

Requirements for Schools in Need of Improvement

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Timeline

Year 1	2001-02	Baseline	
Year 2	2002-03	Fail to make AYP	
Year 3	2003-04	Fail to make AYP	
Year 3	2004-05	1 st year improvement	improvement plan, school choice
Year 4	2005-06	2 nd year improvement	Above + supplemental services
Year 5	2006-07	Corrective Action	Above + more
Year 6	2007-08	Restructuring	Above + more and more

School In Need of Improvement



- Applies only to schools/districts receiving Title I, Part A funds.
- School districts identify the schools that have not made AYP.
- State identifies districts that have not made AYP.
- Once identified must:
 - notify parents of the school's status and options.
 - prepare a 2-year school improvement plan.

Improvement Plans

- ◆ School/district must develop improvement plan within 3 months of being identified.
- ◆ Must consult with parents, school staff, the school district, and outside experts.
- ◆ School district must assist with providing or obtaining technical assistance for the school in developing plan and in implementation.
- ◆ Outside experts can also provide technical assistance.
- ◆ State provides technical assistance to schools and school district.

School District Technical Assistance

Three areas school district must ensure school receives technical assistance:

- 1) Data analysis: the school district must help the school to analyze results from the State assessment system and other relevant examples of student work.
 - The school district must teach school staff how to use these data to identify and solve problems in instruction; to strengthen parental involvement and professional development; and to fulfill other responsibilities that are defined in the school improvement plan.

School District Technical Assistance

2) Identification and implementation of strategies:

- the school district must help the school choose effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to their implementation.
- the chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement.

School district Technical Assistance

- 3) Budget analysis: reallocating resources to support improved student achievement is crucial to the successful implementation of the initiatives contained in the No Child Left Behind Act.
 - The school district must provide the school in improvement with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from school improvement status.

State to schools Technical Assistance

Technical assistance responsibilities of the State to schools are:

- (1) to reserve and allocate Title I Part A funds for school improvement activities; and
- (2) to create and sustain a statewide system of support that provides technical assistance to schools identified for improvement.

State to schools Technical Assistance

Statewide system support and improvement:

1. Establish school support teams to work in schools throughout the State that are in corrective action status, school improvement status, or otherwise in need of support and assistance.
2. The state must provide these teams with all of the support it deems necessary to ensure their effectiveness.

State to schools Technical Assistance

3. Designate and use distinguished teachers and principals from Title I schools that have been especially successful in improving academic achievement.
4. Devise additional approaches based on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance.

State to District Technical Assistance

- (1) develop and implement its required plan;
- (2) work more effectively with its schools identified for improvement; and
- (3) address problems the district may have with implementing parental involvement measures and providing high-quality professional development.

Improvement Plans - details

- ◆ Must address how the school/district will make adequate yearly progress by specifically addressing the issues that prevented it from doing so in the past.
- ◆ Must address core academic subjects and the strategies to teach them.
- ◆ Must set measurable goals and adopt strategies that have the greatest likelihood of achieving goals.
- ◆ Specify implementation responsibilities of school, district and state.
- ◆ Specify how funds will be used to remove the school from improvement status

Improvement Plans - details

- ◆ Strategies must be based on scientifically based research.
- ◆ Address professional development and mentoring for new teachers
- ◆ Contain strategies to promote effective parental involvement

School District Improvement Plans

In addition:

The improvement plan must analyze and address LEA insufficiencies as they relate to leadership for schools, governance and fiscal infrastructures, and curriculum and instruction.

Research Based Strategies

- ◆ Must demonstrate that the school/district will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics.
- ◆ Included among these strategies, as appropriate, would be additional learning activities for students that take place before school, after school, during the summer, and during any extension of the school year.

Scientifically based research

- ◆ Scientifically based research uses rigorous and systematic procedures to obtain reliable and valid knowledge about “what works.”
- ◆ The application of systematic, empirical methods, rigorous data analyses, and an experimental design using randomized trials ensures a high degree of confidence in the results.
- ◆ From Guidance LEA and School Improvement. Definition in section 9101(37)

Research Based Strategies

- ◆ Strategies grounded in scientifically based research are those that have demonstrated, over time and in varied settings, an effectiveness that is documented by high-quality educational research.
- ◆ High-quality scientifically based research employs an experimental or quasi-experimental design and produces replicable results, confirmed by peer review, that can be applied to the general population.

Research Based Strategies

- ◆ Scientifically based research has shown that explicit instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, and (5) reading comprehension is effective in teaching reading to students in grades K-3.
- ◆ Strategies that apply this research in a classroom setting would be grounded in scientifically based research.

Professional Development

- ◆ Must set aside ten percent (10%) of Title I funds for professional development.
- ◆ Must be provided in a manner that affords increased opportunity for teachers to participate, and must incorporate teacher mentoring activities or programs.
- ◆ Must be “high-quality.”

High Quality Professional Development

- ◆ Professional development that is sustained and classroom-focused.
- ◆ It must contribute to an increase both in teachers' knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students.
- ◆ It must be provided over time and not take the form of one-day or short-term workshops.

High Quality Professional Development

- ◆ Focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments.
- ◆ Training teachers to analyze classroom and school-level data and use it to inform their instruction.

Parental Involvement

- ◆ Plan must describe how the school will provide the parents of each student enrolled with written notice about the school's identification for improvement.
- ◆ Plan must specify the strategies that will be used to promote parental involvement.
- ◆ Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school.

Plan Approval

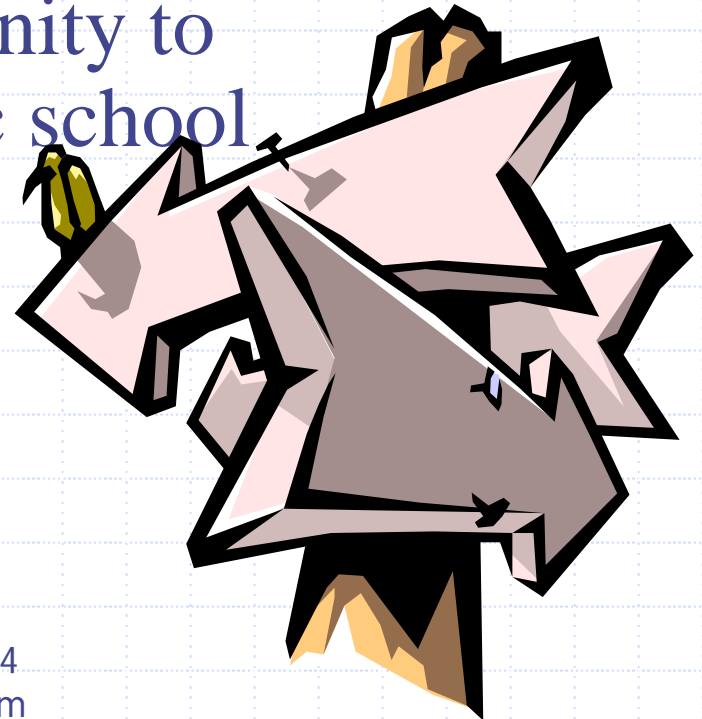
- ◆ School district approves school plan through peer reviewers.
- ◆ Peer reviewers must consider a proposed plan for school improvement within 45 days of its submission, through a process established by the district.
- ◆ Peer reviewers include teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students.

Implementation

- ◆ ASAP
- ◆ During current school year of identification if possible
- ◆ No later than beginning of next school year.

School Choice

- Local school district must offer all students in schools in need of improvement, corrective action, or restructuring the opportunity to transfer to another public school in the school district.
- priority to low income, low achieving students



School Choice

- ◆ May go to any public school in the district that is not
 - In need of improvement
 - Persistently dangerous
- ◆ Can include specialty and charter schools
 - But need not ignore admissions requirements
- ◆ District has some discretion in deciding which schools if more than one option.
- ◆ Must consider parental preferences, but do not have to guarantee or provide first parental choice.

School choice

- ◆ May not refuse to send due to lack of *capacity, i.e. overcrowding or room.*
- ◆ Must create capacity or offer other choices.

School Choice – If no choices

- ◆ To extent practicable, enter cooperative agreements with schools outside district.
- ◆ If no options available must tell parents they are entitled to transfer but can't.
- ◆ Supplemental services if eligible. Encouraged to offer in first year of improvement if no choice, but not required.

School choice – How long

- ◆ Student permitted to stay at the new school through highest grade in the school.
- ◆ Obligation to provide transportation ends when sending school is no longer in need of improvement.

Transportation - Choice

- ◆ District must provide as long as in need of improvement up to funding limits.
- ◆ Must allocate 20 percent for choice transportation and supplemental services
- ◆ Within the 20 percent, 5 percent must go to transportation.
- ◆ Another 5 goes to supplemental
- ◆ The remaining 10 percent can be used on either or both.

Transportation - Choice

- ◆ If funds insufficient give priority to lowest-achieving eligible students from low-income families.
- ◆ Must still offer the opportunity to transfer to all students.
- ◆ Some other federal funds and state funds can be used for transportation.

Supplemental Services

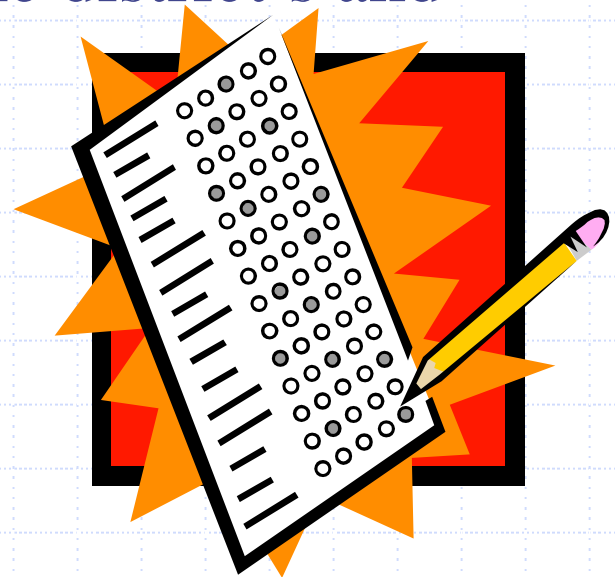
- Extra academic assistance for eligible students - low-income students who are attending Title I schools in need of improvement
- Available services include
 - Tutoring
 - Remediation
 - Academic intervention
- Specifically designed to increase student achievement.

Supplemental Services

- Instruction must take place outside the regular school day.
- Include providers to work with Limited English Proficient students
- Must be available to students with disabilities
- Includes distance learning
- May provide transportation, but don't have to.

Supplemental Services

- The parents choose the supplemental service provider from a State approved list.
- Providers must be capable of providing supplemental education services consistent with the instructional program of the district's and state's academic standards.



Supplemental services

A provider may be a:

- School entity (public or private)
- Institution of higher education (public or private)
- Nonprofit or for-profit organization
- Faith based organization

Supplemental Services

- States identify eligible providers.
- Based on objective criteria.
 - Demonstrated record of effectiveness in improving student achievement
 - Instructional strategies that are of high quality, based upon research, and designed to increase student achievement
 - Services must be consistent with instruction programs of the school district and with State academic content standards
 - Providers must be financially sound

Supplemental Services

- State defines effectiveness. May include:
 - significant improvement in student academic achievement;
 - successful use of instructional practices based on sound research or success by others
 - successful and sustained remediation of reading or math difficulties
- State RFP defines for NH.

State obligations

- State must identify large number of providers to provide choices.
- Must provide annual notice to potential providers. Allow new providers at least annually.
- Develop criteria for approving providers
- Maintain list of providers

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LEA obligations

- Notify parents at least annually
- Help parents choose provider
- Determine which students will receive if not all eligible can be served
- Enter into agreement with provider selected by parents
- Help state identify providers and monitor quality

Provider Agreements

Must include the following:

1. Specific achievement goals for the student developed in consultation with the student's parents;
2. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress;
3. A timetable for improving the student's achievement;
4. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables;

Provider Agreement

5. Provisions governing payment for the services, which may include provisions addressing missed sessions;
6. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents
7. An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws



Supplemental Services and Students with Disabilities

- ◆ For students with disabilities achievement goals must be consistent with IEP or 504 plan.
- ◆ Services are in addition to services already receiving.
- ◆ Cannot be a substitute
- ◆ Should not be written into IEP

Limits

- ◆ Continue until no longer in need of improvement.
- ◆ Up to funding cap in statute for school choice transportation and supplemental services.
- ◆ Per child expenditures lesser of:
 - 1) Title I funding per low-income child or
 - 2) cost of services
- ◆ When more request services than district can fund must prioritize based on lowest achieving students.

Notification requirements



- ◆ This section about notification for schools in need of improvement.
- ◆ Varies depending where the school is on the timeline.

School in need of improvement Year One

School district must notify each parent with child enrolled in the school:

1. An explanation of what the identification means and how the school their child attends compares to other elementary and secondary schools served by the district and the state in terms of the academic achievement of its students;
2. The reason(s) for the school being identified for improvement;

School in need of improvement Year One

3. An explanation of how parents can become involved in addressing the academic issues that led to identification; and,
4. An explanation of the parents' option to transfer their child to another school in the district that has not been identified for improvement.

Info about school choice

- ◆ The notification must provide parents with enough relevant information to help them decide what school is best for their child.
- ◆ At a minimum, must include information about the academic achievement level of students at the school or schools to which their child may transfer
- ◆ May include other information about the school such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects, or parent involvement opportunities.

Info about school choice

- ◆ District must also explain to parents that it will provide their child with transportation to the schools identified as options, subject to certain cost limitations.
- ◆ Notice must be made well before the beginning of the school year in which this option will be available to give time to exercise choice option prior to the beginning of the school year.

School district to parents and public

1. What the school is doing to address the low achievement; and
2. What the district or the state is doing to help the school address it.



School district to parents

Year Two

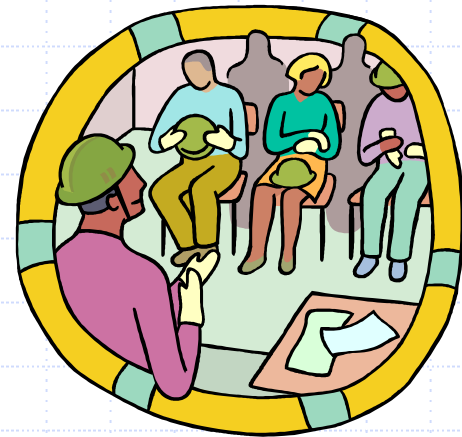
Same as first year plus:

- ◆ The availability of supplemental educational services for eligible children.
- ◆ The district must provide the names of approved providers of services available within the district or within a reasonable distance of that area, along with a brief description of the services, qualifications, and demonstrated effectiveness of these providers

School district to parents Year Three

Same as second plus:

- ◆ Provide information about what corrective action means and how they can become involved in that process.



School district to parents and public Year Four

- ◆ Same for parents except describing restructuring and what they can do to be involved in that process.
- ◆ In addition must provide both parents and teachers with prompt notice of the decision;
- ◆ Provide both groups with the opportunity to comment on the decision before it takes any restructuring action; and
- ◆ Invite both teachers and parents to participate in the development of the school's restructuring plan

State notification for district in need of improvement

- ◆ State must promptly notify the parents of each student enrolled in the schools served by the district.
- ◆ must explain the reasons for the identification and how parents can participate in improving the LEA.
- ◆ must tell parents, and the public, what corrective actions it will take to improve the LEA.

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The end

