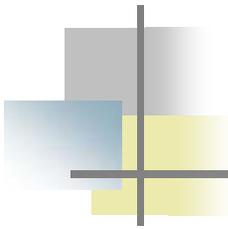


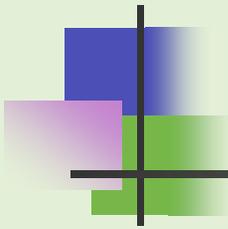
Intervention and Support for High Priority Schools



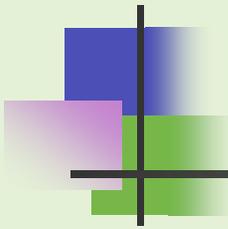
Purpose of Presentation

To provide background information on state and federal accountability requirements and support systems:

- **Accountability overview**
- **School improvement programs**
- **Intervention, support and capacity building**



Public Schools Accountability Act of 1999

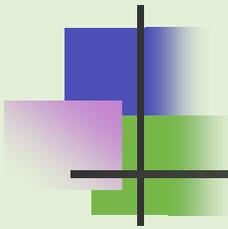


Statewide Accountability System: Key Features

- **Comprehensive and integrated**
- **Currently school-based, not district-based**
- **Subgroup accountability (ethnic and socio-economically disadvantaged student subgroups)**

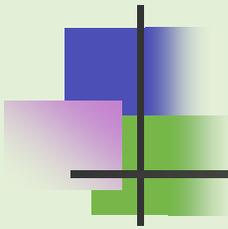
Statewide Accountability System: Components

- **Academic Performance Index (API)**
- **Awards**
- **Interventions**



Academic Performance Index (API): Key Features

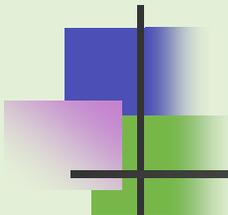
- **Single number**
- **Scale of 200 to 1000**
- **Based on the percentage of students scoring at a given performance level or band**



API: Components

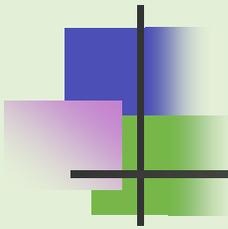
By law, the API shall consist of a variety of indicators, including, but not limited to,

- **Test results (STAR, CAHSEE, CAPA)**
 - **By law, at least 60 percent of the API's value**
- **Attendance rates (when accurate data available)**
- **Graduation rates for secondary schools (when accurate data available)**



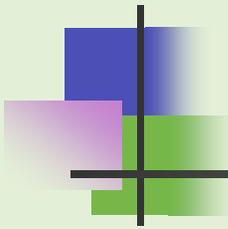
API: Growth Targets

- **Five percent of the distance to the performance goal of 800**
- **A minimum of one point for schools below 800**
- **Annual targets**
- **Requires comparable improvement by numerically significant student subgroups**
- **Applies to schools, not districts**



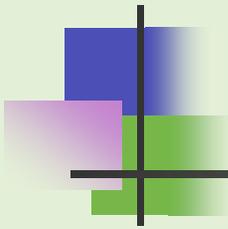
No Child Left Behind (NCLB)

Act of 2001



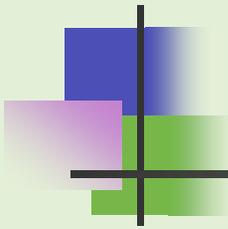
Federal Title I Accountability Criteria

- **NCLB includes prescriptive criteria on how to establish whether districts and schools met Adequate Yearly Progress (AYP)**
- **Apply to both districts and schools**
- **Apply to all districts and schools**
- **Interventions and sanctions apply only to Title I districts and schools**



AYP: The Basics

- **Goal is 100% proficiency by 2013-14**
- **Based on English/language arts and mathematics separately**



AYP: The Basics Continued

- **All students held to same high academic standards**
- **Subgroup accountability**
- **Special ed, English learner subgroups**
- **95% participation on assessments**

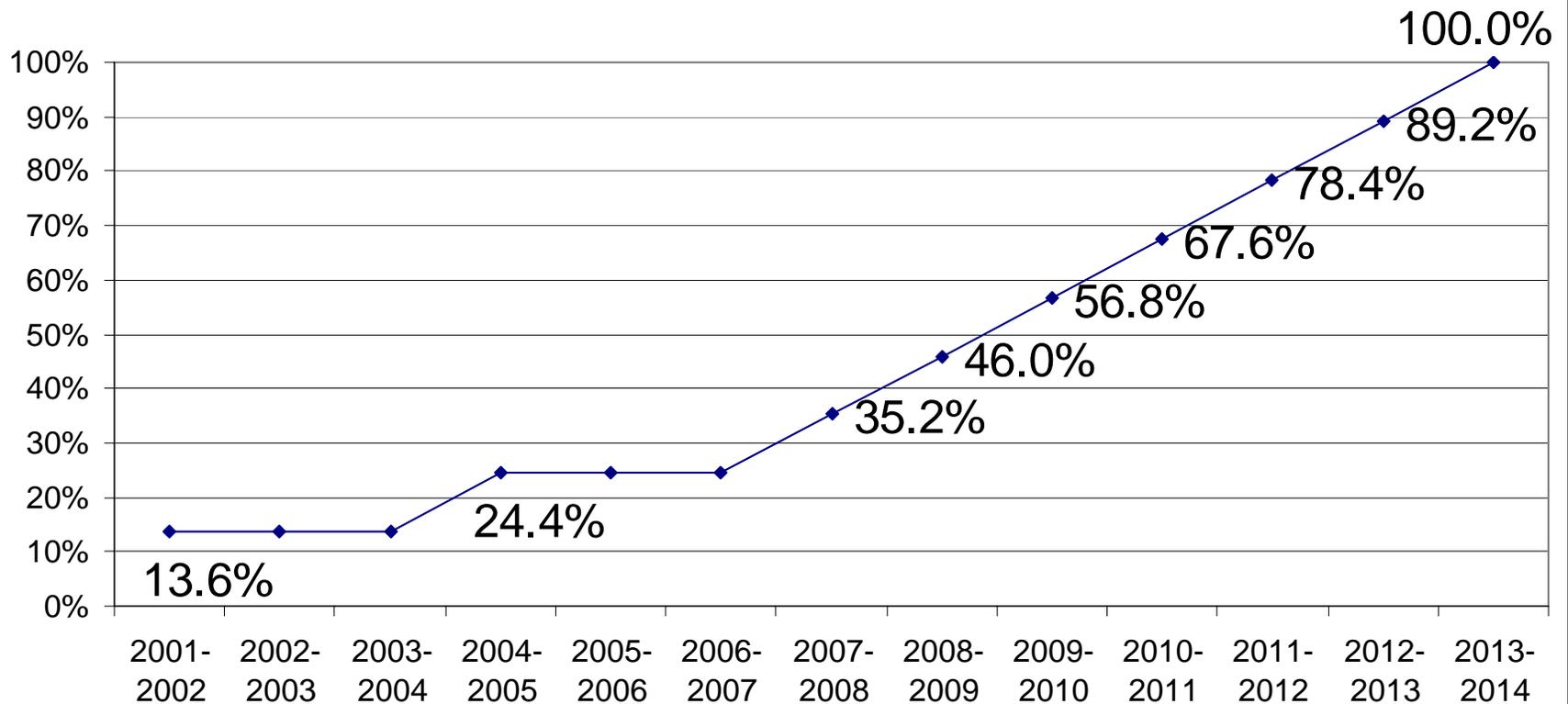
AYP:

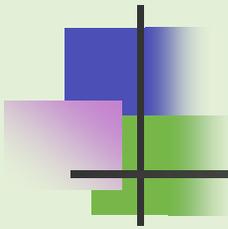
Components

- **Achievement of the Annual Measurable Objectives (AMOs) in both English/language arts (ELA) and math**
 - **Percent proficient or above**
- **Achievement of a 95% participation rate on all applicable assessments**
- **Progress on another indicator(s):**
 - **API for all schools, and**
 - **Graduation rate for high schools**

AMOs: English language arts

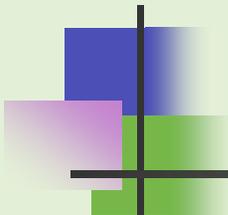
Elementary and Middle Schools and Elementary Districts





AYP: Important Points

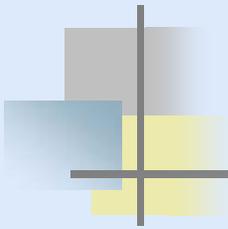
- **AMOs same for similar types of districts and schools**
- **For example, every elementary school in state has same AMO**
- **Every numerically significant subgroup in every elementary school in state has same AMO**
- **If you miss any one criterion (participation rate or AMO), you do not make AYP and are subject to identification as a Program Improvement district or school.**



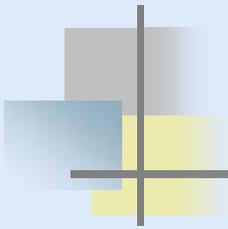
Status model vs. growth model: Key Difference between AYP and API

- **Federal AYP criteria based on Status Model**
 - Doesn't matter whether you go up or down, only whether you met the AMO
 - Each school has the same target

- **API based on Growth Model**
 - Doesn't matter on where you end up, only how much you improve
 - Each school has its own target

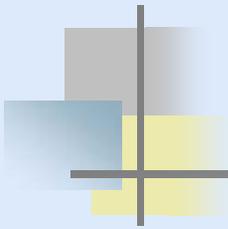


School Improvement Programs



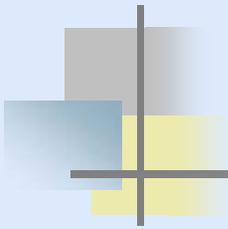
State-funded School Improvement Initiatives

- **Immediate Intervention/Underperforming Schools Program (II/USP)**
- **High Priority Schools Grant Program (HP)**



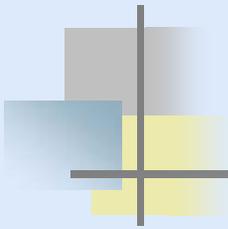
II/USP (PSAA/1999)

- **Voluntary/schools in deciles 1-5**
- **\$50,000 planning grant**
- **\$200/student for up to three years**
- **Must meet growth targets first two years to exit**
- **Must make significant growth (some positive growth) to avoid state monitoring**



HP (AB 961/2001)

- Decile 1 schools
- \$400/student for up to four years
- Increased district involvement
- Enhanced focus on SBE-adopted materials and training
- Required annual data submission
- Seeking legislation to clarify exit criteria



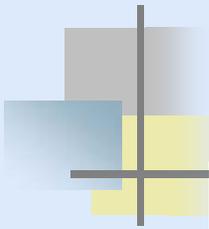
Comprehensive School Reform (CSR/1999)

- Federally-funded initiative similar to California school improvement programs
- \$200 or \$400/student for three years
- 196 schools funded since 1999 for a total of \$55.3 million
- Selected CSR schools accountable under II/USP, others under federal law, and some under neither law

Schools Subject to State Accountability System

| | 1st Implementation Year | | |
|----------------------|---|---------|-------------|
| | 2000-01 | 2001-02 | 2002-03 |
| II/USP Cohort I* | 429 | | |
| II/USP Cohort II* | | 430 | |
| II/USP Cohort III* | | | 429 |
| HP | | | 665 |
| Total Schools | | | 1953 |

*Each II/USP Cohort contains schools that are jointly funded with HP or CSR



II/USP & HP – Funding

| | Funding to Date | Years of Funding |
|-----------------------------------|-----------------|---------------------------|
| II/USP Cohort I n=429 | \$161,111,700 | 4 yrs (funding completed) |
| II/USP Cohort II n=430 | \$218,017,400 | 4 yrs |
| II/USP Cohort III n=429 | \$175,537,280 | 3 yrs |
| High Priority n=665 | \$454,382,000 | 3 yrs |

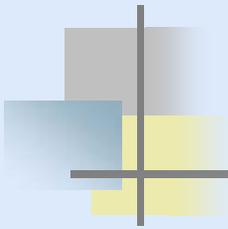
Please note: funding includes both planning and implementation years

Status of Schools Subject to the State Accountability System: II/USP Cohorts 1 & 2

| | Exit Program | On-Watch | State-Monitored | Closed |
|-------------------------|--------------|----------|-----------------|--------|
| II/USP Cohort I | 303 | 72 | 49 | 5 |
| II/USP Cohort II | 101 | 320 | 6 | 3 |

Status of II/USP Cohort 3 & HP Schools Based On Spring 2003 STAR Assessment

| | Made Growth Targets | Did not meet growth targets | | Closed |
|---|---------------------|--|---|--------|
| II/USP Cohort III--After 1st Year of Implementation | 242 | 183 | 0 | 5 |
| HP – After 1st Year of Implementation | 313 | Awaiting SBE definition of significant growth | | |

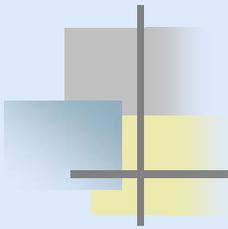


School (Program) Improvement (NCLB/2001)

- **Successor to IASA Title I initiative of same name**
- **Includes Title I schoolwide and Title I targeted assistance schools**
- **School must fail AYP for two consecutive years before entering Program Improvement (PI)**

PI Requirements

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| --Revise and implement local plan | X | X | X | X | X |
| --Provide choice | X | X | X | X | X |
| --Provide supplemental services | | X | X | X | X |
| --District takes local corrective action | | | X | X | X |
| --Plan for alternative governance | | | | X | X |
| --Implement alternative governance | | | | | X |



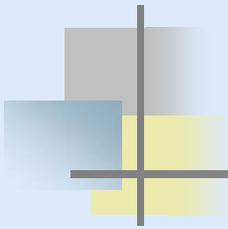
Status of Schools Subject to Federal Accountability System

**2002-03 814 Program Improvement
Schools**

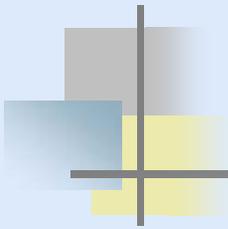
**2003-04 1199 Program Improvement
Schools**

2003-2004 Status of Schools in Federal Program Improvement

| After two years of non-AYP attainment | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| # of Schools | 642 | 217 | 328 | 12 |



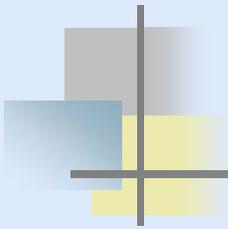
Intervention, Support, and Capacity Building



School Intervention/ Federal Law

Program Improvement (PI)

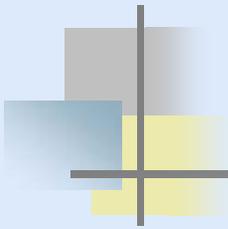
- Scholastic Audits conducted by CDE, COEs and LEAs resulting in Joint Intervention Agreements
- 13 PI schools 2001-2003 (11 made API targets in 2003)
- 11 PI schools in 2002-2004 (All made API targets in 2003)



School Intervention/ State Law

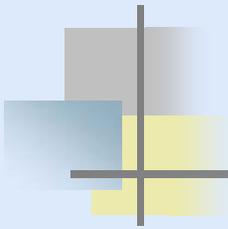
- **II/USP Ed. Code 52055.5**
 - Reassign principal
 - Assume powers of local governing board
 - Other similar actions

- **II/USP Ed. Code 52055.51**
 - School Assistance and Intervention Team (SAIT) process conducted by Approved Providers
 - 23 II/USP schools in 2002-2003
 - 32 II/USP schools in 2003-2004



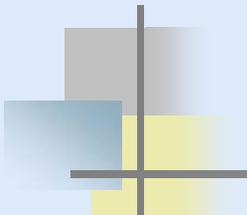
Features of SAIT Process

- **Focus on language arts and math**
- **Use of grade-span specific Academic Program Surveys and Rating Scales to guide corrective actions**
- **Support for implementation of Essential Program Components**



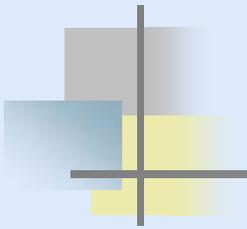
Two-Level SAIT Process

- **Level I: Verification of Essential Program Components**
- **Level II: If necessary, more in-depth analysis of why Essential Program Components are not working**



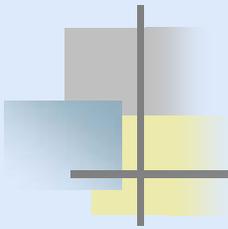
SAIT Organized Around Verification of Essential Program Components

- 1) **Most recent State Board-adopted or standards-aligned instructional programs, including interventions for reading/language arts and mathematics**
- 2) **Implementation of K-8 required instructional time; 9-12 master schedule reflects effective use of time**
- 3) **AB 75 Principal Training Program**
- 4) **Substantial number of fully credentialed teachers; teachers attend AB 466 Mathematics and Reading Professional Development Programs**



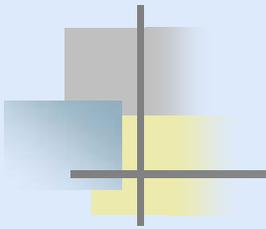
SAIT Organized Around Verification of Essential Program Components

- 5) System for assessing, reporting, and monitoring student progress**
- 6) Instructional assistance and support for teachers of reading/language arts and mathematics/algebra**
- 7) Facilitation and support of teacher grade level or department collaboration to plan and discuss lesson delivery**
- 8) Preparation and distribution of an annual district/schoolwide pacing schedule**
- 9) Appropriate use of general and categorical funds to support program goals in the school plan**



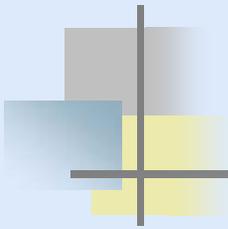
SAIT Teams

- **SAIT Providers selected based on SBE-adopted criteria**
- **Approval of SAIT Leads based on evidence of experience**
- **One-week training for 45 providers and 199 Approved Leads**
- **District selects and contracts with an approved provider organization**



District/School Liaison Team

- **Works with SAIT Provider**
- **Supports completion of Academic Program Survey**
- **Facilitates communication among SAIT members, district, school, and parent community**
- **Supports corrective actions**

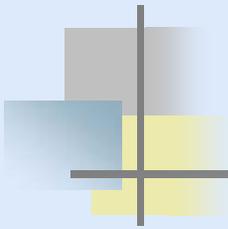


Recommended Findings and Corrective Actions

- **Adopted by local governing boards**
- **Supported by technical assistance from SAIT or another provider**
- **Funded with \$150/student for up to three years**
- **Documented support on password-protected web site**
- **Monitored quarterly by SAIT Provider with reports to SBE and CDE**

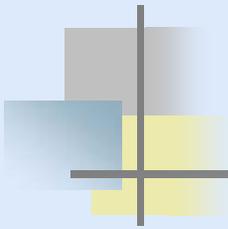
Statewide System of School Support (NCLB Sec. 1117)

| | |
|--------------------|--|
| Purpose: | Increase opportunity for all students to meet academic content and achievement standards |
| Priorities: | Support to Program Improvement schools and districts in corrective action, other PI schools and Title I schools; building capacity of county offices to support this work |



Structure of the Statewide System of School Support

- **11 County-based regional offices (Regional System of District and School Support)**
- **2 Federal Comprehensive Assistance Centers (CACs)**
 - Southern CAC in Los Angeles County Office
 - Northern CAC in WestEd/Bay Area
- **California Department of Education (CDE)**

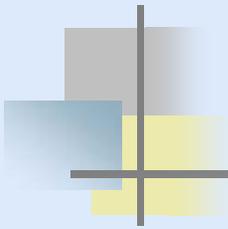


Functions of Regional System of District and School Support (RSDSS)

- **Identify districts at risk of student failure to offer assistance in data analysis, planning, access to technical assistance, school support, and evaluation services**
- **Work with county offices to establish school support teams to help schools review and analyze data and implement research-based strategies to improve curriculum, instruction, and assessment**

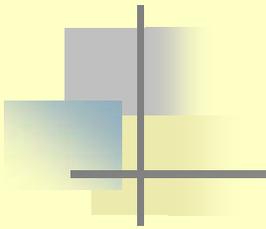
Support and Capacity Building in High Priority Schools and Districts

| Sponsor | Example |
|---|---|
| Local School Districts | LAUSD "Red Teams" |
| County Office Support | County Course of Study linked to state frameworks |
| University-based Initiatives | California Writing Project |
| Collaborative Efforts | Secondary Literacy Summit sponsored by Association of California School Administrators, County Offices of Education, CACs, and CDE |
| Statewide System of School Support | RSDSS, CACs, and CDE |

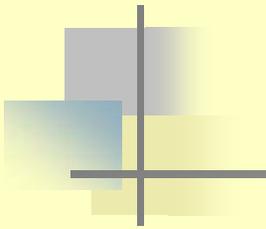


Additional County Office Support

- **21 COEs approved as SAIT providers**
- **Reading Implementation Centers (RIC) and Reading-Technical Assistance Centers (R-TAC)**
- **AB 466 Providers**
- **AB 75 Module I Providers**
- **In-depth technical assistance to districts and schools**



**Looking Ahead
and
Issues for Future
Discussion**



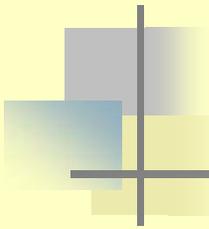
Looking Ahead: Anticipated School Intervention in 2004-2005

Some state-monitored schools will:

- **Be newly identified**
- **Continue implementation of corrective actions**
- **Make growth targets and exit**

Looking Ahead: Anticipated District Intervention in 2004-2005

- SAIT Providers (including county offices) will provide external teams for newly identified PI districts
- Intervention in PI districts will include:
 - External analyses based on data
 - Focused requirements for change
 - Technical assistance from multiple sources
 - Categorical resources aligned to LEA plan
- Title I School Improvement set-aside



Multiple and Conflicting Planning Requirements

- **CSR – 11 requirements**
- **II/USP – 22 requirements**
- **HP – All II/USP requirements plus four additional requirements**
- **PI – Research-based plan**

Multiple and Conflicting Exit Requirements

| | |
|---|--|
| PI | Two consecutive years of making AYP |
| II/USP after first two years of implementation | Two consecutive years of making API growth targets |
| II/USP "on watch" | One year of making API growth targets |
| II/USP in sanction | Two consecutive years of making API significant growth |
| HP | Awaiting SBE definition of significant growth |

Multiple and Conflicting Exit Requirements: An Example

Weatherall School

2001-2002 School Year

| 2001 Base API | Target | Growth | 2002 Growth API |
|----------------------|---------------|---------------|------------------------|
| 519 | 14 | 18 | 537 |

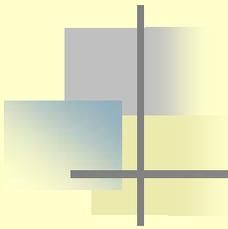
2002-2003 School Year

| 2002 Base API | Target | Growth | 2003 Growth API |
|----------------------|---------------|---------------|------------------------|
| 544 | 13 | 22 | 566 |

Exited II/USP

Failed to make AYP in 2002 and 2003

Entered PI local corrective action in 2003-2004



HP Significant Growth Definition

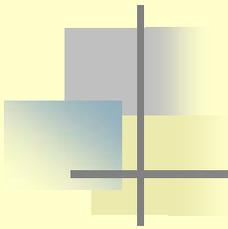
**Anticipated SBE item on definition of
significant growth for HP schools
(June-July, 2004)**

- **Proposed definition to be parallel to
II/USP**

SBE Review of HP Schools

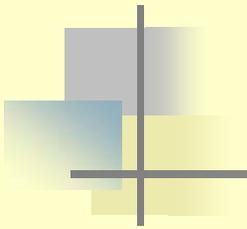
Requirement for SBE to review data from HP schools failing to make growth targets each of their first two years (fall of 2004)

- **Review shall examine the school's progress relative to its action plan.**
- **SPI, with the approval of the SBE, may direct the local governing board to take appropriate action to assist the school.**



SBE II/USP Waiver Policy

**Waiver policy for higher-performing
II/USP schools (to be considered
by SBE in May, 2004)**



Need to Integrate Federal and State Accountability Systems

- **Balanced school and district accountability**
- **Aligned intervention programs**
- **Reasonable and easily understood expectations and exit measures**