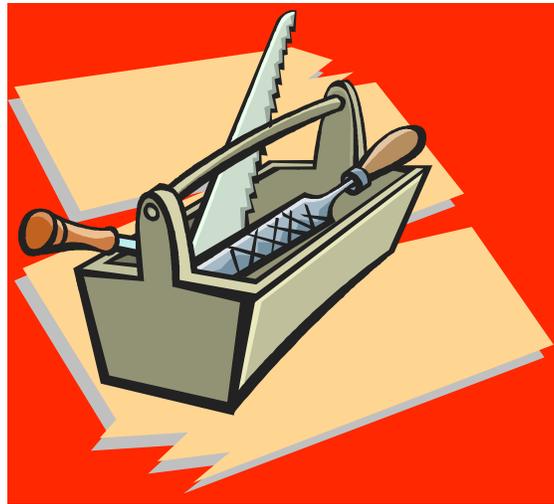


# School Choice

# TOOLKIT

Updated June 2009



## Guidance for Local Education Agencies, Public School Faculties, and Other Stakeholders

Alabama State Department of Education  
2009-2010

*Joseph B. Morton*  
*State Superintendent of Education*

# Alabama State Department of Education

## SCHOOL CHOICE TOOLKIT

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# Alabama State Department of Education SCHOOL CHOICE Toolkit

## Overview

Public School Choice is one of the key strategies in the *No Child Left Behind Act of 2001*. Parents whose children attend Title I schools designated as *School Improvement* schools are given the opportunity to move their students to a higher performing school. Schools receive *School Improvement* status when they fail to make adequate yearly progress (AYP) for two consecutive years. The following year, schools must offer School Choice to all students in the school.\*

In implementing the School Choice option, there may be circumstances in which the local education agency (LEA) will need to give priority to the lowest achieving children from low-income families. For example, if all students cannot attend their first choice of schools, the LEA would give first priority in assigning spaces to low-achieving, low-income students. Similarly, if the LEA does not have sufficient funds to provide transportation to all students who wish to exercise the transfer option, the LEA would apply priority in determining which students can receive transportation.

The School Choice option is in effect as long as the school is designated for school improvement. Students who opt to transfer may remain in the receiving school until they reach the highest grade in the school, even in cases where the sending school is no longer in school improvement. The school district does not provide transportation for students when the sending school is no longer in school improvement.

Parents of students with disabilities should be advised that the LEA is not required to offer students the same choices of schools that it offers students without disabilities. It is the responsibility of the LEA to match abilities and needs of students with disabilities with those schools that have the capability to provide the student with a free and appropriate education.

## I. Responsibilities of the Alabama State Department of Education

- Assign School Improvement status to those schools that do not make AYP for two consecutive years.
- Identify Title I schools in improvement status for which School Choice is required.

**II. Responsibilities of the LEA** in the facilitation of the choice process for those students who choose to transfer to a higher performing school. The LEA should:

- Provide written notice about the school's *School Improvement* status and School Choice option to parents of each student enrolled in the school. The notification must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language they can understand.

\*Note: Public School Choice also exists for parents whose children attend a school that has been identified as *persistently dangerous* or when a child has been a victim of a violent crime on school property. States must identify schools that are persistently dangerous at least 14 days prior to the start of the school year in time for LEAs to notify parents of the designation.

- Written notice to parents should be **provided at least 14 days prior to the start of the school year**. The SDE has provided information already formatted in “letter templates” in this toolkit. Letters are listed as “*Requirements*” and contain vocabulary that may not be adjusted or deleted. NCLB requires that the parent notification contain the following six elements:

1. An explanation of what the *School Improvement* designation means and how the school’s academic achievement compares to other schools of the same grade configuration in the LEA and in the state as a whole.
2. The specific areas that contributed to the school’s designation as a *School Improvement* school.
3. An explanation of what the school and LEA are doing to address the school’s failure to achieve AYP.
4. An explanation of how the parents can become involved in addressing the academic challenges that caused the school’s failure to achieve AYP.
5. An explanation of the parents’ option to transfer their child to a higher achieving receiving school, with transportation provided by the LEA, as long as the sending school remains in Title I School Improvement. If no choice is available, the LEA should provide an explanation of how to obtain supplemental educational services for the child in accordance with *NCLB Section 1116(b) (6) (F)*.
6. The identification of each school from which the parents can select. Included in the identification should be a description of the academic achievement of the receiving school. For example, LEAs may want to attach a copy of the state’s School Report Card and:
  - Identify at least two receiving schools to which students may transfer as choice options from which parents may choose.
  - Notify parents by letter of the **option to receive supplemental educational services (SES)** in situations where there are no schools to which the students can transfer.
  - Provide at least **one additional method of notification of School Choice options**, including newspapers, posters, and the Internet.
  - Set a **reasonable deadline by which parents must apply for transfer**, ensuring sufficient time and information to make an informed decision.
  - Use the following procedure if funding for transportation is inadequate to meet all requests:
    - i. **Identify all students from low-income families** using the poverty measure to rank schools for Title I purposes (such as students receiving free and reduced price meals).
    - ii. **Rank-order students within that group**, according to achievement levels, using objective educational measures of the student’s achievement (such as the state assessment).
    - iii. Start with **students at the top of the list** and approve parents’ choice of receiving schools until funding for transportation has been exhausted.

**(Please note: In order to facilitate parents’ preferences of receiving schools, use of the ranking process is necessary.** See also Page 3, Second Paragraph: “In implementing the School Choice option, there may be circumstances in which the local education agency (LEA) will need to give priority to the lowest achieving children from low-income families. For example, if all students cannot attend their first choice of schools, the LEA would give first priority in assigning spaces to low-achieving, low-income students. Similarly, if the LEA does not have sufficient funds to provide transportation to all students who wish to exercise the transfer option, the LEA would apply priority in determining which students can receive transportation.”)

### III. Responsibilities of the Receiving Schools

- Schools that receive students whose parents exercise the School Choice option must ensure that the transferring students are enrolled in classes and activities in the school in the same manner as all other students.
- If an LEA has a general policy that requires all students who transfer under any choice option within the LEA to “sit out” from interscholastic sports for a specified period of time after the transfer, then the LEA may apply that policy to students who transfer under the public school choice provisions. If the LEA does not have such a general policy, it may not impose one on students who enter the school under the public school choice provisions.



**REQUIREMENT A**

All elements are listed in the NCLB legislation.

**Parent Notification Letter**

(LEA Letterhead)

(Date)

Dear Parent/Guardian:

(*School name*) has a tradition of positive education experiences for its students. This is evidenced in (*list areas of strength and achievement, e.g., academic achievement test scores, numbers of scholarship recipients, successes of academic organizations, etc.*). (*School name*) students' achievement scores are in the (*middle or lower range*) when compared to (*list district or neighboring districts' schools with similar grade configuration*). We are required by the U.S. Department of Education to notify our parents of our school's improvement status *at least* fourteen days before the first day of school for this 20\_\_ -- 20\_\_ school year.

Adequate yearly progress, based upon last year's test scores, was evaluated for (#) public schools, including (#) Title I schools. Statewide, (#) schools have been identified for School Improvement. Of those, (#) are Title I schools, compared to (#) last year. These schools must offer School Choice, if a higher performing school of choice is available. Our school met goals in (#) areas, but did not achieve adequate yearly progress in (*academic areas*), according to the state accountability plan that is aligned with the *No Child Left Behind Act of 2001*. (*School name*) has been identified for school improvement.

In light of this identification, the school will take the following steps to improve its status. The faculty and staff will work to strengthen classroom strategies related to raising student achievement and will introduce activities to involve parents in the school improvement process. (*List other initiatives the school may be implementing.*)

We encourage you to become involved in helping your child to be successful in school. Examples of how you may be more involved include asking about homework assignments, reading to your child every day, attending back-to-school nights to meet teachers, and volunteering when possible.

This letter also serves as a notification to parents that all students at the school, because of *School Improvement* status, are eligible to transfer to a school that is not identified for school improvement. In this district, eligible schools to which students may transfer and their academic achievement are listed in the chart below. For additional information, please examine the attached school report cards.

If your child attends:	He/she may choose to transfer to:	Record of Achievement of Choice Schools
ABC Elementary	Alpha Elementary	Made Adequate Yearly Progress (AYP) in 2007 and 2008
	Beta Elementary	Made AYP 2007 and 2008; 86% of all 5 <sup>th</sup> grade students score in the proficient range on the Alabama Direct Assessment of Writing
XYZ Middle	Psi Middle	Made Adequate Yearly Progress (AYP) in 2007 and 2008
	Omega Middle	Made AYP 2007 and 2008; 86% of all 7 <sup>th</sup> grade students score in the proficient range on the Alabama Direct Assessment of Writing

If you choose the transfer option, your child will be transported to the choice school free of charge as long as the former school is designated as a *School Improvement* school. **If the district budget isn't enough to allow the district to transport every student whose parents request a transfer, federal law requires that the district give priority for transportation to the lowest achieving students from low-income families. These students also have a priority to get the first choice of receiving schools. The district determines income based on eligibility for free or reduced-price school lunches and student achievement based on the *Alabama Reading and Mathematics Test*.**

You can find more information about your transfer options by going to the district's website at (*district website*). Please complete the enclosed form and return to (*School name*) by (*deadline date*). The (*LEA Central Office*) of our district will notify you when the choice option will take effect and when your child may start attending the choice school. Please contact the local board of education at (*telephone number*) or the school at (*telephone number*) if you have questions or need additional information.

Sincerely,

(*Signature*)

(*Position*)

- Enclosures:   1. (*Receiving Schools*) Annual Accountability Results (One-Page Summaries)  
                  2. School Choice Request Form

**REQUIREMENT B**

All elements are listed in the NCLB legislation.

**School Choice Request Form**

**LEA or District Letterhead**

**SCHOOL CHOICE REQUEST FORM**

*(Academic Year)*

Return to \_\_\_\_\_ *(name/location)* no later than \_\_\_\_\_ *(date)*

Student's Name \_\_\_\_\_

School Attending Now \_\_\_\_\_

I would like to take advantage of the School Choice option for my son/daughter.

**Select a first and second choice from schools named in the letter. If you have only one preference, list only one school.**

**1<sup>st</sup> Choice:** \_\_\_\_\_ *(insert name of receiving school.)*

**2<sup>nd</sup> Choice:** \_\_\_\_\_ *(insert name of receiving school.)*

\_\_\_\_\_  
**Signature or Parent/Guardian**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Daytime Telephone Number**

\_\_\_\_\_  
**Evening Telephone Number**

**Remember:** The *(LEA Central Office)* will notify you when the choice option will take effect and when your child may start attending the choice school.

**REQUIREMENT C****Letter for Title I Schools,  
No Choice Options Available****All elements are listed in the NCLB legislation.**

(LEA Letterhead)

Date

Dear Parent/Guardian:

(School name) has a tradition of positive education experiences for its students. This is evidenced in (list areas of strength and achievement, e.g., suggested topics, achievement test scores, numbers of scholarship recipients, successes of academic organizations, etc.) (School name) students' achievement scores are in the (middle or lower range) when compared to (list district or neighboring districts' schools with similar grade configuration). We are required by the U.S. Department of Education to notify our parents of our school's improvement status *at least* fourteen days before the first day of school for this 20\_\_-- 20\_\_ school year.

Adequate yearly progress, based upon last year's test scores, was evaluated for (#) public schools, including (#) Title I schools. Statewide, (#) schools have been identified for School Improvement. Of those, (#) are Title I schools, compared to (#) last year. These schools must offer School Choice, if a higher performing school of choice is available. Our school met goals in (#) areas, but did not achieve adequate yearly progress in (academic areas), according to the state accountability plan that is aligned with the *No Child Left Behind Act of 2001*. (School name) has been identified for school improvement.

In light of this identification, the school will be taking the following steps to improve its status. Faculty and staff will work to strengthen classroom strategies related to raising student achievement and will introduce strong strategies for parental involvement in the school improvement process. (List other specific initiatives the school may be implementing.)

We encourage you to become involved in helping your child to be successful in school. Examples of how you may be more involved include asking about homework assignments, reading to your child every day, attending back-to-school nights to meet teachers, and volunteering when possible.

As a (Title I) School Improvement School, (School name) is required to offer its parents the option of transferring their students to a school that is not in *School Improvement*. In (School district), all (Grade Configuration) schools have been identified for school improvement (or all schools in the district have been identified for improvement). The school district is unable to offer students a chance to transfer to a higher performing school but will arrange for the provision of Supplemental Educational Services (SES), free tutoring to all students in the school. The purpose of this tutoring service is to help students increase their academic achievement in reading, language arts, and/or mathematics. Tutoring sessions will be provided before or after school and will be in addition to the instruction that the student receives during the school day.

All (School name) students are eligible to receive supplemental services, but if the demand for services exceeds available funds, priority will be given to low-income, low-achieving students.

Parents of eligible students will be invited to an SES Provider Fair to be held at (Location, Date, and Time). At that time, an overview of the SES tutoring program will be presented and parents will have opportunities to select from a number of SES providers who are able to tutor students in our area. If

parents of eligible students are unable to attend the SES Provider Fair, they may also

**REQUIREMENT C**  
**Page 2**

**Letter for Title I Schools, No Choice Options Available**

select a tutoring program from the list of state-approved SES providers attached to the SES Provider Fair notification letter. **For additional information or help in selecting a Provider, parents may contact** *(insert name of LEA contact, telephone number, and office hours)*.

SES providers for our area have agreed to provide services that are in line with the instructional program of the school district and state. They have also agreed to provide parents and the eligible student's teacher(s) up-to-date information on his/her progress in the program.

Parents will be asked to cooperate with the providers and the school in the development of learning goals for each student and to encourage the child to attend every scheduled tutoring session. Should parents request assistance in determining the right SES provider, the school will be happy to assist in the selection of an SES provider.

Please complete the attached form and return it to the *(school address)* by *(date)*. You can find more information about your school improvement options by going to the district's website at *(district website)*. Please contact the local board of education at *(telephone number)* or the school at *(telephone number)* if you have questions or need additional information.

Sincerely,

*(Signature)*  
*(Position)*

- Enclosures: 1. Approved Provider List  
2. SES Provider Selection Form

**REQUIREMENT D**

All elements are listed in the NCLB legislation.

**SES Provider Selection Form**

**NO PUBLIC SCHOOL CHOICE OPTION**

**SUPPLEMENTAL EDUCATIONAL SERVICES –  
PROVIDER SELECTION FORM (---Year---)**

Please return to \_\_\_\_\_ on or before the deadline, \_\_\_\_\_

Student’s Name \_\_\_\_\_ (Please Print)  
School \_\_\_\_\_ Grade \_\_\_\_\_

Please check: My son/daughter **WILL** participate in the free tutoring sessions called the Supplemental Educational Services program as it is described in the No Child Left Behind Act of 2001.

**From the provided state-approved list, please list a first and second choice.**

I select \_\_\_\_\_ (State-approved provider’s name) \_\_\_\_\_ as our first choice.

I select \_\_\_\_\_ (State-approved provider’s name) \_\_\_\_\_ as our second choice.

**By signing**, I understand that if funds are insufficient to cover the free tutoring for all of the students who choose to participate, participation will be based on prioritized academic need as defined by the district.

I understand that the school district will enter into an agreement with the provider and that I will be notified of the time to meet with school personnel and provider to set achievement goals for my child.

I understand that the provider will not disclose to the public the identity of my child without my permission.

I understand that the school system will share with the provider educational data that is necessary for tutoring. This includes, but is not limited to test scores, information from individual educational plans and teacher recommendations.

I understand that the provider will regularly inform my child’s teacher and me of his/her progress.

I understand that I need to notify the school if my child stops attending the tutoring sessions.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Printed name of Parent/Guardian)

\_\_\_\_\_  
(Daytime Phone Number)

\_\_\_\_\_  
(Evening Phone Number)

**REQUIREMENT E****Parent Notification Letter, School Made AYP for One Year,  
Still Identified for Improvement**

All elements are listed in the NCLB legislation.

(LEA Letterhead)

(Date)

Dear Parent/Guardian:

*(School name)* is continuing its tradition of positive education experiences for all students. This is evidenced in (list areas of strength and achievement from previous year, e.g., academic achievement test scores, numbers of scholarship recipients, successes of academic organizations, number and/or percentage of highly qualified core academic subject teachers, etc.). *(School name)* students' achievement scores are in the (middle or lower range) when compared to (list district or neighboring districts' schools with similar grade configuration).

We are required by the U.S. Department of Education to notify our parents of our school's improvement status *at least* fourteen days before the first day of school for this 20\_\_-- 20\_\_ school year.

Adequate yearly progress, based upon last year's test scores, was evaluated for (#) public schools, including (#) Title I schools. Statewide, (#) schools have been identified for School Improvement. Of those, (#) are Title I schools, compared to (#) last year. These schools must offer School Choice, if a higher performing school of choice is available, or offer their children access to supplemental educational services.

As you know, *(School name)* was identified for improvement in (school year in which school was first identified) because it did not achieve adequate yearly progress (AYP) in (name the academic area/subgroup(s) that did not make AYP). Teachers, students, parents, and school administrators worked very hard during the past year to improve student achievement in (“this” or “these”) (“area” or “areas”). That hard work paid off! *(School name)* made AYP by meeting or improving in all of its academic goals for the 20\_\_-20\_\_ school year.

For the 20\_\_-20\_\_ school year, the state has assigned an accountability status of “Made AYP – School Improvement Year-Delay (insert number) to *(School name)*. During this school year, *(School name)* will continue improvement strategies and parent options that were implemented during 200\_\_-200\_\_. For example, all students enrolled in *(School name)* will continue to be eligible to transfer to another school that is not identified for improvement. Students who were allowed to attend another school last year may continue attending that school. Parents of students who did not transfer last year, may request to transfer this year in accordance with the (School system) public school choice plan. [If the school was, for example, unable to offer school choice and/or was required to offer supplemental educational services to eligible students during the last school year, add the following statement: Also, parents of eligible students may request supplemental education services for their child in accordance with the (School system) plan for school improvement.]

According to the state's accountability plan, which is aligned with the *No Child Left Behind Act of 2001*, *(School name)* must make AYP in reading and mathematics among all students and subgroups of students for two consecutive years in order to be completely removed from school improvement status. This requirement allows time for the school to continue its emphasis on improvement strategies and will increase the likelihood that more students will reach or exceed the state's goals for achievement in the areas of reading and mathematics or additional academic indicator. If *(School name)* meets all of its

academic goals and makes AYP based on this year’s spring assessments, it will no longer be identified for improvement – this is the school’s goal.

We encourage you to continue involvement in helping your child to be successful. Examples of how you may be more involved include asking about homework assignments, reading to your child every day, attending back-to-school nights to meet teachers, and volunteering when possible.

[If the LEA chooses to use this letter to provide information to parents about public school choice, continue with the next 3 paragraphs. If the LEA chooses to send a separate letter for such notification, skip the next 3 paragraphs and use the last paragraph before the closing.]

This letter also serves as a notification to parents that all students at the school, because of continued *School Improvement* status, are eligible to transfer to a school that is not identified for school improvement. In this district, eligible schools to which students may transfer and their academic achievement are listed in the chart below. For additional information, please examine the attached school report cards.

If your child attends:	He/she may choose to transfer to:	Record of Achievement of Choice Schools
ABC Elementary	Alpha Elementary	Made Adequate Yearly Progress (AYP) in 2007 and 2008
	Beta Elementary	Made AYP 2007 and 2008; 86% of all 5 <sup>th</sup> grade students score in the proficient range on the Alabama Direct Assessment of Writing
XYZ Middle	Psi Middle	Made Adequate Yearly Progress (AYP) in 2007 and 2008
	Omega Middle	Made AYP 2007 and 2008; 86% of all 7 <sup>th</sup> grade students score in the proficient range on the Alabama Direct Assessment of Writing

If you choose the transfer option, your child will be transported to the choice school free of charge as long as (*School name*) is designated as a *School Improvement* school. **If funds are not sufficient to meet the increased transportation costs for all students whose parents request a transfer, federal law requires that the school system give priority to the lowest achieving students from low-income families. These students also have a priority to get the first choice of receiving schools. The district determines income based on eligibility for free or reduced-price school meals and student achievement based on the *Alabama Reading and Mathematics Test*.**

Please complete the enclosed form and return to (*School name*) by (*deadline date*). The (*LEA Central Office*) of our district will notify you when the choice option will take effect and when your child may start attending the choice school.

Thank you for your support and assistance in helping (*School name*) make AYP based on the spring 20\_\_ student assessments. We look forward to your continued support during the 20\_\_-20\_\_ school year. You can find more information about your school improvement options by going to the district’s website at (*district website*). Please contact the local board of education at (*telephone number*) or the school at (*telephone number*) if you have questions or need additional information.

Sincerely,  
 (*Signature*)  
 (*Position*)

- Enclosures: 1. (*Receiving Schools*) Annual Accountability Results (One-Page Summaries)  
 2. School Choice Request Form  
 3. Supplemental Educational Services Sign-up Form (*if appropriate*)

**REQUIREMENT F Parent Notification Letter, School Made AYP for Two Consecutive Years,  
No Longer Identified for Improvement**

All elements are listed in the NCLB legislation.

(LEA Letterhead)

(Date)

Dear Parent/Guardian:

*(School name)* is continuing its tradition of positive education experiences for all students. As you know, *(school name)* was identified for improvement in *(school year in which school was identified)* because it did not achieve adequate yearly progress (AYP) in *(name the academic areas/subgroup(s) that did not make AYP)*. Teachers, students, parents, and school administrators have worked very hard during the past years to improve student achievement in *(“this” or “these”) (“area” or “areas”)*. That hard work paid off! *(School name)* met all of its academic goals and made AYP based on the spring 20\_\_ assessments and is no longer identified for improvement. We are required by the U.S. Department of Education to notify our parents of our school’s improvement status *at least* fourteen days before the first day of school for this 20\_\_ -- 20\_\_ school year.

During the upcoming school year, *(School name)* will continue improvement strategies that were implemented during the past two years that resulted in the school’s successes. Because *(School name)* is no longer a School Improvement school, new students enrolling this year will no longer be eligible for the School Choice option. Students who took advantage of School Choice in the past by transferring to a school not identified for improvement will be allowed to continue attending that school until they complete the highest grade. However, the school district is no longer required to provide transportation for these students. Also, supplemental educational services will not be offered at *(School name)*.

We encourage you to discuss the school’s successes with your child and to continue involvement in helping him/her to be successful in school. Examples of how you may be more involved include:

- Asking about homework assignments.
- Reading to your child every day.
- Attending back-to-school nights to meet teachers.
- Volunteering at your child’s school.

We appreciate your support in the past and look forward to building a strong partnership to provide the best education possible for your child. You can find more information about your school by going to the district’s website at *(district website)*. Please contact the local board of education at *(telephone number)* or the school at *(telephone number)* if you have questions or need additional information.

Sincerely,

*(Signature)*

*(Position)*

## Appendix A

# PUBLIC SCHOOL CHOICE Non-Regulatory Guidance January 14, 2009

### Glossary

**20 Percent Obligation:** The 20 percent obligation is the amount equal to 20 percent of an LEA's Title I, Part A allocation that an LEA must spend, subject to demand, on choice-related transportation, SES, or a combination of the two. If the cost of satisfying all requests for SES exceeds 5 percent of an LEA's Title I, Part A allocation, the LEA may not spend less than an amount equal to 5 percent on those services. Similarly, if the demand from parents of eligible students for transportation needed for public school choice exceeds 5 percent of the allocation, the LEA must spend the equivalent of at least 5 percent on choice-related transportation. The LEA has flexibility in allocating the remaining 10 percent [Section 1116(b) (10); 34 C.F.R. §200.48(a) (2).] In addition, an LEA may, but is not required to, spend up to 1 percent of its 20 percent obligation (0.2 percent of its Title I, Part A allocation) on parent outreach and assistance related to public school choice and SES (See *Section K-1*)

**Adequate Yearly Progress:** Adequate yearly progress (AYP) is the measure of the extent to which students in a school demonstrate proficiency in reading/language arts and mathematics. It also measures the progress of schools in meeting other academic indicators, such as the high school graduation rate or school attendance rate. The same measure also applies to LEAs. Each State has its own definition of AYP, and these definitions have been approved by the Department, included in State Accountability Workbooks, and are available on the Department's website at <http://www.ed.gov/admins/lead/account/stateplans03/index.html>. State definitions must reflect the objective of all students demonstrating proficiency by the end of school year 2013-2014 [Section 1111(b) (2).]

**Corrective Action:** A school identified for corrective action is a Title I school that has not made AYP for four years. In order to exit corrective action, the school must make AYP for two consecutive years [Section 1116(b) (7).]

**Eligible Student:** For purposes of the public school choice provisions, eligible students are all students enrolled in Title I schools that are identified for school improvement, corrective action, or restructuring. Note that this differs from eligibility for SES, which is limited to students from low-income families who are enrolled in schools in the second year of school improvement, in corrective action or in restructuring [Section 1116(b) (1) (E).]

**Public School Choice:** Students who attend a Title I school identified for school improvement, corrective action, or restructuring are eligible to transfer to another public school in the LEA that is identified for school improvement, corrective action, or restructuring. LEAs are required to make at least two transfer options available to students, if at least two options exist, and are responsible for paying for or providing transportation necessary for students to attend their new school. If available funds are insufficient to satisfy all requests for transportation, LEAs must give priority to the lowest-achieving low-income students who request transportation [Section 1116(b) (1) (E).]

**Restructuring:** A school identified for restructuring is a school that has not made AYP for five or more years. The first year of restructuring may be used for planning; the plan for the restructured school must be implemented no later than the second year. In order to exit restructuring, the must make AYP for two consecutive years *[Section 1116(b) (8).]*

**School Improvement:** A school is identified for school improvement when it has not made AYP for two consecutive years. A school can be identified for a second year of school improvement if it does not make AYP for another year, after initially being identified for school improvement. In order to exit school improvement, the school must make AYP for two consecutive years *[Section 1116(b) (1) (A).]*

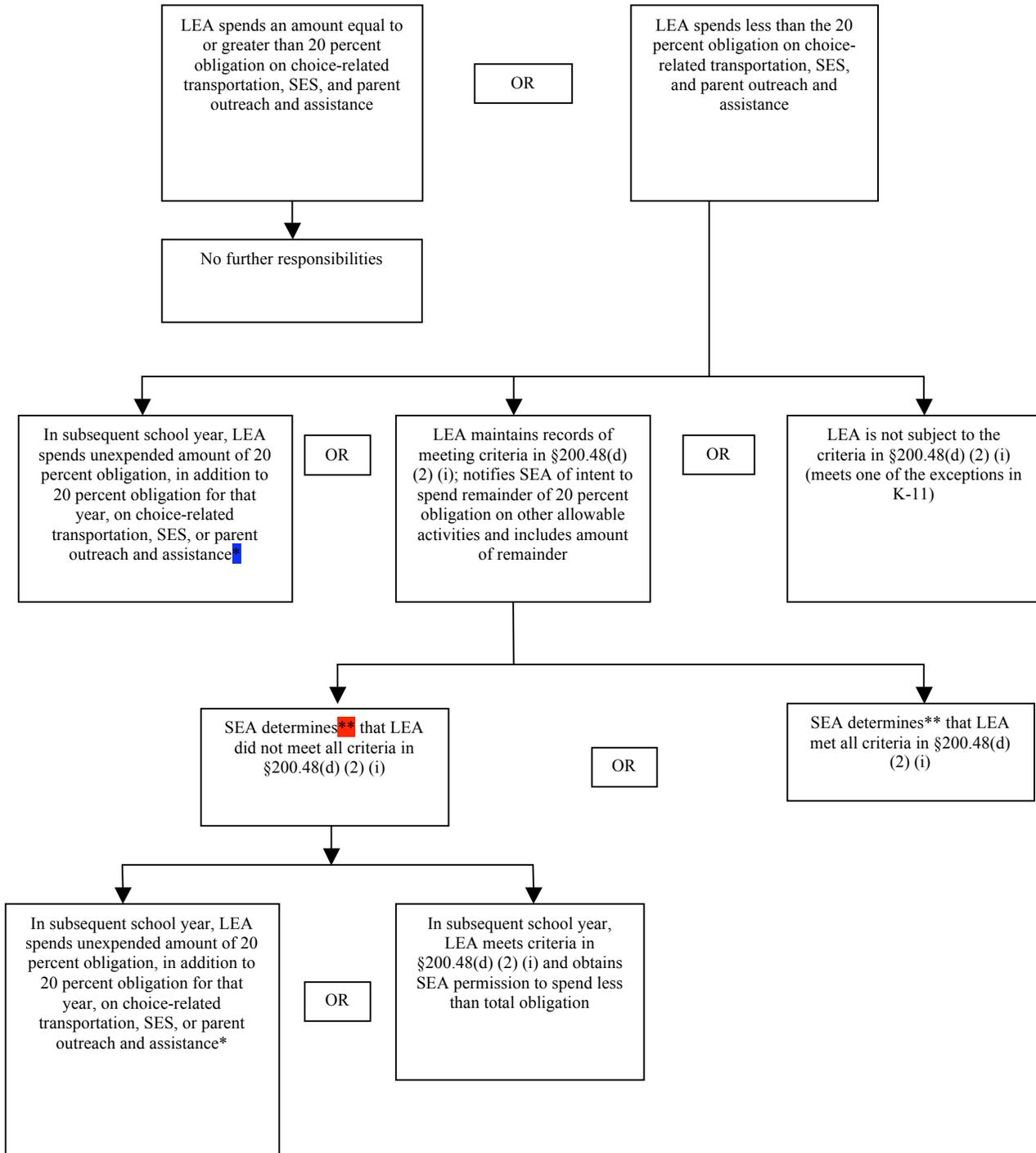
**Schoolwide Program:** A schoolwide program is a Title I program operated in a school that serves an eligible school attendance area in which not less than 40 percent of the students are from low-income families, or that has a school enrollment of which not less than 40 percent of the students are from such families, and that uses its Title I funds to upgrade the educational program of the entire school, rather than to provide services only to students identified as most at risk of failing to meet State standards *[Section 1114.]*

**Supplemental Educational Services:** Supplemental educational services (SES) are additional academic services designed to increase the academic achievement of low-income students in schools identified for school improvement, corrective action, or restructuring. These services may include tutoring, remediation, or other educational interventions that are consistent with the content and instruction used by the LEA and is aligned with the State's academic content standards. SES is in addition to instruction provided during the regular school day. SES must be high quality, research-based, and specifically designed to increase the academic achievement of eligible students *[Section 1116(e) (12) (C); 34 C.F.R. §200.47(b) (2) (iii) (C).]*

**Targeted Assistance Program:** A targeted assistance program is a Title I program in which a school uses its Title I funds to provide services only to the students who have been identified as being most at risk of failing to meet State academic content and achievement standards *[Section 1115.]*

# Appendix B

## Public School Choice and Supplemental Education Services Flowchart Requirements and Responsibilities for Meeting the 20 Percent Obligation



**\*** An LEA may count costs for parent outreach and assistance toward meeting its unexpended obligation in the subsequent school year only if it did not reach the 1 percent cap in the first year (based on the LEA’s Title I, Part A allocation that year). *(See K-16.)*

**\*\*** The SEA determines whether an LEA has met the criteria through its regular monitoring process. The SEA must also review for compliance any LEA that has spent a significant portion of its 20 percent obligation on other allowable activities and has been the subject of multiple credible complaints, and must complete any such review by the start of the next school year. *(See K-8.)*