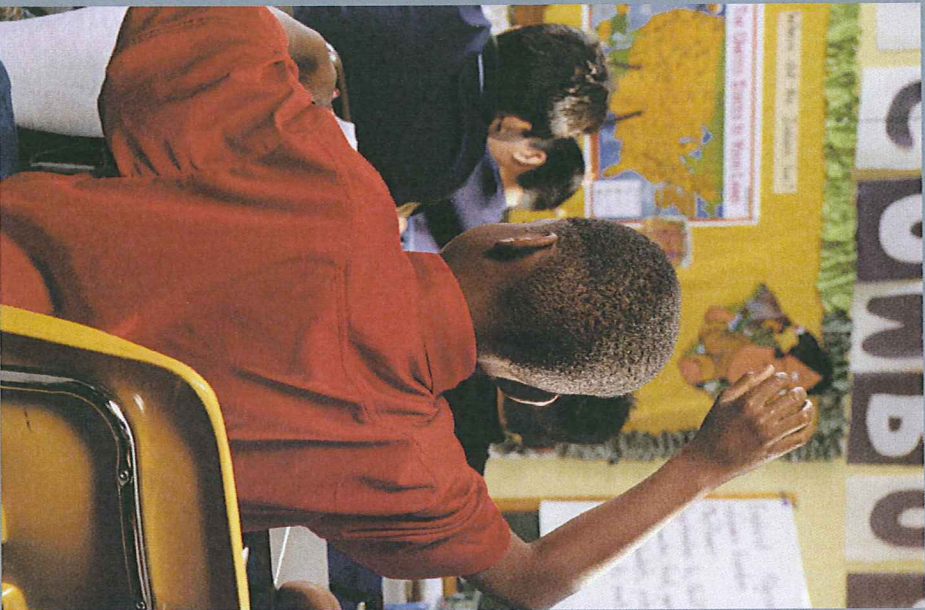


What should I do next?

Have the principal schedule a meeting to explain the results. School leaders should be willing to help parents understand the numbers, discuss how the school plans to improve and why they think the plan will work, and to ask for parents' help. This meeting also would be a good time for the principal to show parents how to interpret their children's individual reports on test results. Use this as an opportunity to find out what kinds of things that you can do at home to support your child's learning and academic success.



Where can I get more information?

For more information, please contact any of the following:

- Your local school district, your school principal, other staff in your school or your district Title I coordinator will be able to help you.
- The **Kansas Parent Information Resource Center**, the official technical assistance center for parent involvement in Kansas, funded under Title V of No Child Left Behind. The toll free number is (866) 711-6711 and the website is www.kpirc.org. (Click on Federal Requirements Under NCLB)
- The **Kansas State Department of Education** at (785) 296-5188 and the website is www.ksde.org.
- The US Department of Education, www.nochildleftbehind.gov

Parent guides available on No Child Left Behind include:

- A Parent's Guide to Supplemental Educational Services
- A Parent's Guide to School Choice
- A Parent's Guide to Understanding Your Building Level Report Card

These brochures can be downloaded at www.kpirc.org or www.ksde.org on the State & Federal Programs page.



Kansas Parent Information Resource Center
3500 SW 10th Avenue
Topeka, KS 66604
Phone: (866) 711-6711
www.kpirc.org

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120 SE 10th Avenue
Topeka, KS 66612-1182
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A Parent's Guide to Understanding Your Building Level Report Card



What are Building Level Report Cards?

Under the No Child Left Behind law, school districts must distribute a report card on how every school and the district as a whole are performing in reading and mathematics. This report also must include data on how different groups of students are doing in relation to meeting proficiency in reading and mathematics. While you are familiar with receiving report cards on how well your child is doing in school, the building level report card tells you how your child's school is doing – compared to last year and the year before – and compared to other schools.

What does proficiency mean?

Under No Child Left Behind, every student, regardless of ethnicity, income level, disability, and ability to speak English must be at the proficiency level by the 2013/14 school year. In Kansas proficiency is defined as “meeting standard” and is the midpoint on a five point scale that includes exemplary, exceeding the standard (both above meeting standard) and approaching and academic warning (both below meeting standard). The Building Level Report Card also reports what percentage of students are at each of these levels.

What kind of information is found in the Building Level Report Card

Under No Child Left Behind, the Building Level Report Card includes at least two years of data for reading and mathematics and must separate out the data by race/ethnicity, income level, disability status, English proficiency and migrant status. Kansas also breaks down the data by gender. The Report Card also shares “adequate yearly progress” results and identifies whether or not the school is in “improvement status.” (See the Sample Report Card)

Report cards are also required to include information on the qualifications of the school's teachers who teach in the core content areas at your school.

What is Adequate Yearly Progress (AYP)?

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and Kansas have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. In defining adequate yearly progress, each state sets the minimum levels of improvement – measurable in terms of student performance – that school districts and schools must achieve within time frames specified under No Child Left Behind. Each year all sub-groups of students must show improvement with the goal for all students to be at 100% proficiency by the 2013/14 school year.

When will I receive the Building Level Report Card?

Report cards are posted on the Kansas State Department of Education's website at www.ksde.org. The report cards are published during the second week of October. Districts will notify their community and parents when the report cards are available.

Adapted from 10 Tips for Parent Who Chose to Stay Put, PLA Associates, (2003) <http://www.plassociates.org/ten.html>



How do I make sense of all this information?

As you look at the Building Level Report Card ask yourself questions such as:

1. Which groups of students are doing well?
2. Which groups are not doing so well?
3. What are the trends from year to year?
4. Do all students make gains, or do some groups of students stay about the same?
5. How does my school compare to the district or state average?

Then ask what is being done to address the weaknesses identified by the data. For example, if reading scores are low, what is the school doing to improve reading instruction? If English Language Learners are not making progress, how will the school modify its program for these students?

Sample of Building Level Report Card (1)

| Student Group | Reading | | | | Mathematics | | | | |
|---------------------------|----------------|--------|--------------|--------|----------------|-------|--------------|--------|-------|
| | Goal: 100% (2) | | Goal 10% (3) | | Goal: 100% (2) | | Goal 10% (3) | | |
| | School | Direct | State | School | Direct | State | School | Direct | State |
| All Students | | | | | | | | | |
| Free/Reduced Lunch | | | | | | | | | |
| Students w/Disabilities | | | | | | | | | |
| English Language Learners | | | | | | | | | |
| African Americans | | | | | | | | | |
| Hispanics | | | | | | | | | |
| Whites | | | | | | | | | |
| Asian/Pacific Islanders | | | | | | | | | |
| American Indians | | | | | | | | | |
| Multi-Ethnic | | | | | | | | | |

(1) All data should be based on students enrolled for a full academic year.
 (2) While the goal for a percent of students tested is 100%, a state, district or school will meet AYP requirements for participation if 95% or greater of all students and all subgroups of students are assessed.
 (3) X = Goal determined by the state.