

REQUIREMENTS FOR TITLE I SCHOOLS IN NEED OF IMPROVEMENT

NEW JERSEY DEPARTMENT OF EDUCATION

Office of Student Achievement and
Accountability

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REQUIREMENTS FOR TITLE I SCHOOLS IN NEED OF IMPROVEMENT

Purpose

To inform districts and schools of the Elementary and Secondary Education Act (ESEA) requirements that must be implemented in Title I schools designated as "*in need of improvement.*"

AGENDA

1. School Improvement
2. Single Accountability System
3. Parent Notification Requirements
4. Public School Choice
5. Supplemental Educational Services
6. School Plan (Title I Unified Plan)
7. Professional Development

SCHOOL IMPROVEMENT

SCHOOL IMPROVEMENT

Definition and Authority

- The ESEA requires States and districts to *intervene* in schools that persistently do not meet annual and long-term academic performance targets.
- Interventions are known as "*school improvement*," "*corrective action*," and "*restructuring*."
- Interventions enable schools to access supports and assistance in identifying and addressing instructional issues that prevent students from meeting academic benchmarks in language arts literacy and mathematics

ESEA §1116(b): Academic Assessment and Local Educational Agency and School Improvement (*School Improvement*)

SCHOOL IMPROVEMENT

Schools that do not make AYP for two consecutive years in the same content area trigger “schools in need of improvement” status and interventions.

- Public notification of status
- Technical assistance
- Develop an improvement plan (Title I Unified Plan)
- Use 10% of funds for professional development
- Intradistrict school choice
- Supplemental educational services
- Corrective action
- Restructuring

SCHOOL IMPROVEMENT

Continuum

- Year 1 – Early Warning
- Year 2 – School Choice
- Year 3 – Supplemental Educational Services
- Year 4 – Corrective Action
- Year 5 – Planning for Restructuring
- Year 6 – Restructuring 1
- Year 7 & *beyond* – Advanced Restructuring

SCHOOL IMPROVEMENT (CORRECTIVE ACTION)

Definition and Authority

Definition: a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate progress toward all students becoming proficient in reading and mathematics

ESEA §1116(b)(7): Academic Assessment and Local Educational Agency and School Improvement (*School Improvement*)(*Corrective Action*)

SCHOOL IMPROVEMENT (CORRECTIVE ACTION)

District Actions

The district takes at least one of these corrective action:

- Implement professional development addressing the academic achievement of low-performing students
- Implement a new curriculum and appropriate professional development to support curriculum implementation
- Extend the length of the school year or school day
- Replace the school staff who are deemed relevant to the school not making adequate progress

SCHOOL IMPROVEMENT (CORRECTIVE ACTION)

District Actions

(Corrective Actions-Continued)

- Significantly decrease management authority at the school;
- Restructure the internal organization of the school; or
- Appoint outside experts to advise the school (1) how to revise/strengthen the school improvement plan; and (2) how to address the specific issues underlying the school's continued inability to make AYP.

SCHOOL IMPROVEMENT (RESTRUCTURING)

Definition and Authority

Definition: A major reorganization of a school's governance structure arrangement

Two Step Process:

Year 5: Develop plan to restructure school in Year 6

Year 6: Implement Restructuring Plan

ESEA §1116(b)(8): Academic Assessment and Local Educational Agency and School Improvement (*School Improvement*)(*Restructuring*)

SCHOOL IMPROVEMENT (RESTRUCTURING)

District Actions

District Actions:

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *ESEA*.
2. Re-open the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
3. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

SINGLE ACCOUNTABILITY SYSTEM

SINGLE ACCOUNTABILITY SYSTEM

Definitions and Authority

Adequate Yearly Progress (AYP): A method of determining the progress of student achievement in each school district and school to measure the yearly incremental progress of schools in reaching 100 % proficiency by the 2013-2014 school year.

ESEA §1111(b): State Plans (*Academic Standards, Academic Assessments, and Accountability*)

SINGLE ACCOUNTABILITY SYSTEM

Adequate Yearly Progress

To meet AYP, each school and district must meet the following criteria:

95% Participation: Total students and each student subgroup with at least 40 students must have a participation rate of 95% or above on state assessments.

Meet or Exceed Proficiency: Total students and each student subgroup must meet the state's AYP benchmarks for the percentage of students scoring proficient or better on the state assessments.

Secondary Measure: Each school, district, and the state as a whole must show progress on an additional measure (graduation rate for high school and attendance rate for elementary and middle schools). To make safe harbor for any student subgroup, the secondary measure must also be met.

SINGLE ACCOUNTABILITY SYSTEM

Components and Flexibilities

- **All Schools, All Students**
- **Goal: 100% Proficiency**
 - Starting points
 - AYP benchmarks
 - 2005
 - 2008
 - 2011
 - 2014 100% proficiency
- **AYP Based Upon Disaggregated Student Groups**
 - Total students
 - Race and ethnic groups
 - Economically disadvantaged
 - Students with disabilities
 - Limited English proficient
 - Other
- **Flexibility Provisions**
 - ❖ Mobility
 - ❖ Minimum “n” 30 for performance
 - ❖ Minimum “n” of 40 for participation
 - ❖ Confidence Interval
 - ❖ Safe Harbor
 - ❖ Aggregated grades for AYP
 - ❖ Banking of HSPA scores

SINGLE ACCOUNTABILITY SYSTEM

Assessment Guidelines

- Students with disabilities assessed
- Students with disabilities who are moved from their neighborhood school to receive services at other schools will be included in their home school's accountability process
- Alternative Performance Assessment (APA) administered
- Students with limited English proficiency assessed
- Students less than a year (referred to as time in school)
- Results for subgroups with less than the minimum "n" are excluded from the analysis

PARENT NOTIFICATION REQUIREMENTS

PARENT NOTIFICATION

Overview and Authority

Requirements

- How the school compares academically to other schools in the district and the state?
- Why the school has been identified?
- What the school is doing to address the achievement problem?
- What the district and state are doing to help the school to address the achievement problem?
- How parents can be involved in addressing the achievement problem?
- Parents' options to transfer their child to another school, and, if applicable, obtain SES.

ESEA §1116 (b)(6): Academic Assessment and Local Educational Agency and School Improvement (Notice to Parents)

PARENT NOTIFICATION

EWEG Requirements

REQUIRED PARENT NOTIFICATION AND DOCUMENTATION	DATE
1. The LEA and school(s) have written parent involvement policies, developed in collaboration with parents of participating Title I students. (Insert date of board adoption)	
2. The parent involvement policy is distributed to parents of participating Title I children, in an understandable and uniform format and, to the extent practicable, in a language the parents understand. (Insert date of distribution)	
3. The school(s) and parents of participating students jointly develop a school-parent-student compact, which defines the shared responsibility for improving student academic achievement. (Insert date range)	
4. Parents are notified at the beginning of the school year of their right to know the qualifications of their child's teachers and paraprofessionals. (Insert date of notification)	

PARENT NOTIFICATION

EWEG Requirements

REQUIRED PARENT NOTIFICATION AND DOCUMENTATION	DATE
5. Parents of limited English proficient children placed in a language instruction educational program have been notified, no later than 30 days after the start of the school year, of the reason for this placement and the child's level of proficiency. (Insert date of notification)	
6. Parents have been notified promptly if their child's school has been designated as in need of improvement. (Insert date of notification or NA)	
7. Parents have been notified of their right to request Intra-district public school choice. (Insert date of notification or NA)	
8. Parents of eligible students have been notified of the availability of supplemental educational services (SES), including the provider list Web address. Also distributed were enrollment forms. (Insert date of notification or NA)	

PARENT NOTIFICATION

New EWEG Requirement

- ❖ Broader dissemination requirement.
- ❖ Enter the URL of the specific parent resource page contained within your district Web site where ALL of the above required documents have been prominently posted.

Please note: Do not enter your district Web site address

- ❖ Insert the exact parent involvement link in the text box provided in EWEG on the Parent Involvement Tab.

PARENT NOTIFICATION

Additional Helpful Information

- Academic Achievement of Choice schools
- Special programs or facilities.
- Availability of before and after school programs
- Professional qualifications of teachers
- Parent involvement opportunities
- Procedures and timelines parents must follow
- Transportation
- SES and School Choice Options
- Downloadable forms.
- Additional guidance and information on Choice and SES

PUBLIC SCHOOL CHOICE

PUBLIC SCHOOL CHOICE

Definition and Authority

ESEA provision for "*all students enrolled in the school with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school improvement . .*

ESEA §1116(b): Academic Assessment and Local Educational Agency and School Improvement (School Improvement)

PUBLIC SCHOOL CHOICE

District Implementation

- Initially offer choice to all students in school (including non-tested grades)
- Give priority to lowest achieving students from low-income families.
- Take parents' preferences into account.
- Final decision rests with district.

PUBLIC SCHOOL CHOICE

Exceptions

❖ No Available Schools to which students may transfer

- No similar grade span exists
- All similar grade spans are either SINI's, in Corrective Action or Restructuring
- Offer SES as an alternative

Lack of physical capacity within the district may not be used as an excuse to deny student the option to transfer

PUBLIC SCHOOL CHOICE

Creating Capacity

- Reconfiguring, as new classrooms, space in receiving schools that is currently not being used for instruction.
- Expanding space in receiving schools, such as by reallocating portable classrooms within the LEA.
- Redrawing the LEA's attendance zones, if sufficient capacity is unavailable within the existing zones within which students would ordinarily select schools.

PUBLIC SCHOOL CHOICE

Creating Capacity

- Create satellite divisions of receiving schools (classrooms under the supervision of the receiving school principal whose teachers are part of the school faculty, but that are in neighboring buildings).
- Create new, distinct schools with separate faculty within the physical sites of schools identified for school improvement, corrective action, or restructuring.
- Encourage the creation of new charter schools within the district.

PUBLIC SCHOOL CHOICE

Creating Capacity

- Develop distance-learning programs or enter into cooperative agreements with virtual schools.
- Reshape long-range capital construction and renovation plans in order to ensure that schools that are likely to receive new students have additional space.
- Modify either the school calendar or the school day, such as through “shift” or “track” scheduling, in order to expand capacity.
- Ease capacity by initiating interdistrict choice with neighboring districts or establish programs for local private schools to absorb some of the districts students.

PUBLIC SCHOOL CHOICE

Notification Posting Requirement

An LEA must prominently display on its Web site, in a timely manner to ensure that parents have current information: (a) beginning with data for the 2007–2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in the public school choice option; and (b) for the current school year, the list of the available schools to which students eligible to participate in public school choice may transfer [34 C.F.R. §200.39(c)(1)(iv); 200.42 (b)(5); 200.43 (c)(1)(iii)].

PUBLIC SCHOOL CHOICE

Notification Posting Requirement

- Choice data from the prior year should be displayed as soon as it becomes available.
- The notification of a choice option must be displayed sufficiently in advance of, but no later than 14 calendar days before the start of the school year. (Contemporaneous with required notification to parents).

PUBLIC SCHOOL CHOICE

Funding Requirements

- Districts with schools in need of improvement must reserve 20% of the total allocation for public school choice and supplemental educational services.
- A minimum of 5% must be reserved for choice-related transportation unless the district does not provide student transportation.

Sample Template of Required District Data to Be Posted

2007-08

2008-09

2009-10

2010-11

* Provide Data for each SINI School and the Choice Options available

SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

Definition and Authority

Tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day. They must be:

- High quality
- Research based
- Specifically designed to increase the academic achievement of eligible children on the academic assessments required under §1111 and state standards

ESEA §1116(c): Academic Assessment and Local Educational Agency and School Improvement (*State Review and Local Educational Agency Improvement*)

SES

State's Role

- Identify schools that must offer SES
- Approve SES providers through an application process
- Establish eligibility criteria for SES providers
- Update SES provider list annually
- Monitor and evaluate SES providers

SES

District's Role

- Notify eligible parents of low-income students
- Provide a list of state approved providers
- Help eligible parents make decisions
- Contract with the providers
- Monitor student progress and the provider services

SES

Provider

Definition

A nonprofit entity, a for-profit entity, or an LEA that meets the following criteria:

- Has a demonstrated record of effectiveness in increasing student academic achievement.
- Is capable of providing SES that are consistent with the instructional program of the LEA and the academic standards described under §1111.
- Is financially sound.

SES

Provider's Role

Providers must agree to:

- Develop an Individual student plan
- Align their program with the Core Content Standards and local curriculum
- Provide monthly reports to parents and districts
- Submit an end of year report to the NJDOE

SES

Per-Pupil Spending Limit

The statute specifies that the per-pupil cost limit for supplemental educational services is the lesser of the following:

- The district's per-pupil allocation (Title I allocation divided by the census poverty figure)
- The actual cost of services

(The NJDOE notifies districts of their per-pupil amounts on the allocation notices.)

SES

Funding Requirements

- Districts with schools in need of improvement must reserve 20% of the total allocation for public school choice and supplemental educational services.
- A minimum of 5% must be reserved for choice-related transportation unless the district does not provide student transportation.

SES

Notification Posting Requirement

An LEA must prominently display on its Web site, in a timely manner to ensure that parents have current information: (a) beginning with data for the 2007–2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in SES; and (b) for the current school year, the list of providers approved by the SEA to serve in the LEA and the locations where services are provided *[34 C.F.R. §200.39(c)(1)(ii), (iii)]*.

SES Notification Posting Requirement



District Data – Sample Template

School Year	# of SES Eligible Students	# of Students Participating in SES
2007-08		
2008-09		
2009-10		
2010-11		

SCHOOL IMPROVEMENT PLAN

(TITLE I UNIFIED PLAN)

SCHOOL IMPROVEMENT PLAN

Purpose and Authority

1. To improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of language arts literacy and mathematics.
2. To provide a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement.

ESEA §1116(c)(3): Academic Assessment and Local Educational Agency and School Improvement (*State Review and Local Educational Agency Improvement*)(*School Plan*)

SCHOOL IMPROVEMENT PLAN

Components

The school addresses how the following will lead to increased student achievement:

- Instructional strategies
- Technical assistance from district and state
- Setting measurable goals for increased student achievement
- Professional development strategies
- Parental involvement strategies
- Extended day and extended year programs

SCHOOL IMPROVEMENT PLAN

Process and Timeline

- Completed no later than three months after the school has been identified (approximately December 1, 2010)
- Developed in consultation with parents, school staff, district staff and outside experts (e.g., consultants, IHEs)
- Updated annually

SCHOOL IMPROVEMENT PLAN

Submission and Review

- Submitted with the district's NCLB Consolidated Application
 - *Uploaded to EWEG*
- Review element of the NCLB Consolidated Monitoring Process
 - *Programmatic elements of the plan*
 - *Fiscal support for the plan*

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Definition and Authority

- Sustained, classroom-focused training in core content areas and strategies that work.
 - Provided over time; not one-day or short-term workshops
- Addresses the needs of low-performing students
 - Increases teachers' knowledge of the academic subjects they teach and their use of effective instructional strategies with a diverse range of students.
- Title I teachers, principals, paraprofessionals, and other staff may participate.

ESEA § 9101(34) General Provisions; Definitions; Professional Development

PROFESSIONAL DEVELOPMENT

Scope

Schools in need of improvement must allocate 10% of their school allocation.

- Must address needs of low-performing students (i.e., subgroups not making AYP)
- May benefit students not participating in the Title I program
- Funds may not be used for any other purpose (restricted reserve)

Website Resources

NJ Department of Education

<http://www.nj.gov/njded/title1/>

<http://www.nj.gov/njded/grants/nclb/>

US Department of Education Guidance

<http://www.ed.gov/print/programs/title1parta/legislation.html>

NCLB Consolidated Subgrant Reference Manual

<http://www.nj.gov/njded/grants/entitlement/nclb/nclbrefman.pdf>

FEDERAL NON-REGULATORY GUIDANCE

- Parental Involvement
- Supplemental Educational Services
- LEA and School Improvement

Web site: <http://www.nj.gov/njded/title1/leg/>

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