical difficulties across the state, proficiency levels for middle and high school have been permanently embargoed for this year. Last year, the middle and high school placed first and second with proficiencies of 84% and 83%, respectively.
- 4) On September 30, 2014, the U.S. Department of Education recognized Carriage Hill Elementary as one of the 337 National Blue Ribbon Schools for 2014-15. "These great schools are fulfilling the promise of American education—that all students, no matter their name or zip code, can flourish when schools provide safe, creative, and challenging learning environments," Secretary Duncan said. "National Blue Ribbon Schools are models of consistent excellence and a resource for other schools and districts. We celebrate them for their tireless effort and boundless creativity in reaching and teaching every student."
- 5) Finally, the District continues to perform well above the state average in all content areas.

The results above did not happen by chance. We have focused school improvement plans at the district and building level and are pleased with the progress all of our students have made. All teachers and staff have been, and continue to implement strategies to improve student achievement with an emphasis on reading and math for all students.

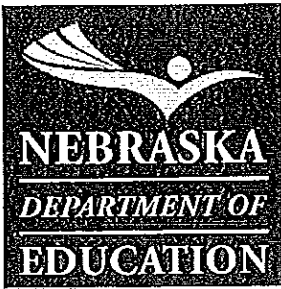
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Sincerely,

Andrew J. Rikli, Ed.D.

Dr. Andrew Rikli
Superintendent of Schools



Matthew L. Blomstedt, Ph.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

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October 17, 2014

Title I School Improvement Year 1

Dear Superintendent,

Each school that has been identified as being a Title I School in School Improvement, Year 1, for the 2014-2015 school year needs to be aware of the following information which outlines the ESEA/NCLB requirements. This information is based on AYP (Adequate Yearly Progress) data from 2014-2015 school year and previous years of AYP data.

AYP is a component of the federal No Child Left Behind law that requires all schools and districts to annually measure the progress of students toward goals established by the State. Student performance in Reading, Mathematics, another academic indicator (writing for grades 4 and 8 and graduation rate for high schools), and the participation rate for assessments are all included in the determination of whether a school or district has made adequate yearly progress. Two consecutive years of not meeting the state goals in the same subject area, considering all the eligible groups in all grade levels in the building or district, identifies it as being in need of improvement.

Being identified as a school in need of improvement, makes the building eligible to apply for Title I Accountability funding to help support your school improvement efforts. In order to receive these funds, the Accountability application must be completed and submitted to NDE. The application will be available through the NDE portal and has the look and feel of other grants in the Grants Management System (GMS). The amount available will be determined at a later date and you will be notified when final allocations have been determined and the Title I Accountability application becomes available. Before NDE can approve the Accountability application for your district, a copy of the correspondence to parents and community must be submitted to NDE and approved by Title I staff.

As a District with a school or schools in improvement, the Improvement Plan section of the NCLB Consolidated application will need to be completed. This section is listed under the Goals and Needs section of the NCLB consolidated application and involves outlining the improvement plan for the school or schools identified.

NCLB requires an amount equal to 10% of the identified building's Title I, Part A allocation must be designated for professional development. Accountability funds can be used to meet this 10% requirement. If Accountability funds or other funds will be used to meet the set aside requirements they must be listed on targeting step 4 of the Title I section of the NCLB Consolidated application. NCLB also requires budgeting an amount equal to 20% of the District's Title I, Part A allocation (Including \$6123 funds transferred into Title I) for Transportation if there are multiple buildings at the same grade span in the district. Remaining Accountability funds can be used for any other Title I, Part A allowable activities, but should focus on actions that have the greatest likelihood of improving achievement of participating children and removing the school from "Needs Improvement" status.

To lead and support the preparation of all Nebraskans for learning, earning, and living.

School Improvement Identification Letter
October 9, 2014

Public School Choice is required for schools identified as in needs improvement. NCLB regulations published on January 14, 2009 require districts to display information regarding public school choice on its web site in a timely manner to ensure that parents have current information. The web site must prominently display the following information:

1. The number of students who are eligible for and the number of students who participated in public school choice, beginning with data from the 07-08 school year and each subsequent school year, as applicable.
2. For the current school year, a list of available schools to which students eligible to participate in public school choice may transfer, as application.

Listed below are resource materials and forms that you will find useful in order to complete the needed requirements for the school(s) identified:

- o School Improvement Flow Chart
- o LEA and School Improvement Non-Regulatory Guidance
- o Public School Choice Non-Regulatory Guidance
- o Checklist of School/District Responsibilities for Title I Schools "in need of improvement"
- o Checklist of requirements for Parent Letter
- o *Giving Parents Options* USDE Publication
- o Statewide Systems of School Support Accountability Compact Team Information
- o Sample AYP Parent Letters

These resources are all available on the NDE website listed below:

http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Randy McIntyre, Title I Consultant and School Improvement Coordinator, will be overseeing the Title I Schools in Need of Improvement process. Please don't hesitate to contact him or the Title I Consultant for your District with your questions.

Sincerely,



Diane Stuehmer, M.Ed.
Federal Programs Director



Randy McIntyre
Title I School Improvement Coordinator



NEBRASKA DEPARTMENT OF EDUCATION

**Checklist of School/District Responsibilities
Title I Schools Identified as "In Need of Improvement" - Year 1**

Notice to Parents/guardians

- Prompt written communication to parents/guardians in an understandable format
Must include:
 - What the identification means
 - Explanation of how the school identified compares to other schools served by the District and the State in terms of the academic achievement of its students
 - Reason the school was identified
 - What the school is doing to address the identified need
 - How parents/guardians can become involved
 - The parent's/guardian's option to transfer their child to another school
 - A list of public school choice possibilities and enough information to help parents decide what school is best for their child
 - Explanation that the District will provide transportation to the identified option school(s)

School Improvement Plan

- Establish a School Support Compact team
- Complete the Accountability Application. Completing this application outlines the School Improvement Plan for the identified school(s). This is a 2 year school improvement plan.
- Complete the budget portion of the Accountability Application
Budget includes:
 - 10% of the Title I building(s) allocation is set aside for professional development
 - 20% of the District Title I allocation is set aside for public school choice

Technical Assistance

- Ensure identified school receives technical assistance in the development and implementation of the school improvement plan
Assistance includes:
 - Analyzing data from the assessments required and other examples of student work to identify and address problems that lead to identification
 - Identifying and implementing professional development, instructional strategies, and methods of instruction that are scientifically based and proven effective in addressing specified needs that lead to identification

Public School Choice

- Provide all students attending identified Title I schools the opportunity to transfer to another public school that has not been identified
- Give priority to the lowest achieving children from low-income families
- Notify parents/guardians of public school choice possibilities
- Provide transportation costs for the duration the school is identified as "needs improvement"

Publication of Actions

- Post on the Districts website the following information:
 - Number of students eligible for and participated in public school choice
 - List of available schools offered to eligible students to participate in public school choice

Notice to the Public

- Written communication to the public (this can be letter, school newsletter, website posting or other)
Information explaining:
 - What the school is doing to address the problem of low achievement
 - What the District is doing to help the school address this problem



Checklist of School/District Responsibilities
Title I Schools Identified as "In Need of Improvement" - Year 2

Notice to Parents/Guardians

- Prompt written communication to parents/guardians in an understandable format
Must include:
 - What the identification means
 - Reason the school was identified
 - What the school is doing to address the identified need
 - What the local and state educational agencies are doing to help the school address the identified area(s) of need
 - How parents/guardians can become involved
 - The parent's/guardian's option to transfer their child to another school
 - A list of public school choice possibilities
 - Explain the availability of SES for eligible children
 - Provide a list of state approved SES providers
 - Describe the services, qualifications and evidence of the effectiveness for each provider
 - Describe the procedures and timeline that parent/guardian must follow in selecting a provider.
 - Explain how priorities have been set to determine which eligible students will receive supplemental services

School Improvement Plan

- Review each school's revised plan and provide feedback

Technical Assistance

- Ensure identified school receives technical assistance in the development and implementation of the school improvement plan
Assistance includes:
 - Analyzing data from the assessments required and other examples of student work to identify and address problems that lead to identification
 - Identifying and implementing professional development, instructional strategies and methods of instruction that are scientifically based and proven effective
 - Analyzing and revising school's budget for effective allocation of resources to increase student achievement

Public School Choice

- Provide all students attending identified Title I schools the opportunity to transfer to another public school that has not been identified
- Give priority to the lowest achieving children from low-income families
- Notify parents/guardians of public school choice possibilities
- Provide transportation costs for the duration the school is identified in the amount as described in guidance

Supplemental Educational Services

- Notify parents/guardians of the availability of SES for low income students
- Provide parents/guardians of eligible students the option of choosing among the state-approved providers
- Arrange for SES to be provided to low-income students attending the identified school(s)
- Establish contractual agreements with each provider selected by parents/guardians for each eligible child
- Pay the costs of the SES services within the cost limits

Publication of Actions

- Post on the Districts website the following information:
 - Number of students eligible for and participated in public school choice
 - List of available schools offered to eligible students to participate in public school choice
 - Number of students eligible for and participated in SES
 - List of SES providers and their locations approved by the State



NEBRASKA DEPARTMENT OF EDUCATION

Checklist of School/District Responsibilities
Title I Schools Identified as "In Need of Improvement" - Year 3
Corrective Action

Identify Corrective Action

Take at least one of the following actions:

- Replace the school staff who are relevant to the failure to make AYP
- Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP
- Significantly decrease management authority at the school level
- Appoint an outside expert to advise the school on its progress toward making AYP based on its school plan
- Extend the school year or school day for the school
- Restructure the internal organizational structure of the school

Corrective Action Plan

- Continue with the School Support Compact Team to develop the corrective action plan
- Develop and submit a Corrective Action Plan as part of the Accountability Application

Notice to Parents/guardians

- Prompt written communication to parents/guardians in an understandable and uniform format
Include:
 - What identification means
 - Reason the school was identified
 - What the school is doing to address the identified need including prescribed corrective actions
 - What the local and state educational agencies are doing to help the school address the identified area(s) of need
 - How parents/guardians can become involved
 - The parent's/guardian's option to transfer their child to another school
 - A list of public school choice possibilities
 - Explain the availability of supplemental educational services (SES) for eligible children
 - Provide a list of state approved SES providers
 - Describe the services, qualifications and evidence of the effectiveness for each provider
 - Describe the procedures and timeline that parents/guardians must follow in selecting a provider
 - Explain how priorities have been set to determine which eligible students will receive supplemental services

Technical Assistance

- Ensure identified school receives technical assistance in the development and implementation of the school improvement plan
Assistance includes:

- Analyzing data from the assessments required and other examples of student work to identify and address problems that lead to identification
- Identifying and implementing professional development, instructional strategies and methods of instruction that are scientifically based and proven effective
- Analyzing and revising school's budget for effective allocation of resources to increase student achievement

Public School Choice

- Provide all students attending identified Title I schools the opportunity to transfer to another public school that has not been identified
- Give priority to the lowest achieving children from low-income families
- Notify parents/guardians of public school choice possibilities
- Provide transportation costs for the duration the school is identified in the amount as described in guidance

Supplemental Educational Services

- Notify parents/guardians of the availability of SES for low income students
- Provide parents/guardians of eligible students the option of choosing among the state-approved providers
- Arrange for SES to be provided to low-income students attending the identified school(s)
- Establish contractual agreements with each provider selected by parents/guardians for each eligible child
- Pay the costs of the SES services within the cost limits

Publication of Actions

- Publish and disseminate information regarding any corrective action taken to parents/guardians and the public in an understandable and uniform format
- Post on the Districts website the following information:
 - Number of students eligible for and participated in public school choice
 - List of available schools offered to eligible students to participate in public school choice
 - Number of students eligible for and participated in SES
 - List of SES providers and their locations approved by the State



**Checklist of School/District Responsibilities
Title I Schools Identified as "In Need of Improvement" - Year 4
Planning for Restructuring**

Restructuring Plan

- Invite parents/guardians, teachers and other stakeholders to participate in planning
- Develop a restructuring plan, as an addendum to the school improvement plan, to be implemented at the beginning of the following school year if the school does not make AYP which includes one of the following options:
 - replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP
 - entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school
 - any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP as defined in the state plan
- Provide parents/guardians and teachers the opportunity to comment on the plan
- Acquire necessary local approvals for alternative governance plan
- Submit the restructuring plan to the Nebraska Department of Education
- Take steps to prepare for implementation of restructuring plan if the school does not make AYP the next school year

Notice of Parents/guardians

- Prompt written communication to parents/guardians in an understandable and uniform format. Include:
 - Notice that the school must plan for restructuring
 - What the identification means
 - The reason the school was identified
 - Invitation to participate in the development of the school's restructuring plan
 - Opportunity to comment before any restructuring action is taken
 - What the local and state educational agencies are doing to help the school address the identified area(s) of need
 - Parent's/guardian's option to transfer their child to another school
 - Listing of public school choice possibilities
 - Availability of supplemental educational services for eligible children
 - Provide list of state approved providers
 - Describe the services, qualifications and evidence of the effectiveness for each provider
 - Describe the procedures and timeline the parents/guardians must follow in selecting a provider
 - Explain how priorities have been set to determine which eligible students will receive supplemental services

Notification of Teachers

- Prompt written communication to teachers including:
 - Notice that the school must plan for restructuring
 - Opportunity to comment before any restructuring action is taken
 - Invitation to participate in the development of the school's restructuring plan

Corrective Action

- Continue to support the school's implementation of the corrective action selected in Year 3 of "in need of improvement"

Technical Assistance

- Ensure identified school receives technical assistance in the development and implementation of the school improvement plan
Assistance includes:
 - Analyzing data from the assessments required and other examples of student work to identify and address problems in instruction, parent/guardian involvement or professional development
 - Identifying and implementing professional development, instructional strategies, and methods of instruction that are scientifically based and proven effective
 - Analyzing and revising school's budget for more effective allocation of resources to increase student achievement
 - Ensuring technical assistance is scientifically based

Public School Choice

- Provide all students attending identified Title I schools the opportunity to transfer to another public school that has not been identified
- Give priority to the lowest achieving children from low-income families
- Notify parents/guardians of public school choice possibilities
- Provide transportation costs for the duration the school is identified in the amount as described in guidance

Supplemental Educational Services

- Notify parents/guardians of the availability of SES for low income students
- Provide parents/guardians of eligible students the option of choosing among the state-approved providers
- Arrange for SES to be provided to low-income students attending the identified school(s)
- Establish contractual agreements with each provider selected by parents/guardians for each eligible child
- Pay the costs of the SES services within the cost limits

Publication of Actions

- Publish and disseminate information regarding any restructuring action taken to parents/guardians and the public in an understandable and uniform format
- Publish through multiple means such as the Internet, the media and public agencies
- Post on the Districts website the following information:
 - Number of students eligible for and participated in public school choice
 - List of available schools offered to eligible students to participate in public school choice
 - Number of students eligible for and participated in SES
 - List of SES providers and their locations approved by the State

NCLB Federal Programs – District Identified for Title I Needs Improvement

Districts having been identified for “District in Needs Improvement” (not meeting AYP in the same subject or the other academic indicator at all grade spans for two or more consecutive years) must complete this page.

1. Describe the District Improvement Plan to address the deficiencies that caused the District to be identified. Specifically the plan must:
 - (a) Address the fundamental teaching and learning needs of schools in the District, especially the academic problems of low-achieving students;
 - (b) Define specific measureable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP definition;
 - (c) Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
 - (d) Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
 - (e) Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;
 - (f) Include strategies to promote effective parental involvement in the schools served by the District;
 - (g) Include a determination of why the District’s previous plan did not bring about increased student academic achievement.

This plan must be developed or revised no later than three months after the District receives notice of the identification. The plan should be developed or revised by consulting with parents, school staff, and others.

Please attach a PDF file detailing the District School Improvement Plan with the required elements listed above.

2. Describe how the District improvement plan will be monitored and evaluated.

3. An amount equal to or greater than 10% of the District's Title I, Part A funds allocation, must be reserved for high-quality professional development (this may include the 10% reserved for schools in needs improvement status). Describe how these funds will be used to support improved classroom teaching.

4. Provide a copy of the notification that was used to notify parents of each student enrolled in the schools served by the District of the Needs Improvement status of the District. This notification must explain (1) the reasons for the identification (2) how parents can participate in the District improvement process (3) and what corrective actions it will take or has taken to improve student achievement in the District.

Please attach a pdf file of the parent notification with the required elements.