

CALIFORNIA STATE BOARD OF EDUCATION

JULY 2004 AGENDA

SUBJECT The Principal Training Program (AB 75): Approval of the Interim Report for the Legislature	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

The California Department of Education (CDE) requests approval of the Principal Training Program Interim Report for the Legislature.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The Principal Training Program was established by Assembly Bill 75 (Chapter 697, Statutes of 2001). The program provides reimbursements to local educational agencies for specific training of school principals by approved providers. In accordance with AB 75, the State Board Education (SBE) approved program criteria and requirements for applications in February 2002. Over the past two years, the SBE has approved 44 providers and 644 local educational agencies to participate in this program.

SUMMARY OF KEY ISSUES

AB 75 requires that the CDE develop an interim report on the Principal Training Program for submission to the Legislature. The interim report is subject to review and approval by the SBE. Over one-half of California's site administrators are participating in the program. County offices of education are providing a majority of the training. As site administrators are just beginning to complete their training, we do not have post-training API data to include in this report.

FISCAL ANALYSIS (AS APPROPRIATE)

The interim report has no fiscal impact other than the direct costs associated with its development and presentation to the Legislature.

ATTACHMENT (S)

[Attachment 1](#): Principal Training Program: July 2004 Interim Report (11 Pages)

PRINCIPAL TRAINING PROGRAM
Interim Report
July 2004

The Professional Development and Curriculum Support Division, California Department of Education (CDE), respectfully submits this Interim Report on the status of the Principal Training Program (Assembly Bill 75, Chapter 697, Statutes 2001). In addition to the legislative reporting requirements, this Interim Report includes a brief overview of the program, local educational agency participation, State Board of Education (SBE) approved training providers, and program highlights.

California Education Code Section 44516(a). By July 1, 2004, the CDE shall develop, subject to review and approval by the SBE, an interim report for submission to the Legislature regarding the status of the program established pursuant to this article. The interim report shall, at a minimum, detail the following:

- (1) The number of principals and vice principals, respectively, who received training offered pursuant to this article
- (2) The entities that received funds for the purpose of offering training pursuant to this article and the number of principals and vice principals, respectively, that each entity has trained
- (3) A comparison of the Academic Performance Index (API) scores for schools within participating local educational agencies (LEAs) for the year before the school's administrators receive training pursuant to this article and for the first year after the school's administrators complete the training provided pursuant to this article
- (4) Relevant data included in the school accountability report card pursuant to *Education Code Section 33126*

Program Overview

The Principal Training Program provides incentive grant funds for professional development in identified leadership skills for site principals and vice principals. The goal of the program is to develop principals who are able to establish sound and clear instructional goals, who collaboratively develop data-driven instructional strategies, and who lead a school through powerful instructional change. Training includes 80 hours of instruction and 80 hours of Follow-Up Practicum.

Curriculum approved for this program focuses on improving student achievement through increased accountability, standards-based instruction, curriculum frameworks,

instructional materials, and use of pupil assessment instruments. Specifically, the Principal Training Program provides the leadership, infrastructure, and support for the Mathematics and Reading Professional Development Program (AB 466), a professional development training for teachers. Training focuses on the leadership skills and knowledge needed to guide teachers and instructional aides or paraprofessionals in their focused and concentrated efforts to improve student achievement.

LEAs and other organizations applied to become SBE approved training providers in one or more of the three modules listed below by completing the training provider application and submitting the appropriate curriculum.

Training content for the Principal Training Program is delivered in three modules. All training materials are reviewed for content using criteria approved by the SBE. The CDE recommends qualified applicants to the SBE for formal approval. LEAs must use SBE-approved training providers for the training funded under this program. The three modules are:

Module 1: Leadership & Support of Student Instructional Programs: Provides site administrators with a thorough knowledge of the content and structure of State Board-adopted (K-8) or local board-adopted (9-12) reading/language arts and mathematics instructional materials.

Module 2: Leadership & Management for Instructional Improvement: Focused training on the elements necessary to align monetary and human resources to appropriate priorities to support and monitor effectiveness of instruction and improvement on student achievement.

Module 3: Instructional Technology to Improve Pupil Performance: Focused training on technology applications, which link and support Module 1 and Module 2, in addition to serving a key role for process, and system-wide improvements.

The Principal Training Program is supported, in part, by a grant provided by Bill and Melinda Gates coordinated through the California County Superintendents Educational Services Association (CCSESA). Using grant funds, CCSESA and CDE have partnered with the San Joaquin County Office of Education to develop a Management System for Principal Training (MSPT) designed to collect data related to all aspects of the program.

The MSPT provides data regarding the number of hours in which registered principals and vice principals participated in the training per module. This assumes that all providers and all LEAs will fulfill the grant requirements of entering and monitoring data provided via the online management system. Information provided within this report was obtained through the MSPT.

Local Educational Agency Participation

Written evaluations as well as informal comments indicate an enthusiastic response about the program from participating administrators throughout the state. Administrators state that the Principal Training Program has been accessible and relevant to their work. Participants are particularly pleased with the training offered regarding adopted instructional programs and materials. They comment that the training is crucial in their role of supporting teachers in effective instruction and delivery.

There are currently over 7,000 K-12 school site principals and vice principals signed up for training. Sixty percent of the districts in the state are participating in this program. Participation in the program is required for site administrators receiving Reading First and High Priority School grants, as well as those schools identified for participation in the School Academic Intervention Team (SAIT) process.

Small LEAs and individual charter schools were encouraged to form or join consortia to constitute a critical mass of participants to allow for differentiated training specific to the participant’s school level and/or instructional materials adoption. LEAs may use an external provider for one or two modules, and/ or apply to be their own training provider for the remaining module(s).

Legislative Requirement #1:

Education Code Section 44516(a)(1). The number of principals and vice principals, respectively, who received training offered pursuant to this article.

	Have Registered Names but have not started training to date	Have completed 1-79 hours of training	Have completed 80-159 hours of training	Have completed 160+ hours of training	Total Number Registered, enrolled, and/or completed training
Principals	1,072	1,573	585	442	3,672
Vice-Principals	1,212	1,482	448	353	3,495
TOTAL	2,284	3,055	1,033	795	7,167

SBE-Approved Training Providers

The success of the Principal Training Program is dependent on the quality of training curriculum, expertise of the trainers, and effective delivery of the content. Providers may only provide training for modules for which the State Board of Education has approved them.

As an integral part of the state’s systemic approach to school reform, the Principal Training Program curriculum must be consistent and congruent with training offered through the Mathematics and Reading Professional Development Program (AB 466, Chapter 737, Statutes of 2001).

The CDE has conducted eleven formal reviews for eligible LEAs and other organizations wishing to become SBE-approved training providers to submit their training materials. The SBE has approved forty-four (44) training providers in one or more of the following three modules. Providers include county offices of education, school districts, non-profit organizations, and private companies.

	County Offices of Education	School Districts	Non-profit Organizations	Other Educational Service Agencies	Total Number of Providers Per Module
Module 1	17	3	2	5	27
Module 2	17	3	1	8	29
Module 3	14	5	1	11	31

Legislative Requirement #2:

Education Code Section 44516(a)(2). The entities that received funds for the purpose of offering training pursuant to this article and the number of principals and vice principals, respectively, that each has trained.

The following chart lists each of the forty-four (44) providers approved by the SBE to offer training through the Principal Training Program and numbers of enrollees per provider. The chart details the number of principals and vice principals, respectively, enrolled per provider and that have trained at least one hour with the corresponding provider.

PRINCIPALS AND VICE PRINCIPALS ENROLLED BY TRAINING PROVIDER

Provider	Module 1		Module 2		Module 3	
	Principals	Vice Principals	Principals	Vice Principals	Principals	Vice Principals
ABC Unified	0	0	0	0	0	0
Achievement Council	0	0	0	0	0	0
Action Learning Systems, Inc.	79	53	153	143	153	143
Assn of California School Administrators	0	0	254	283	120	120
Calabash Professional Learning Systems	11	2	0	0	0	0
CA Professional Development Institutes (University of California)	0	0	0	0	0	0
California Reading Implementation Centers at Regional County Offices of Education	787	670	0	0	0	0
California School Leadership Academy, WestEd	0	0	0	0	0	0
California Technology Assistance Project Region 10 RIMS CTAP	0	0	0	0	0	0
California Technology Assistance Project Region 6	0	0	0	0	35	36
California Technology Assistance Project Region 8	0	0	0	0	0	0
CCSESA Region 1	0	0	64	21	53	16
CCSESA Region IV	0	0	55	33	46	28
Center for Applied Research	0	0	0	0	0	0
Consortium on Reading Excellence, Inc (CORE)	52	8	0	0	0	0
Contra Costa County Office of Education	20	6	0	0	0	0
California Technology Assistance Project Region 7	0	0	0	0	52	71
Data Works Educational Research	0	0	0	0	0	0
Elk Grove USD	0	0	0	0	0	0

Provider	Module 1		Module 2		Module 3	
	Principals	Vice Principals	Principals	Vice Principals	Principals	Vice Principals
Etiwanda School District	43	34	12	1	12	7
Future Kids	0	0	0	0	0	0
Imperial County Office of Education	43	38	45	36	45	36
Kern County Superintendent of Schools	89	26	92	27	95	27
Kings County Office of Education	0	0	13	0	0	21
Los Angeles County Office of Education	1	1	166	182	169	173
Los Angeles Unified School District	114	203	121	237	120	239
Madera County Superintendent of Schools	37	30	45	0	0	55
Mono County Office of Education	0	0	0	0	0	0
Monterey County Office of Education	37	19	54	23	40	36
Oakland Unified School District	0	0	0	0	0	0
Ontario-Montclair School District	30	11	15	3	15	3
Orange County Department of Education	43	26	80	77	81	69
Pearson Education	0	0	0	0	0	0
Project Pipeline	0	0	0	0	0	0
Pulliam Group	178	139	166	79	106	130
Region 2 AB 75 Consortium	0	0	2	1	2	2
Riverside County Office of Education	16	5	10	0	0	4
Sacramento County Office of Education	113	161	76	69	76	69

Provider	Module 1		Module 2		Module 3	
	Principals	Vice Principals	Principals	Vice Principals	Principals	Vice Principals
San Bernardino County Office of Education	14	3	52	8	41	9
San Diego County Office of Education	0	0	46	36	50	43
San Joaquin COE	13	7	0	0	0	0
Santa Barbara COE/Central Coast School Leadership Center	187	114	187	114	185	114
Santa Clara County Consortium	5	0	54	66	54	63
Santa Cruz County Office of Education	0	0	41	39	41	39
Scholastic Inc.	0	0	0	0	0	0
School Employers Association of California	0	0	0	0	0	0
Shasta County Office of Education	29	8	49	34	4	0
Santa Clara County Consortium	5	0	54	66	54	63
Sopris West Educational Services	0	9	0	0	0	0
SRA/McGraw Hill	0	0	0	0	0	0
Stanislaus County Office of Education	113	122	0	0	0	0
Ventura County Superintendent of Schools	0	0	21	20	22	23
Wright Group/McGraw Hill	0	0	0	0	0	0
TOTAL NUMBER OF ADMINISTRATORS PER MODULE	2,059	1,695	1,927	1,598	1,671	1,639

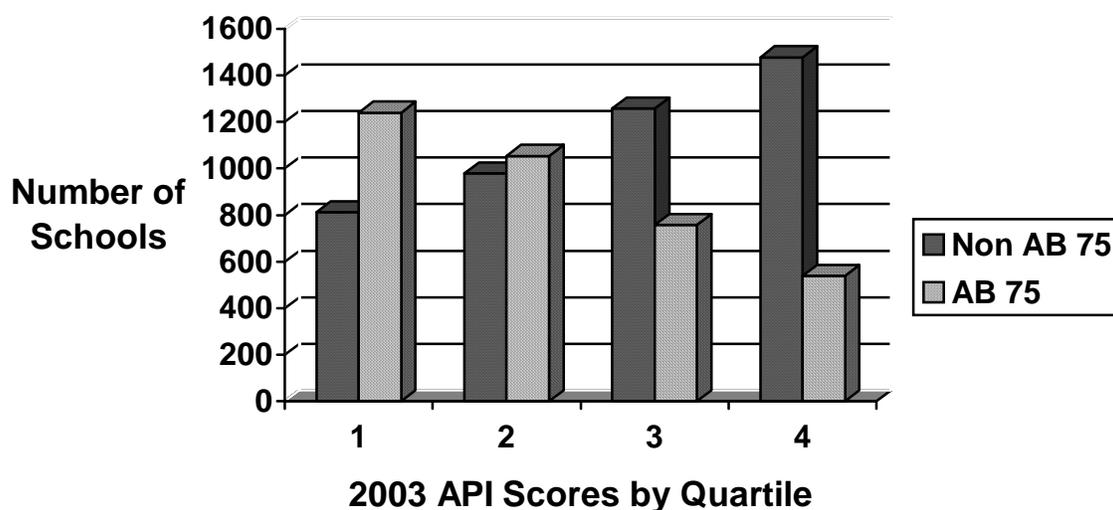
Note: Site administrators are required to participate in all three modules to complete the Principal Training Program.

Legislative Requirement #3:

Education Code Section 44516(a)(3). A comparison of the API scores for schools within participating LEAs for the year before the school's administrators receive training pursuant to this article and for the first year after the school's administrators complete the training provided pursuant to this article.

To date, there are no local educational agencies with one year of operation since the site administrators completed the Principal Training Program. This information will be included in the final report, which will be submitted to the SBE in June 2005.

The graphic below shows the distribution of schools, by 2003 API scores, that are participating in the Principal Training Program. The darker bars represent schools whose principals are not participating in the Principal Training Program. The lighter bars represent schools whose principals are participating in the Principal Training Program.



**Comparison of 2003 API Scores, by Quartile,
Of Principal Training Program (AB 75) Participants and Non-participants**

A majority of the first quartile schools have committed their principals to the Principal Training Program. About half of the second quartile schools have done likewise.

In contrast, substantially fewer than half of third quartile schools and only about a quarter of fourth quartile schools are participating in the Principal Training Program.

Legislative Requirement #4:

Education Code Section 44516(a)(4). Relevant data included in the school accountability report card pursuant to Section 33126(b)(19). Whether a school qualified for the Immediate Intervention Under-performing Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to that program.

There are 998 II/USP schools that are not High Priority grant recipients. Of those 998 II/USP schools, 408 schools are participating in The Principal Training Program. There are 385 principals and 469 vice principals participating.

Program Highlights

Building Capacity of Training Providers

The Principal Training Program is designed to complement and support the SBE's systemic plan for school reform. Criteria for Module 1, Leadership and Support of Student Instructional Programs, requires the provider to develop curriculum that has a direct correlation with the Mathematics and Reading Professional Development Program (AB 466). The intensity of both initiatives requires depth of knowledge of SBE-adopted English/Language Arts and mathematics instructional materials.

Applications, including training curriculum, to become SBE-approved Training Providers were reviewed for the first time in April 2002. Curriculum submitted did not meet criteria, no training providers were recommended for approval.

A second review was held in May 2002, with only two organizations being recommended to the SBE for approval of Module 1. The more significant outcome of this review was a realization that educational service providers in the field were unfamiliar with the state's adopted instructional materials and, therefore, unprepared to write and/or deliver training about the materials.

In response to this void, the Professional Development and Curriculum Support Division coordinated a CDE-sponsored Mathematics and Reading Professional Development Program (AB 466) training for educational service providers wanting to apply as Principal Training Program providers and for CDE staff. The five-day training, held in June 2002, was a crucial component in building understanding of the intent of the program and its relationship to other state initiatives.

Since the June training, CDE has held nine more reviews of applications and training curriculum. Each review has successfully added training providers to the SBE-approved list. Approved organizations are working together to build capacity of trainers throughout the state.

High School Module 1

A second identified need to ensure the success of the Principal Training Program was to assist the field in the development and implementation of a Module 1 for site administrators at the high school level. The CDE took a lead role in creating a writing team to address this issue. The high school Module 1: Day 1 and Day 5 is part of a five-day Principal Training Program Institute which was developed by representatives of the CDE, Sacramento County Office of Education, Stanislaus County Office of Education and The Achievement Council. The curriculum developed was approved by the SBE in November 2003.

Funding

The Principal Training Program was built on the premise that \$45 million would be available to train approximately 15,000 site administrators before the program's sunset date of June 30, 2006. The entitlement for each participating LEA was calculated based on \$3,000 per site administrator with a \$1,000 matching requirement. Matching funds are provided as part of an \$18 million grant from the Bill and Melinda Gates Foundation.

Due to the need to build capacity of qualified training providers, the program experienced a delay in its implementation. Consequently, the first state apportionment of funding was not totally exhausted. A request to reappropriate \$3.9 million from the 2001-02 fiscal year has been submitted to cover expenses anticipated for future program use.

Alternative Credentialing Option

The California Commission on Teacher Credentialing (CCTC) currently accepts the completion of the Principal Training Program as an alternative means for earning a clear Professional Administrative Credential (*Education Code Section 44513(c)*).

As of January 2003, CCTC will issue a clear administrative credential to candidates with documented proof of completing institute and practicum hours within all three modules, the possession of a Preliminary Administrative Services Credential, and two years of documented successful school administrative service.

Summary

The Principal Training Program offers high quality professional development training and it is a component of California's systemic approach to school reform for student academic improvement. The program is fully aligned with California's content standards, particularly focused on reading and mathematics. The next application to become a state board approved provider is due on September 3, 2004, for the November 2004 SBE Meeting.

The Principal Training Program becomes inoperative on July 1, 2006, and as of January 1, 2007, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2007, deletes or extends the dates.