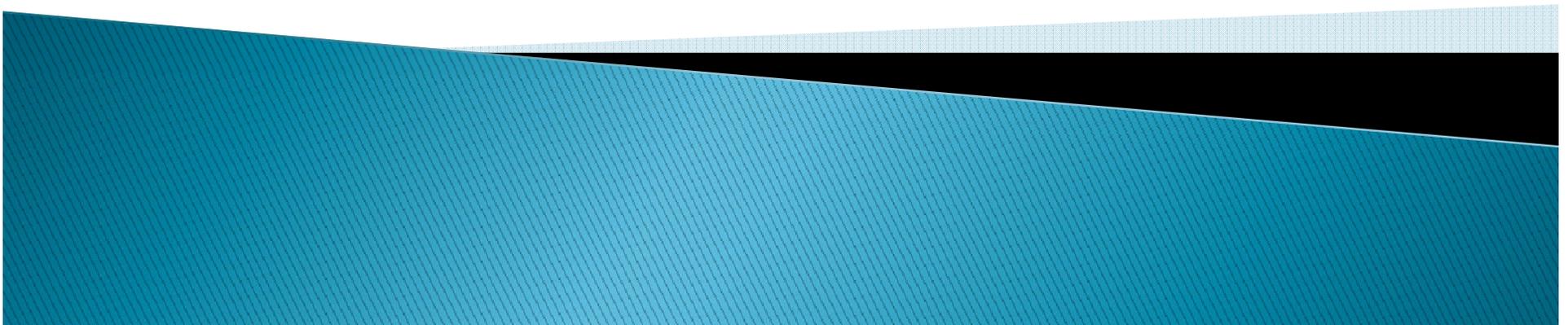


**School Improvement – A Joint Effort of the
Office of Program Administration and
Accountability and the Office of School
Improvement**

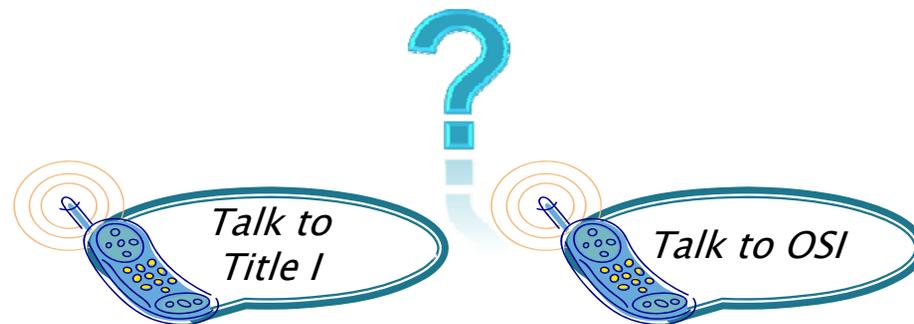
**Virginia Association of Federal Education Program
Administrators**

November 15, 2011



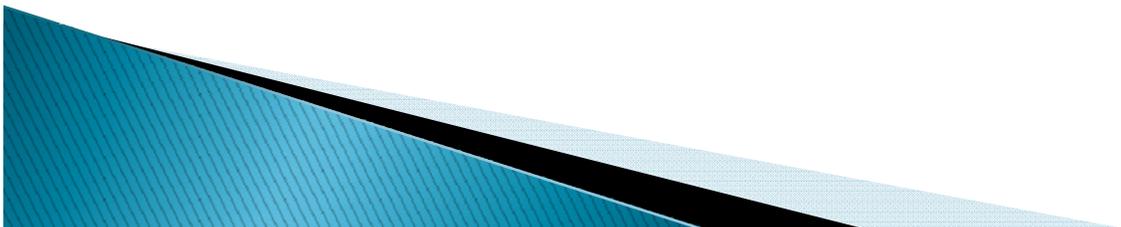
Purpose

- ▶ To clarify the role of the Title I staff in the Office of Program Administration and Accountability (PAA) and the Office of School Improvement (OSI) for divisions with schools in improvement.



Title I, Part A, Applications Office of Program Administration and Accountability (PAA)

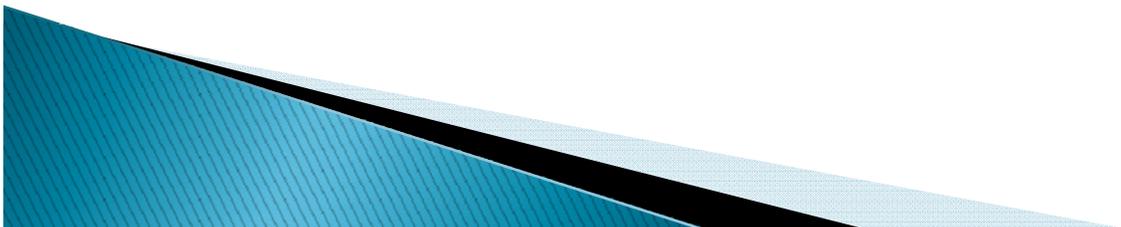
- ▶ Receives the allocations from the United States Department of Education (USED).
 - Ensures allowable state set asides have been reserved.
- ▶ Distributes the allocations by Superintendent's Memo to school divisions annually.
- ▶ Receives and approves local school division consolidated or individual applications annually.



Title I, Part A, Applications Office of Program Administration and Accountability (PAA)(continued)

Ensures applications for schools in improvement including:

- ▶ 20 percent set aside requirement for Public School Choice (PSC) and Supplemental Educational Services (SES) for schools in improvement.
- ▶ 10 percent professional development set aside required for schools in improvement.



**Title I, Part A,
Guidance and Technical Assistance
Office of Program Administration and Accountability
(PAA)**

Provides guidance and technical assistance to schools on:

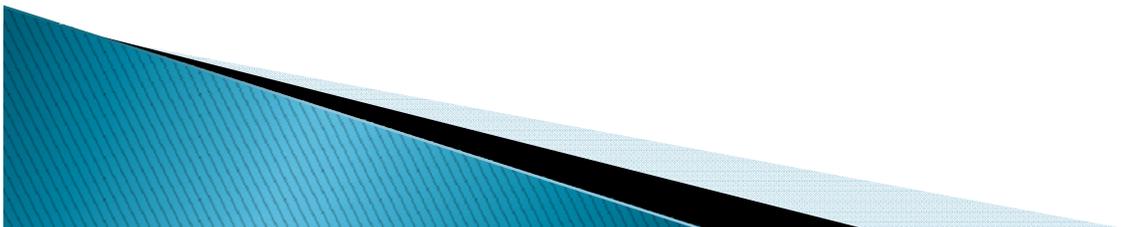
- ▶ Public School Choice (PSC)
- ▶ Supplemental Educational Services (SES)
- ▶ Amendments to the consolidated or individual Title I, Part A, applications



Title I, Part A, Guidance and Technical Assistance Office of Program Administration and Accountability (PAA)(continued)

Provides guidance and technical assistance to schools on:

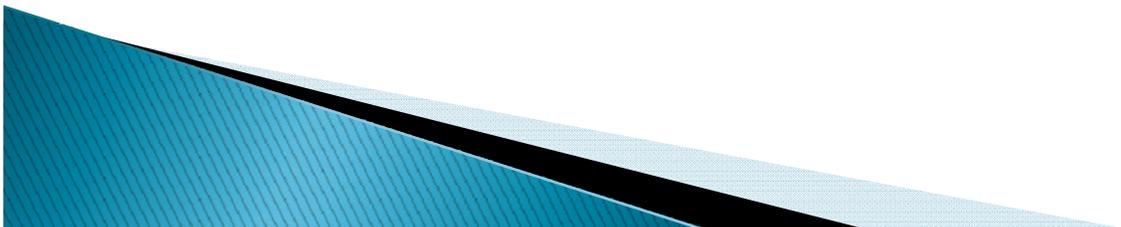
- ▶ Schools that have missed AYP in the previous year and are on the Title I “Watch List.”
- ▶ Schoolwide plans submitted to PAA for review prior to going schoolwide. Information from Indistar may be used in the schoolwide plan.
- ▶ School improvement data collection via the School Improvement Implementation Survey (SIIS).



Office of School Improvement (OSI)

1003(a) School Improvement Grants

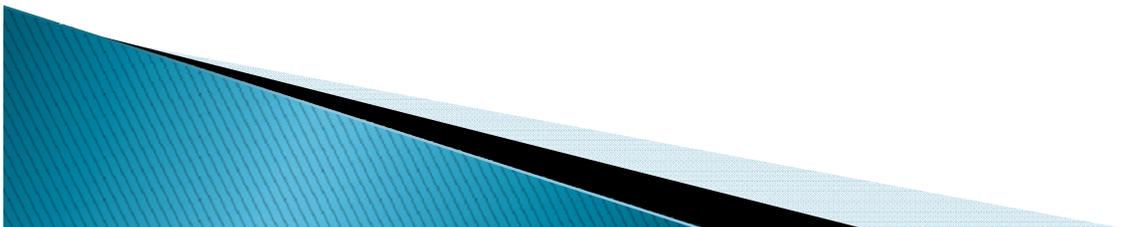
- ▶ Four percent of Virginia's Title I, Part A, allocation is set aside for 1003(a).
- ▶ Of that amount, 95 percent must be distributed to local school divisions for schools identified for school improvement, corrective action, and restructuring, for activities under Section 1116(b).



Office of School Improvement (OSI)

1003(a) School Improvement Grants

- ▶ School divisions must submit a separate application for these funds. The applications are approved by the OSI. Once the application is approved, OSI will provide a grant award to the school divisions.
- ▶ Technical assistance and guidance for this funding stream is provided by OSI.



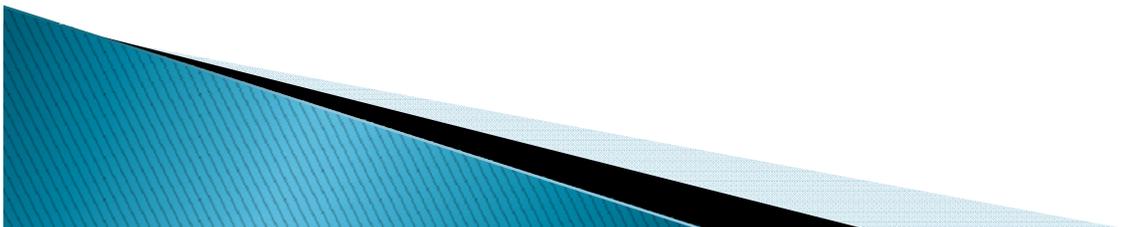
Office of School Improvement (OSI)

1003(g) Competitive School Improvement Grants

The purpose of these funds give priority to the local educational agencies with the lowest-achieving schools that demonstrate:

- (A) the greatest need for such funds; and
- (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under Section 1116.

The funds are distributed on a competitive basis under the guidelines provided by USED.



Requirement to Apply State's Definition of "Persistently lowest-achieving" (PLA) schools to Identify Tier I and Tier II

- ▶ **TIER I** : A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years;



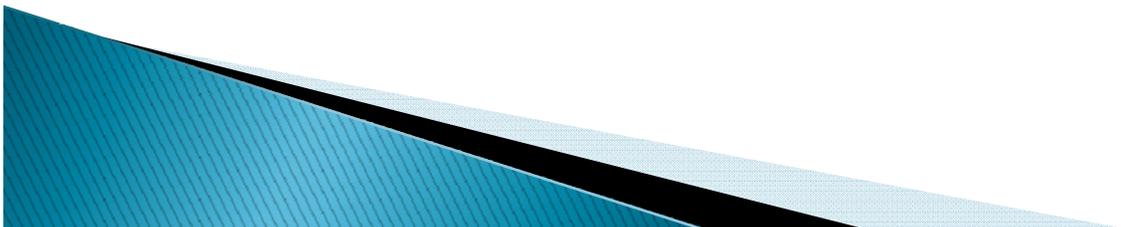
Requirement to Apply State's Definition of "Persistently lowest-achieving" (PLA) schools to Identify Tier I and Tier II (continued)

- ▶ **TIER II:** A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or
- ▶ **TIER II:** A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II).



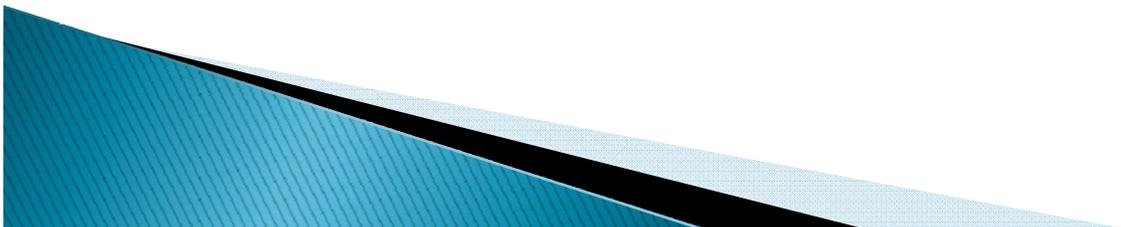
Criteria to Identify Tier III

- ▶ TIER III: All other Title I schools in improvement *not* identified for Tier I



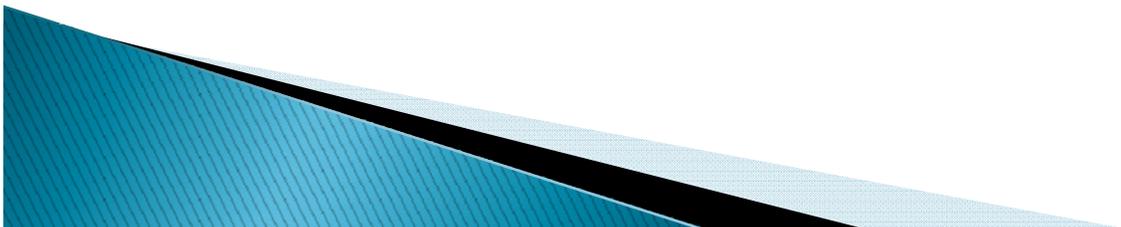
Description of Tiers

	Schools That MUST be Identified
	Column 1
Tier I	Title I <u>schools in Title I School Improvement</u> that are among the lowest-achieving <u>five percent</u> .
Tier II	Title I <u>eligible secondary schools</u> that are defined as persistently lowest-achieving.
Tier III	Title I <u>schools in Title I School Improvement in Years 1-7</u> that are not in Tier I.



Additional Information 1003(g)

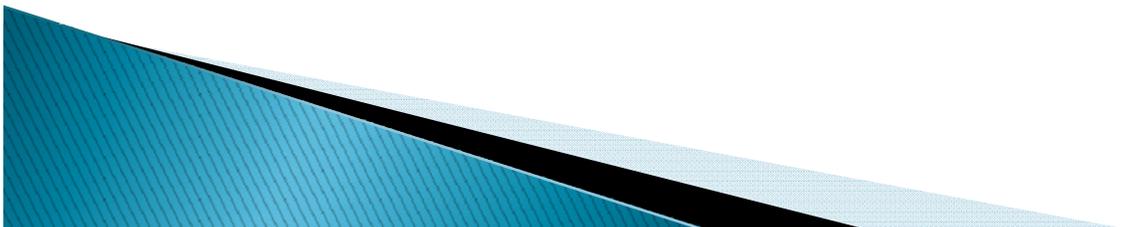
- ▶ PAA and OSI work collaboratively on:
 - State's application to USED.
 - Applications for school divisions, and
 - Development of technical assistance that is provided under these funds.



Office of School Improvement (OSI)

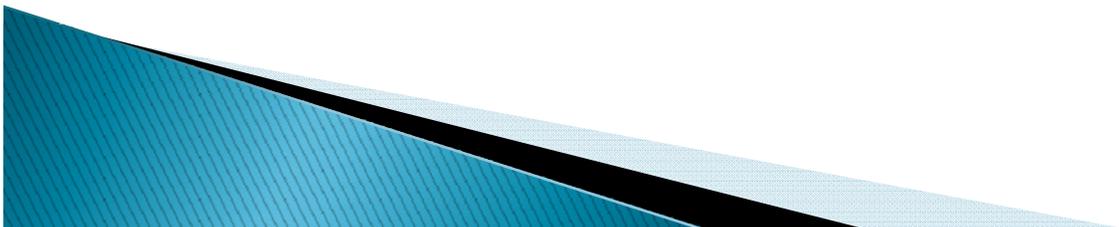
Roles of OSI after grant awards include:

- Support and technical assistance in development of the school's improvement plan
- Technical Assistance:
 - Indistar training and support
 - Quarterly reporting and data analysis
 - Differentiated Technical Assistance Team (DTAT)
 - Formative Assessment Modules
 - Division liaisons



School Improvement

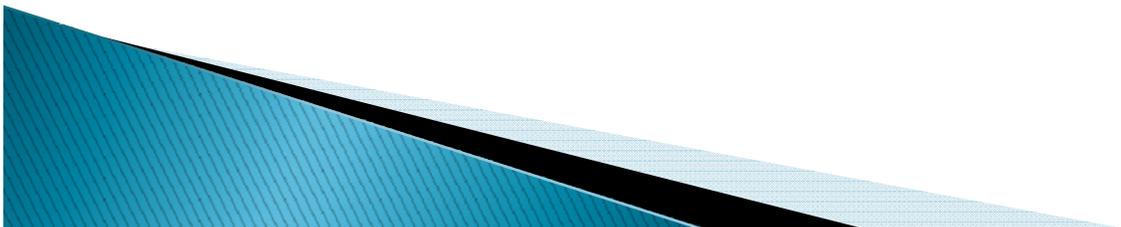
If a school on the Title I “Watch List” fails to make AYP for the **second consecutive year in the same subject area**, it enters **Year 1 of Title I School Improvement**.



Year 1 School Improvement

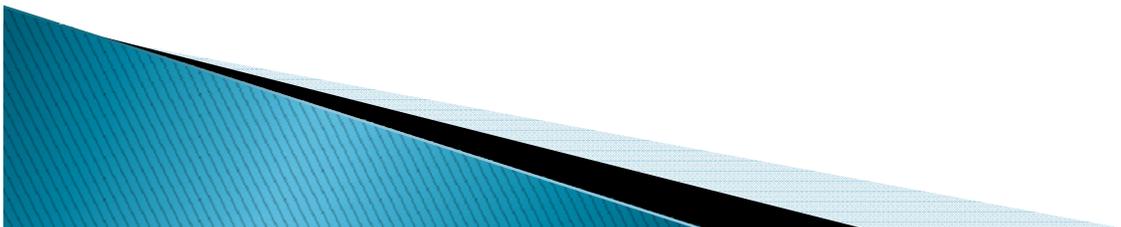
▶ Public School Choice (PSC)

- A Title I school that does not make AYP for two consecutive years in the same subject area is identified for improvement and must notify parents of its status at least 14 days prior to the beginning of the school year. The school must offer all students the opportunity to transfer to a school within the division that is not identified for improvement. If the division does not have sufficient funds to honor all transfer requests, lowest-achieving students from low-income families receive priority in the granting of transfers. The school must also develop and implement a school improvement plan.



Year 2 School Improvement

If the same school fails to make AYP for the **third consecutive year in the same subject area**, it enters **Year 2 of Title I School Improvement**.



Year 2 School Improvement Sanctions

The following actions apply to **Title I schools** that do not make AYP for **three** or more consecutive years in the same subject area(s):

- The school must notify parents of its status at least 14 days prior to the beginning of the school year.
- **Public School Choice** – A Title I school that does not make AYP for two consecutive years in the same subject area is identified for improvement and must notify parents of its status prior to the beginning of the school year. The school must offer all students the opportunity to transfer to a school within the division that is not identified for improvement. Lowest-achieving students receive priority in the awarding of transfers. The school must also develop and implement a school improvement plan.



Year 2 School Improvement Sanctions (continued)

- **Supplemental Educational Services & Public School Choice** – A Title I school identified for improvement that does not make AYP the next year in the same subject area must notify parents of its status and continue to offer public school choice. In addition, the school must offer supplemental educational services to low-income students. If funds are insufficient to provide supplemental educational services to all students whose parents request tutoring, school divisions must give priority to the lowest-achieving eligible students.
- The school must revise the school's improvement plan in collaboration with parents, school staff, the local education agency serving the school, and outside experts for approval by such local educational agency. The plan shall be developed not later than the 3rd month and should cover a 2-year period.



Year 3 School Improvement Requires Corrective Action

The following actions apply to **Title I schools** that do not make AYP for three or more consecutive years in the same subject area(s):

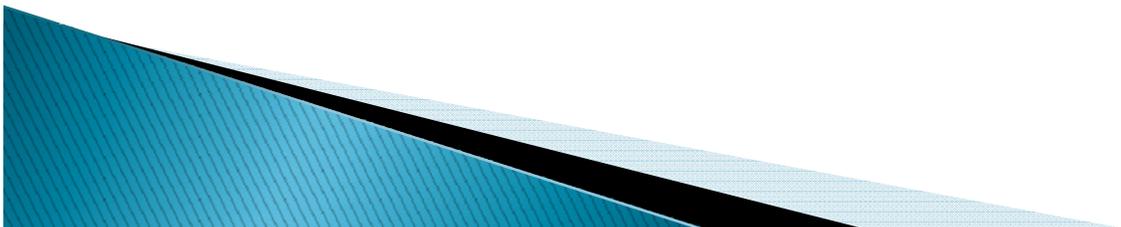
A school division must take corrective action to raise achievement in Title I schools in the third year of school improvement status. The school must continue to notify parents, offer public school choice and/or supplemental services, revise the school improvement plan, and the school division must take at least **one** of the following **corrective actions**:

- ▶ Replace school staff deemed relevant to the failure to make AYP
- ▶ Implement a new curriculum shown by research as effective in raising achievement
- ▶ Decrease the authority of school-level management
- ▶ Appoint an outside expert to advise the school on the implementation plan developed during the first year of school improvement
- ▶ Extend the school year or school day
- ▶ Restructure the internal organization of the school



Year 3 School Improvement: Corrective Action (continued)

- ▶ Actions, consistent with state law, should directly respond to:
 - Consistent academic failure of a school
 - Underlying staffing, curriculum, or other problems
- ▶ Actions should be designed to increase the likelihood that each group of students will meet/exceed state standards.



Year 4 School Improvement Requires Planning for Restructuring

The following actions apply to **Title I schools** that do not make AYP for four consecutive years in the same subject area(s).

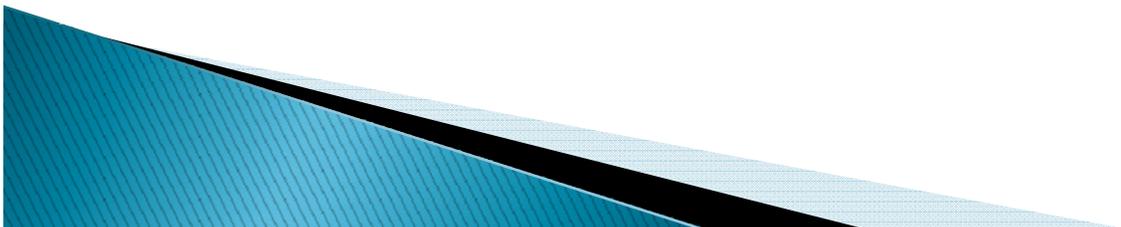
Restructuring requires the LEA to undertake a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance.

- Schools in Year 4 will prepare a plan to carry out alternative governance for the following year.
- The school must continue to notify parents, offer public school choice and/or supplemental educational services, revise the school improvement plan, and continue the implementation of the corrective action.



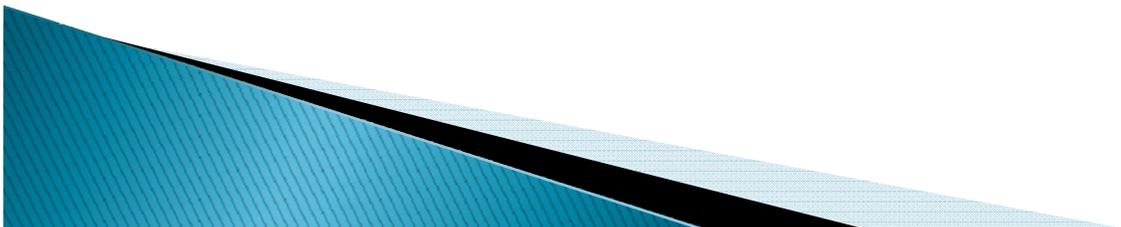
Year 5 or Beyond School Improvement Requires Implementing Restructuring

- ▶ Schools in alternative governance (Year 5 or beyond) must implement or continue implementing a minimum of one alternative governance arrangement [Section 1116(b)(B)] not later than the beginning of the school year following restructuring identification.
- ▶ The school must continue to notify parents, offer public school choice and/or supplemental educational services, revise the school improvement plan, and continue the implementation of the corrective action.



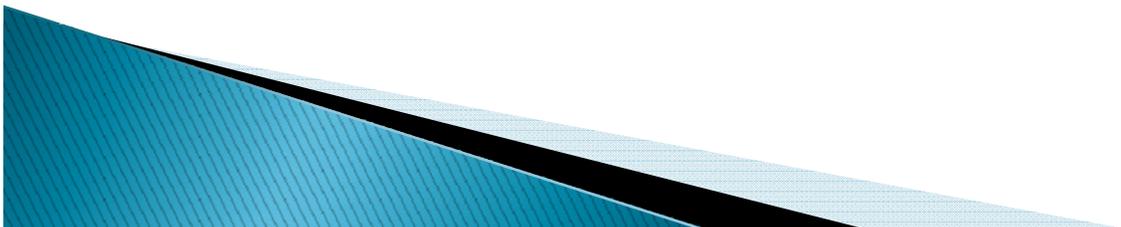
School in Improvement in Holding

- ▶ A school “in holding” means that the school made AYP in the same subject that caused the school to go into school improvement. The school in holding does not advance in Title I sanctions for that year. The school would continue with the sanctions of the previous year.



Exiting or Advancing in School Improvement

- ▶ The school must make AYP for two consecutive years in the subject in which it was identified for improvement in order to exit school improvement.
- ▶ If the school does not make AYP in the subject in which it was identified for improvement the next year, the school would advance to the next sanction level in school improvement.



Resources

Public School Choice Non- Regulatory Guidance:

<http://www2.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf>

SES Non-Regulatory Guidance:

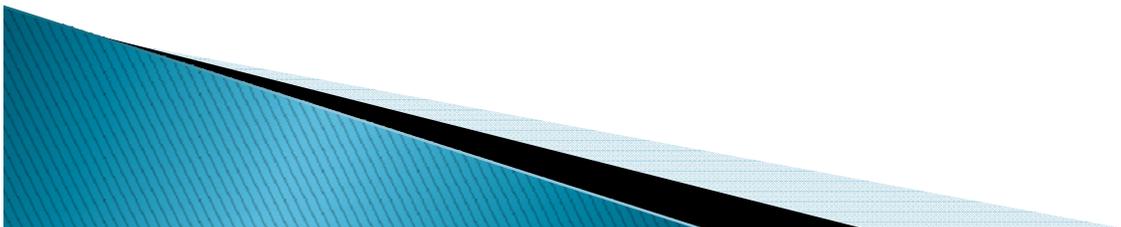
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Title I, Part A, Webpage:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml

Office of School Improvement Webpage:

http://www.doe.virginia.gov/support/school_improvement/index.shtml



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