

ESSA Parents Right To Know

Topic	Content	All Schools	Title I Schools Only
Information for Parents	<p>Parents may request information regarding if their child's classroom teacher:</p> <ul style="list-style-type: none"> • Meets state qualifications and licensing criteria for grade and subject areas that the teacher provides instruction • Teaching under emergency or other provisional status • Teaching in the field of discipline of the teacher's certification 		X
	<p>Provide each parent</p> <ul style="list-style-type: none"> • Information on the level of achievement and academic growth of the student on each of the state academic assessments required and • Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification 		X
Testing Transparency	<p>Parents may request information regarding any state or district policy regarding student participation in any assessments mandated under section 1111(b)(2) and by the state or district, which shall include a policy, procedure or parental right to opt the child out of the assessment</p>		X
	<p>District that receives Title I funds shall make widely available through public means (including website) for each grade served information on each assessment required by the state to comply with section 1111, other assessments required by the state, and where information is available and feasible to report, assessments required district wide that includes:</p> <ul style="list-style-type: none"> • The subject matter assessed • The purposes for which the assessment is designed and used; • The source of the requirement for the assessment; and • Where available: <ul style="list-style-type: none"> ○ the amount of time students will spend taking the assessment and the schedule for the assessment; and ○ The time and format for disseminating results 	X	
Language Instruction	<p>Inform parents of an English learner identified for participation or participating in Language instruction educational program (LIEP) no later than 30 days after the beginning of the school year:</p> <ul style="list-style-type: none"> • The reason for identification of the child as an English Learner; • The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement; • Methods of instruction used in the program in which the child is, or will be, participation, and the methods of instruction used in other available programs, including how the programs differ; • How the program will meet the education strengths and needs of the child and help the child achieve English language proficiency and meet academic standards; • Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation; • In the case of a child with a disability, how the program meets the annual goals in the child's IEP; and • Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrolment or choose another program or method of instruction if available. <p>For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, notification must be made during the first 2 weeks of the child being placed in a language instruction education program.</p>	X	
	<p>Inform parents of English learners how the parents can</p> <ul style="list-style-type: none"> • Be involved in the education of their child; and • Be active participants assisting their children to: <ul style="list-style-type: none"> ○ Attain English proficiency; ○ Achieve at high levels within a well-rounded education; and ○ Meet the challenging state academic standards expected of all students 	X	
	<p>Implement an effective means of outreach to parents that include holding and sending notices of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.</p>	X	
Basis for Admission or Exclusion	<p>A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status</p>	X	
Language Notice and Format	<p>The notice and information provided to parents shall be in an understandable and uniform format and to the extent practicable, provided in a language that the parents can understand.</p>	X	

ESSA el Derecho a Saber para Padres

Tema	Contenido	Todas Escuelas	Las Escuelas Solas de Título I
Información para Padres	Los padres pueden solicitar información si el maestro de aula de su hijo: <ul style="list-style-type: none"> • Cumple con calificaciones estatales y criterios autorizando para las áreas de grado y materia de que el maestro provee la instrucción • Enseñar debajo de una condición de emergencia u otra condición provisional • Enseñar en el área de la disciplina de la certificación del maestro 		X
	Proveerle a cada padre y/o madre <ul style="list-style-type: none"> • Información del nivel de logro y crecimiento académico del estudiante en cada evaluación académica estatal obligatoria y • Aviso oportuno que el estudiante ha sido asignado o ha enseñado durante cuatro semanas consecutivas o más por un maestro quien no cumple con la certificación estatal aplicable 		X
Transparencia de Probar	Los padres pueden solicitar información con respecto a cualquiera política estatal o del distrito con respecto a la participación estudiantil en cualquiera evaluación mandada debajo de la sección 1111(b)(2) y por el estado o distrito, que puede incluir una política, procedimiento o derecho parental para optar por no participar en la		X
	El distrito que recibe fondos Título I se hará por medios públicos (incluso una página web) para cada grado servido la información en cada evaluación obligatoria por el estado para obedecer sección 1111, otras evaluaciones obligatorias por el estado, y donde la información es disponible y factible para informar, las evaluaciones obligatorias por todo el distrito que incluyen: <ul style="list-style-type: none"> • La materia evaluada • Los fines para que la evaluación es diseñada y usada; • La fuente del requisito de la evaluación; y • Cuando disponible: <ul style="list-style-type: none"> ○ la cantidad de tiempo que los estudiantes pasan tomando la evaluación y el horario de la evaluación; y ○ El tiempo y el formato para divulgar los resultados 	X	
Instrucción de Idiomas	Informar a los padres de un aprendiz del inglés identificado para la participación o participando en un programa educativo de instrucción de lenguaje (LIEP) no más tardar de 30 días después del inicio del año escolar: <ul style="list-style-type: none"> • La razón para la identificación del niño como un aprendiz del inglés; • El nivel de dominio del idioma inglés del hijo, cómo se evaluó el nivel y el estado del logro académico del niño; • Los métodos de instrucción usados en el programa en el que el niño está o estará participando, y los métodos de instrucción utilizados en otros programas disponibles, incluyendo como los programas difieren; • Como el programa satisficará las fuerzas y las necesidades educativas del niño y ayudará al niño lograr el dominio del idioma inglés y cumplirá con los estándares académicos; • Requisitos de salida para el programa, la tasa esperada de transición a una aula no adaptada para estudiantes del idioma inglés y la tasa esperada de graduación de la escuela preparatoria; • En el caso de un niño con una discapacidad, como el programa cumple con las metas anuales en el IEP del niño; y • Información sobre el derecho de los padres retirar al niño de un programa en su petición y rechazar la inscripción o elegir otro programa o método de instrucción si es disponible. Para aquellos niños que no han sido identificados como estudiantes de inglés antes del comienzo del año escolar pero se identifican como estudiantes de inglés durante ese año escolar, la notificación debe realizarse durante las dos primeras semanas cuando el niño es puesto en un programa educativa de instrucción de lenguaje.	X	
	Informar a los padres de los aprendices de inglés como los padres pueden <ul style="list-style-type: none"> • Involucrarse en la educación de sus hijos; y • Ser participantes activos, ayudando a sus hijos: <ul style="list-style-type: none"> ○ Lograr el dominio del idioma inglés; ○ Lograr a los niveles altos dentro de una educación completa; y ○ Cumplir con los estándares académicos estatales desafiantes que son esperados de todos los estudiantes 	X	
	Implementar un medio eficaz de divulgación a los padres que incluye tener y mandar avisos de oportunidades para las reuniones regulares con el fin de formular y responder a las recomendaciones de los padres de los estudiantes asistidos bajo Título I o	X	
Base para la Admisión o Exclusión	Un estudiante no será admitido a, o excluido de, cualquier programa educativa asistida federalmente en la base de un apellido o estado de idioma-minoritario.	X	
Aviso de Idioma y Formato	El aviso y la información provistos a los padres serán en un formato entendible y uniforme y en la medida de lo posible, siempre en un lenguaje que puedan entender los padres.	X	



Harrison County Schools Assessment Information

Assessment	What does it assess?	What is the purpose of the assessment?	Who requires it?	Who must take it?	How much time will my child spend taking the assessment?	When will the assessment be given?	When may I expect my child's results?
Pre-A Reading Assessment	Letter recognition/sound knowledge, phonemic awareness-rhyming words and beginning sounds, and print concepts	Determine a child's instructional level in reading	HC Elementary Benchmarking	K	20-30 minutes	August, December, and April or May	Available to review at parent-teacher conferences
Reading Interest Survey	A student's interests	Helps the teacher to know what they are interested in to motivate them to read.	HC Elementary Benchmarking	K-5	30 minutes or less	August	Available to review at parent-teacher conferences
Word Knowledge Inventory	A child's spelling of a selected word list	Provides insights into ways that children decode and read words by the way that they spell words.	HC Elementary Benchmarking	K-5	20-30 minutes	August, December, and April or May	Available to review at parent-teacher conferences
Listening Comprehension	Ability to apply knowledge and construct meaning	See if children can answer comprehension questions in categories Vocabulary Key details Character analysis Infer Main idea/Summarize Evaluate	HC Elementary Benchmarking	K-2	20-30 minutes	August, December, and April or May	Available to review at parent-teacher conferences

Whole-Class Comprehension	Ability to read and comprehend grade-level material	Who can comprehend grade-level text and answer questions in the following categories: Vocabulary Key details Character analysis Infer Evaluate Literal Graphic organizer or text feature Main idea/summarize	HC Elementary Benchmarking	3-5	15-20 minutes	August, December, and April or May	Available to review at parent-teacher conferences
Running Records	Information about decoding, fluency, vocabulary, and comprehension	Analyze reading behaviors, fluency and comprehension to determine instructional level	HC Elementary Benchmarking	K-5	10-15 minutes	August, December, and April or May	Available to review at parent-teacher conferences
STAR Reading	Identifies which skills and sub-skills your students know, and which skills they're ready to work on next.	Determine a student's overall reading level as well as identify a student's individual strengths and weaknesses	HC Elementary Benchmarking	3-5 1-2 optional for some schools	10-15 minutes	August, December, and April or May	Available to review at parent-teacher conferences
STAR Math	Identifies which skills and sub-skills your students know, and which skills they're ready to work on next.	Assess math skills across multiple domains thus providing individualized instruction	HC Elementary Benchmarking	2-5	10-15 minutes	August, December, and April or May	Available to review at parent-teacher conferences
PreC	Pre-computation and number relationships	Benchmarking and diagnosing	HC Elementary Benchmarking	K-1 Any student not reaching benchmark	Given in an interview format 1-16 minutes	August, December, and April or May	Available to review at parent-teacher conferences

Summative Assessment	Math, ELA, (grades 3-8) and Science (grades 5, 8, and 10)	Academic check-up and provide information on what students know and can do, and how well they are progressing toward college and career readiness	State Requirement	3-8 11	1-2 hours per subject area	Spring	Beginning of next school year
Math/ELA Benchmark (TBD)	Progress towards standards	Instructional feedback	HC Benchmarking /State	6-8	45 minutes times three tests	August, December, and April or May	Available to review at parent-teacher conferences
Science Benchmark	Progress towards standards	Instructional feedback	HC Benchmarking /State	8	45 minutes	August, December, and April or May	Available to review at parent-teacher conferences
Math/ELA Benchmark (TBD)	Progress towards standards	Instructional feedback	HC Benchmarking /State	9-11	45 minutes times three tests	August, December, and April or May	Available to review at parent-teacher conferences
Science Benchmark	Progress towards standards	Instructional feedback	HC Benchmarking /State	10	45 minutes	August, December, and April or May	Available to review at parent-teacher conferences
NAEP	ELA, math, science, writing, the arts, civics, economics, geography, U.S. history, technology, and engineering literacy, (determined by Federal government)	The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas	Federal	4 8 12	2 hours	Spring	Data for national referencing – no individual student results