

ESTIMATE OF NCLB-RELATED LOCAL COSTS:

Description of Cost Categories

Note: This document describes the cost categories that officials from a sample of school districts used to prepare estimates of NCLB-related costs. The bulleted lists indicate the main activities for each cost category.

GENERAL ADMINISTRATIVE COSTS

1. Overall Management of Elementary and Secondary Education Act (ESEA) Programs and Funding

- Review the content of ESEA and related federal guidance.
- Develop and revise ESEA-related applications, local education agency plans, school-specific plans, needs assessments, and budgets.
- Attend meetings, conferences, or training sessions regarding ESEA requirements and implementation.
- Help school administrators, teachers, or others understand the law and its implications.
- Manage schoolwide and targeted Title I programs.
- General administration of ESEA programs and funding, beyond that specified in categories below.

CURRICULUM ALIGNMENT

2. Bring Curriculum Into Alignment with the Profiles of Learning Standards in Reading, Math, and Science

- Assess and evaluate existing curriculum.
- Research other curriculum options.
- Purchase new textbooks and materials.
- Train teachers and staff in new curriculum.
- Carry out other activities needed to bring the curriculum into alignment.

3. Bring Curriculum Into Alignment with Minnesota's New Academic Standards in Reading, Math, and Science

- Assess and evaluate existing curriculum.
- Research other curriculum options.
- Purchase new textbooks and materials.
- Train teachers and staff in new curriculum.
- Carry out other activities needed to bring the curriculum into alignment.

<i>ASSESSMENT ADMINISTRATION</i>

4. Administer the 3rd and 5th Grade Reading and Math MCAs

- Receive, unpack, and inventory the assessment forms (including field trials, pilot tests, and fully-operational assessments).
- Arrange time and place to administer the assessment.
- Proctor assessment taking.
- Provide test accommodations for LEP and disabled children.
- Re-inventory and pack up tests.
- Carry out other activities related to the administration of the assessment.

5. Administer the 7th Grade Reading and Math MCAs

(Same activities as #4)

6. Administer the 10th Grade Reading MCA and 11th Grade Math MCA

(Same activities as #4)

7. Administer the 4th, 6th, and 8th Grade Reading and Math MCAs

(Same activities as #4)

8. Administer the Grades 3-5, 6-9, and 10-12 Science MCAs

(Same activities as #4)

9. Administer the TEAEs

(Same activities as #4)

10. Administer the MNSOLOMs (Grades 3-12)

- Distribute observational matrices to appropriate teachers.
- Complete the matrices.
- Collect the matrices.
- Compile observational data that will be submitted to MDE or the assessment contractor.
- Carry out other activities related to the administration of the assessments.

11. Administer the Minnesota Alternative Assessments (MAAs)

- Distribute assessment guidelines and instructions to appropriate teachers.
- Complete the observational assessments.
- Collect observational assessments.
- Enter information from assessments into Minnesota Department of Education online database.
- Carry out other activities related to the administration of the assessments.

12. Coordinate and Monitor NAEP

- Coordinate and monitor the NAEP administration.

<p style="text-align: center;"><i>AYP DETERMINATION, REPORTING, AND COMMUNICATION</i></p>

13. Verify Data Used by State in Making AYP Determinations

- Verify data used to determine AYP status.
- If necessary, appeal an AYP determination.
- Carry out other activities to verify data used to determine AYP.

14. Provide Notices and Disseminate Information Required by Title I, Part A

- Print and distribute NCLB report cards to schools and parents. *(In the future, MDE will develop state, district, and school report cards containing the elements required by NCLB. The NCLB report cards are not the report cards released at the time of the State Fair that rate schools on the five-star system).*
- Disseminate individual score reports on state assessments to parents of all students.
- Notify parents that a school has been identified for school improvement, corrective action, or restructuring (if applicable).
- Notify parents about their school choice options under Title I, Part A (if applicable).
- Notify parents about the availability of supplemental services (if applicable).
- Notify parents of any action taken by the school or school district to address the problems that led to the school's identification for improvement or corrective action.
- Notify parents of Title I children about the district's parental involvement programs.
- Provide notices and report cards in a language parents can understand.
- Carry out other activities to provide notices or publicize information required by Title I, Part A.

SANCTIONS AND SERVICES

15. Develop and Implement Improvement Plans (For School Districts and Schools Needing Improvement)

- Develop and implement improvement plans (by school districts and schools that have failed to make AYP for at least two consecutive years).
- Review (with assistance from a peer review process) and approve plans developed by schools that failed to make AYP for at least two consecutive years.
- Provide technical assistance to schools during development and implementation of the school improvement plans.
- Other activities related to development and implementation of NCLB-related improvement plans.

16. Provide Technical Assistance (Regarding Curriculum and Ways to Improve Student Achievement)

- Help schools served under Title I, Part A to develop or identify examples of high-quality, effective curricula.
- Other technical assistance regarding curriculum and improvement of student achievement.

17. Provide NCLB-Related Public School Choice

- If applicable, decide which school transfer options to offer to parents/students, in accordance with Title I, Part A.
- Where appropriate, make student assignments to new schools after parents have expressed their school preferences.
- Decide how to accommodate students who wish to transfer to new schools—for example, how to give priority to the lowest-achieving, disadvantaged students.
- Plan, manage, and provide choice-related student transportation.
- Other activities to administer NCLB-related school choice options.

18. Provide Supplemental Services

- Help the Minnesota Department of Education identify potential supplemental services providers.
- Help parents choose a supplemental services provider, if requested.
- Determine which students should receive services, if not all students can be served.
- Enter into agreements with providers selected by parents.
- Pay providers for the cost of supplemental services.
- Provide information to help the Minnesota Department of Education monitor the quality and effectiveness of services provided.
- Other activities to arrange for or provide supplemental services.

19. Take Corrective Actions

- Implement corrective actions at schools entering their third year of needing improvement.
- Provide information regarding the corrective action to the general public and to parents of each student enrolled in the affected schools.

TEACHER/PARAPROFESSIONAL QUALIFICATIONS

20. Monitor Whether Teachers and Paraprofessionals Meet NCLB Qualifications

- Determine which teachers in the district are highly qualified.
- Determine whether current teachers who are not highly qualified meet the HOUSSE standard.

- Collect data from current and new paraprofessionals to monitor whether they meet the NCLB qualifications; provide the data to the Minnesota Department of Education.
- Develop and administer a local assessment for paraprofessionals, if the district chooses.
- Report annually to the state on the progress of the school district and each of its schools toward the annual measurable objectives related to teacher quality.
- Conduct other activities needed to monitor whether teachers and paraprofessionals meet NCLB qualifications.

21. Increase the Number of Teachers and Paraprofessionals Who Meet NCLB Qualifications

- Help existing teachers and paraprofessionals to attain the qualifications required by NCLB.
- Increase the compensation of existing teachers/paraprofessionals, for the purpose of retaining or rewarding staff who meet more stringent requirements under NCLB.
- Increase compensation levels for new teachers/paraprofessionals, for the purpose of recruiting staff who meet NCLB requirements.
- Conduct other activities to increase the number of teachers and paraprofessionals meeting NCLB qualifications.

22. Develop and Implement Improvement Plans (for school districts failing to meet annual objectives regarding teacher/paraprofessional qualifications)

- Develop an improvement plan if the school district fails to meet the annual measurable objectives after the second year of the plan.
- Enter into agreements with the state on the school district's use of Title II funds if the district fails to meet the annual objectives after the third year of the plan and has failed to make AYP for three consecutive years.
- Conduct other activities to develop and implement an improvement plan.

23. Implement Parents Right-to-Know Provisions

- Notify parents of children in a Title I school that they may request information on the qualifications of their child's teacher, including whether the child is provided services by a paraprofessional, and provide such information if requested.
- For purposes of notifying parents in cases where students are taught by teachers who do not meet NCLB qualifications, develop ways to link teacher qualification information with the subjects and students taught by each teacher. *(In the future, the Minnesota Department of Education plans to integrate current information systems – STARRS and personnel licensing data — to provide data on teacher qualifications*

and whether teachers are “highly qualified.” In the meantime, districts must provide this data themselves.)

- Provide timely notice to parents in a Title I school that their children have been assigned, or have been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Provide notices in a language parents can understand.
- Carry out other activities to implement the parents right to know provisions.

24. Monitor the Extent to Which Teachers are Receiving High-Quality Professional Development, and Increase Opportunities for High-Quality Professional Development

- Work with the Minnesota Department of Education to understand the definition of high-quality professional development.
- Collect and provide data to the state on the number of professional development opportunities and the number of teachers receiving high-quality professional development.
- Report annually to the state on the progress of the school district and each of its schools toward the annual measurable objectives related to professional development.
- Provide appropriate professional development opportunities for teachers.
- Conduct other activities needed to monitor the extent to which teachers are receiving high-quality professional development and to provide high-quality professional development opportunities for teachers.

PARENT INVOLVEMENT

25. Implement programs, activities, and procedures to involve parents in programs funded by Title I, Part A.

- With the participation of parents whose children are served by Title I, Part A, develop and implement a written parental involvement policy for the district and each Title I school.
- Convene an annual meeting at each school to inform parents of the school’s participation in Title I, Part A.
- Offer other meetings for parents.
- Involve parents in the planning, review, and improvement of programs under Title I, Part A,
- With the participation of parents whose children are served by Title I, Part A, develop school-parent compacts that outline how parents, school staff, and students will share in the responsibility for improving academic achievement.

- Help parents understand (1) the NCLB assessments, standards, and accountability system, and (2) how they can monitor their child's progress.
- Provide training and materials to help parents work with their children and improve achievement.
- Conduct other activities related to parental involvement.