

School Choice

CAPA

Parental Notification  
Supplemental Educational Services

# NCLB and Title I School Improvement

Restructuring 1 & 2  
Comprehensive Needs Assessment



School Improvement Plan

# NCLB and School Improvement

## *Presentation Overview*

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- School Improvement
  - The Process
  - Sanctions for Title I Schools
- Public School Choice
- Supplemental Educational Services
- Corrective Action
- Restructuring

# NCLB and School Improvement

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What Is School Improvement?

# School Improvement

## *The Process*

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### ■ Purpose

- To formally acknowledge that not all children in the school are meeting academic benchmarks

### ■ Interventions

- Progressively more wide-reaching: school improvement, corrective action, and restructuring

### ■ Impact

- School improvement process begins: structured interventions designed to help a school identify, analyze, and address barriers to student success

# School Improvement

## *The Process*

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### How Does a School Make AYP?

- AYP in both content areas: language arts literacy and mathematics
- AYP using safe harbor for proficiency in both content areas
- AYP using secondary measures
  - Attendance – elementary and middle schools
  - Drop-Out/Graduation rate – secondary schools

# School Improvement

## *The Process*

### How Does a School Make AYP?

Groups	Made 95% Participation Rate		Made 2004 AYP Benchmark Target		Made Safe Harbor	
	An * denotes no students or less than 20 students in a group					
	LAL	Math	LAL	Math	LAL	Math
Total Population	YES	YES	YES	YES		
Students with Disabilities	*	*	*	*		
Limited English Proficient Students	*	*	*	*		
White	YES	YES	YES	YES		
African-American	YES	YES	NO	NO	YES	YES
Asian/Pacific Islander	*	*	*	*		
American Indian/Native American	*	*	*	*		
Hispanic	YES	YES	NO	NO	YES	YES
Other	*	*	*	*		
Economically Disadvantaged	YES	YES	NO	NO	NO	YES
School Attendance Rate: Met Target (For elementary and middle schools)			Graduation Rate: Met Target (For high schools)			

# School Improvement

## *The Process*

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### Guidelines for Notification to Parents

- Clarity
  - Notification is understandable and formatted uniformly
  - Alternate formats should be available upon request
  - Written notification must be available in a language parents can read and understand
- Dissemination
  - District – Directly through regular mail or e-mail
  - State – Indirectly through broader means (e.g., Internet, media)

# School Improvement

## *The Process*

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### Content for Notification to Parents

- Explains the meaning of the identification
- Indicates how the school compares academically to other schools in the district and the state
- Provides the reason for the school's identification (participation rates, proficiency rates)
- Explains how parents can become involved to address the academic issues that led to the identification
- Outlines the parents' option to exercise public school choice

# School Improvement

## *The Process*

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### District Responsibilities for Notification to Larger Community

- The school's steps to address academic achievement issues
- The district's or state's plan to help the school address its academic problems



# School Improvement

## *The Process*

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### Designations for Schools Not Making AYP

- Year 1 – Early Warning
- Year 2 – 1<sup>st</sup> Year of School Improvement
- Year 3 – 2<sup>nd</sup> Year of School Improvement
- Year 4 – 3<sup>rd</sup> Year of School Improvement
- Year 5 – 4<sup>th</sup> Year of School Improvement

# School Improvement

## *Sanctions for Title I Schools*

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- Year 1: Early Warning – No Sanctions
- Year 2: Public School Choice
- Year 3: Supplemental Educational Services (SES)
- Year 4: Corrective Action
- Year 5: Restructuring 1 – Planning
- Year 6: Restructuring 2 – Implementation
- **Required Actions for Every Sanction Level**
  - Technical Assistance from District and State
  - School Improvement Plan
  - Parental Notification

# School Improvement

## *Sanctions for Title I Schools*

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- **Public School Choice (Year 2)** – The option for all parents of children in the school to transfer their child/children to another school in the district that has not been identified for improvement or designated persistently dangerous
- **Supplemental Educational Services (Year 3)** – Additional academic assistance such as tutoring, remediation, and other educational interventions, provided outside the regular school day by state-approved providers to eligible students.

# Public School Choice

## *School Improvement – Year 2*

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- Every student enrolled in a Title I school in need of improvement who wishes to transfer to a school that is not in need of improvement must have that opportunity.
- A Title I school in need of improvement must offer public school choice the entire time it remains in school improvement status



# Public School Choice

## *Eligible Students*

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- All students enrolled in a Title I school in need of improvement are eligible for school choice.
- If it is not possible to offer school choice to all students requesting it, then priority must be given to the lowest achieving, low-income students.
- “Lack of Capacity” is not an allowable excuse under NCLB.

# Public School Choice

## *Lack of Capacity*

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Districts must create additional capacity or provide choice of other schools. Some options for creating capacity include the following:

- Reconfigure space in receiving schools.
- Expand space in receiving schools.
- Redraw district attendance zones.
- Create satellite divisions of receiving schools.
- Create new, distinct schools within SINI sites.
- Encourage creation of new charter schools.
- Develop distance learning programs.
- Plan for additions to receiving schools.
- Modify school calendar/school day.
- Initiate interdistrict agreements.

[www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc](http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc)

# Public School Choice

## *Lack of Capacity*

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- The district must still notify parents that their child's school is identified as a school in need of improvement and that the child is eligible for school choice, but that no choices are currently available.
- When there are no choice options, such as within districts with one school, one school per grade span, or that are in remote locations where distance is an issue, the district must, to the extent practicable, enter into agreements with other districts or may, in very limited circumstances, offer supplemental educational services (SES).
- The NJDOE's policy letter on school choice is located at: [www.nj.gov/njded/title1/program/1122choicememo.shtml](http://www.nj.gov/njded/title1/program/1122choicememo.shtml)

# Public School Choice

## *LEA Parental Notification Requirements*

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- An explanation of the school choice option in letters and through other means.
- Comprehensive, easy to understand, and:
  - Identify each public school that the parent can select.
  - Explain why the choices may have been limited.
  - Describe the academic performance and quality of the choice schools.
- The number of students and schools that participate in public school choice must be publicly reported.
- A sample parental notification letter is located on the NJDOE Web site

# Public School Choice

## *Transfer Procedures*

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Districts must do the following:

- Establish the policy and procedures
- Allow time for parents' decision-making
- Look at parents' decisions to determine final choice options, if necessary
- Offer school choice before the start of the school year

Districts may establish a reasonable deadline for choice requests.

# Public School Choice

## *Length of Time*

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- School districts must permit students to remain in choice schools until students have completed the highest grade in the school.
- School districts are no longer obligated to provide transportation for a student after the end of the school year in which a student's original school is no longer identified for school improvement.
- If the choice school is placed in Title I school improvement status, the student would have the option to transfer again to another school in a subsequent year.

# Supplemental Educational Services

## *School Improvement – Year 3*

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- **When?** For Title I schools in Year 3
- **What?** High-quality academic enrichment services provided in addition to instruction during the school day to increase the achievement of eligible children.
- **Who?** Services are for eligible students. Services are provided by state-approved supplemental educational services providers.
- The school district is not obligated to provide transportation for eligible students.

# Supplemental Educational Services

## *Eligibility Criteria*

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### Two Criteria

- **First**, only students enrolled in Title I schools that have been designated as “in need of improvement” for two or more consecutive years are eligible for supplemental educational services.
- **Second**, eligible students must come from families that meet the federal poverty guidelines.

*If the demand cannot be met, priority must be given to the lowest achieving eligible student.*

# Corrective Action

## *School Improvement – Year 4*

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- **Definition:** A significant intervention in a school that is designed to remedy the school's persistent inability to make adequate yearly progress toward all students becoming proficient in reading and mathematics.
- **The district must continue to ensure the following:**
  - All students have the option to transfer
  - Supplemental educational services are available to eligible students
  - Technical assistance is provided to the school

# Corrective Action

## *District Actions*

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- The district must do one of the following:
  - Provide professional development that is scientifically based and proven to increase student achievement
  - Institute a new curriculum grounded in scientifically based research and provide professional development to support implementation of the curriculum
  - Extend the length of the school day or school year
  - Replace the school staff who are relevant to the school not making AYP
  - Significantly decrease management authority at the school
  - Restructure the internal organization of the school
  - Appoint outside expert(s) to advise the school on relevant school improvement issues

# Corrective Action

## *CAPA Process*

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- CAPA is a collaborative effort between the state of New Jersey and local educators designed to empower schools and districts to go beyond current efforts to improve student achievement. The program strives to pinpoint obstacles to student achievement, identify needs, and develop solutions to improve school performance.
- The process targets Abbott low-performing schools and schools identified under the *No Child Left Behind* legislation that are in corrective action.

# Corrective Action

## *CAPA Teams*

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A CAPA team consists of 8 to 10 highly qualified educators dedicated to enhancing the educational experience for all children. Using a systematic, research-based process, the highly qualified team conducts interviews, performs classroom observations, and gathers and analyzes data. From this field research, the team identifies barriers to student achievement and constructs a plan to remove obstacles to student learning.

# Corrective Action

## *CAPA Process Components*

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- Initial Meeting with District/School
- Selection of Team Members
- Self Study/Perception Surveys
- Development of School Portfolio & Data Profile
- Three-day On-Site Visit
- Report Development/Agreement
- Inclusion in NCLB School Improvement Plan
- Follow-Up

# Corrective Action

## *CAPA Focus Areas and Standards*

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### **Focus Area 1: *Academic Performance***

1. Curriculum
2. Assessment/Evaluation
3. Instruction

### **Focus Area 2: *Learning Environment***

4. School Culture
5. Student/Family Support
6. Professional Growth, Development, and Evaluation

### **Focus Area 3: *Efficiency***

7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

# Restructuring

## *School Improvement – Year 5*

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- **Definition:** A major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance.
  
- **A Two-Year Process**
  1. **Year 1** – Planning year: prepare restructuring plan
  2. **Year 2** – Implementation of the restructuring plan

# Restructuring

## *Alternate Governance*

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### Alternate Governance Arrangements

- Replace all or most of the staff, including the principal, who impact student achievement
- Contract with a private management company that has a proven record of success
- Turn over the school's operation to the state (if allowed under state law)
- Re-open the school as a charter school
- Other major restructuring

# Restructuring

## *Technical Assistance*

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Technical Assistance Requirements Must Continue to Emphasize the Following:

- Using scientifically based research strategies to help all children reach proficiency in language arts literacy and mathematics
- Analyzing and applying data in decision-making

# Restructuring

## *Notification Requirements*

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### District Notification Requirements for Parents and Teachers

- Promptly inform parents and teachers of the school's status
- Offer parents and teachers an opportunity to comment on the school's status
- Invite parents and teachers to collaborate on the development of the school's restructuring plan

# Restructuring

## *Notification Requirements*

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The district's notification to parents must include the following:

- The meaning of being identified for restructuring
- Comparison of the school's academic performance to other schools in the district and the state
- Why the school is identified for restructuring
- How parents can become involved in addressing the academic issues that led to the schools' status
- The option of exercising public school choice
- The option of requesting supplemental educational services for eligible children

# School Improvement Plan

## *General Information*

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- For all levels of schools in need of improvement
- Done at school and district levels
- Purpose
  - To improve the quality of teaching and learning to increase student achievement
  - To provide a framework for analyzing and addressing instructional issues in the school and district
- Must be completed within 90 days of identification as school/district in need of improvement
- Must contain measurable goals

# School Improvement Plan

## *Essential Elements*

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- Core academic subjects and strategies used to teach them
  - Based on scientifically based research strategies to increase proficiency in math and language arts literacy
  - Provides extended day/year activities
- Professional development
  - Is high-quality, ongoing, and classroom focused
  - Focuses on teaching and learning (content knowledge, SBR instructional strategies, aligning instructional activities with CCCS and assessments)
  - Incorporates teacher mentoring activities and programs

# School Improvement Plan

## *Essential Elements*

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### ■ Parental Involvement

- Includes description of school's process to provide parents with written notification of the school's status
- Lists specific strategies used to promote parent involvement

### ■ Collaboration

- Based on collaboration between teachers, administrators, parents, community, external experts/consultants

### ■ Peer Review

- Completed by teachers and administrators from similar schools/districts that have a history of academic success

# School Improvement Plan

## *Timelines*

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- **Review** – Peer reviewers respond within 45 days of the plan's submission for review
- **Revisions** – District assists school with revisions
- **Approval** – District approves the plan once it meets statutory and regulatory requirements (should be done ASAP).
- **Conditional Approval** – District may approve conditionally if peer review does not adequately address programs and activities to increase student achievement
- **Implementation** – School implements as soon as district approves the plan

# Contact and Resource Information

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- Office of Title I Program Planning and Accountability  
(609) 943-4283
- Web Site: [www.nj.gov/njded/title1/](http://www.nj.gov/njded/title1/)
- United States Department of Education Guidance
  - Public School Choice
  - LEA and School Improvement
  - Supplemental Educational Services

# Additional Resources

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- Inquiry and Action: Making School Improvement Part of Daily Practice – Annenberg Institute for School Reform
  - Worksheets for Use with the School-Improvement Guide
  - Rubrics and Standards of Practice for Use with the School-Improvement Guide
  
- Using Data for School Improvement for Annenberg Challenge Sites – May 1998

[www.annenberginstitute.org/](http://www.annenberginstitute.org/)