

>> Jeff Breshears: Welcome to this presentation on the monitoring requirements for the Federal No Child Left Behind or NCLB, Title 1, Part A, Program Improvement. The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

>> Lorene Euerle: This presentation is organized around the seven dimensions outlined in the Program Improvement or PI monitoring instrument.

>> Jeff Breshears: And these are the final three dimensions.

>> Lorene Euerle: Dimension One includes involvement activities which states that parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical program. There are no PI items for dimension one involvement. This dimension is embedded in the ten PI items which we will discuss later.

>> Jeff Breshears: Dimension Two refers to Governance and Administration. This dimension requires local educational agencies or LEAs to have policy, plans, and administration of categorical programs that meets statutory requirements.

>> Lorene Euerle: PI-1 is the requirement that within three months of an LEA being identified as PI, the LEA works collaboratively with the school community to revise the LEA plan.

Of course, the next step would be to implement the newly revised LEA plan which is the PI-1.1 requirement.

As soon as an LEA is identified for PI, it should begin reviewing the existing LEA plan, review the document for areas of concern, strengthen the instructional strategies, review financial resources and expenditures, and have a local governing board approve the document.

An LEA addendum template is available on the California Department of Education or CDE Program Improvement webpage.

This document must be submitted to CDE for review and approval.

>> Jeff Breshears: An LEA should provide evidence to the Title 1 team member of meeting agendas, minutes, and sign-in sheets to document a collaborative effort by all required parties.

>> Lorene Euerle: PI-2 is the requirement that the LEA identified for PI has promptly notified parents of the reasons why the LEA is in PI, and how the parents can participate in upgrading the quality of the LEA.

Notification to parents must be in a format and language the parents can understand. Sample letters available in at least two languages are accessible on the CDE webpage. A Title 1 team member will be looking at the letter mailed to parents, the day it was mailed, and verify that notification was provided in multiple languages if that's the requirement in your specific LEA.

>> Jeff Breshears: This item consolidated all the parent notification requirements in Program Improvement Years One through Five.

An annual notification letter must be sent to parents for each school that a school is in Program Improvement.

Each component described in this item must be in a letter including how the school compares academically to other schools in the LEA and the state.

>> Lorene Euerle: The letter must include the reasons for the PI identification.

Why was the school identified for PI?

Be sensitive to how you describe the reason or reasons for PI identification.

You don't want to single out a particular subgroup.

You could describe the reasons in terms of content area.

And the parent notification letter should also include what the school, LEA, and/or city will be doing to help address the achievement problem.

>> Jeff Breshears: The letter should also encourage parents to become involved at their schools such as inviting parents to spend time in their classroom, and/or join a committee, etcetera.

Provide parents with a contact person and or phone number to help promote parental participation.

These are additional elements for the parent letter.

The option for parents to select and transfer their child to a non-Program Improvement school with paid transportation must be included in the letter, and must also include the academic profile of the available transfer schools.

This applies to PI schools in years one through five.

>> Lorene Euerle: These are additional elements for the parent letter.

In year two through five, parents must be notified that they have the option to obtain tutoring from approved Supplemental Educational Service or SES providers to increase their students' academic achievement.

A list of providers should be included in the letter.

>> Jeff Breshears: And the final elements to be included in the parent notification letter are; if this school is in year three I--year three of PI, inform the parents of the options for corrective action that will occur during the year three.

During year four of Program Improvement, the school plans to implement the alternative governance in year five.

We will cover the details when we cover PI-9.

And finally, if the school is in year PI-5, the school community should be informed that a particular alternative governance was selected during year four, and will be finally implemented to increase student academic achievement.

>> Lorene Euerle: There are special requirements when a school goes into PI Year One.

This item covers all the components which must be addressed in the single plan for student achievement or SPSA.

It also requires SPSA to be revised within three months of identification.  
The revised SPSA needs to include the following components.

>> Jeff Breshears: The first component is to include strategies that strengthen the core academic subjects and address the specific academic issues that cause the school to become identified as Program Improvement.  
One example might be to have staff attend more professional development activities.

>> Lorene Euerle: The revised SPSA needs to include policies and practices that have the greatest likelihood of ensuring that all groups of students meet the state's proficient level of achievement by 2014.  
Consider whether there are additional instructional strategies that should be implemented in the classroom to assist students to learn from multiple modalities.

>> Jeff Breshears: The revised single plan should identify expenditures of not less than 10% to provide high quality professional development for teachers and the principal.  
This applies only to PI Year One and Two schools; although LEAs have the option to continue to use funds for professional development.

>> Lorene Euerle: Additional elements that need to be addressed in the SPSA include annual measurable objectives to sustain and continue progress by subgroups that should be monitored by the staff.  
The SPSA should also spell out how the school will provide written notification to parents so parents are involved in their child's education.

>> Jeff Breshears: Within the single plan, the specific responsibilities of the school, LEA, and CDE must be delineated to include the technical assistance that is provided to improve the school.  
The single plan should also include how the school will increase parental involvement at that school.

>> Lorene Euerle: And the final two components that must be included in the revised SPSA are identification of the academic enrichment activities before and after school, during summer vacation to improve academic achievement, and description of a teacher mentoring program.  
Describe the types of activities that will be available to increase student academic achievement.  
The CPM team member will be searching for these activities in the updated SPSA.

>> Jeff Breshears: PI-4.1 requires the revised single plan that was created when the school went into Program Improvement Year One.  
It covers the two-year period at that school site.

>> Lorene Euerle: After all the hard work of reviewing, updating, and revising the SPSA, the school must implement the new strategies and components of the plan.  
How does the Title 1 team member verify that the revised SPSA is being implemented?

Evidence could be professional development records, purchase orders for supplemental materials, new instructional strategies observed in the classroom, and other items that the school has selected to increase student academic achievement.

>> Jeff Breshears: We have talked about parent notifications in previous items, and the key part of notification is that it must go out no later than the first day of school. The notification must include the option to transfer to a school that is not in Program Improvement, and is not designated as persistently dangerous.

>> Lorene Euerle: PI-6.1 and 6.2 also require the receiving school to enroll the students in the same manner as other students, and the paid transportation only remains in effect if the school of residence remains in PI status.

Once the school exits PI, the LEA is no longer required to pay for transportation to a school of choice.

However, the student may remain in the school until the student completes the highest grade at that site.

Being reflective, what types of evidence could be compiled to document these requirements?

Schools could provide a copy of their enrollment procedures to the Title 1 team member for their review.

>> Jeff Breshears: Beginning in Program Improvement Year Two and continuing while in PI status, the LEA must provide SES for eligible Title 1 students.

CDE has a webpage that contains a listing of state-approved SES providers on the CDE webpage.

Eligible students are to be identified for SES by using the same low-income criteria used to rank schools for Title 1 funding.

Types of evidence that confirm the LEA meets these requirements may include a listing of students participating in the SES program, copies of agreements with the SES providers, and a roster of students being served by each SES provider.

>> Lorene Euerle: For PI-7.2, the LEA may not select an SES provider for the parents, but may assist the parents, upon request, in selecting an SES provider from the approved list.

>> Jeff Breshears: PI-7.3 requires that when and if demand for a specific SES provider exceeds the capacity of students that provider may serve, the LEA must supply a fair and equitable procedure for selecting the students that will be served by the provider.

The Title 1 team member will ask to see documentation to verify this requirement.

7.4 requires that any information the LEA has, pertaining to the student or family, cannot be disclosed to the public without the written permission from the parent.

>> Lorene Euerle: PI-8 refers to the agreement entered into between the LEA and an approved SES provider, one selected by a parent.

The agreement between the LEA and the SES provider specifies the elements of the Individual Student Learning Plan or ISLP as well as business and logistical elements which will also be discussed.

>> Jeff Breshears: PI-8A and B specifies the elements that must be included in the single-  
-in the ISLP that is developed by the LEA in consultation with the SES provider.

The ISLP is to be developed by the LEA in consultation with the parents, and the SES provider chosen by the parents.

The Individual Student Learning Plan, as identified in the agreement between the LEA and the approved SES provider, must include specific student achievement goals.

A description of how the student progress will be measured, the timetable for student improvement and in the case of a student with disabilities, the ISLP must be consistent with the student's Individualized Education Program or IEP.

>> Lorene Euerle: PI-8B specifies that the ISLP must include a description of how the student's parents, and the students' teacher or teachers will be regularly informed of student progress.

PI-8C, the agreement between the LEA and the SES provider must also contain provisions to terminate the agreement if the provider is unable to meet the established goals and timetables.

>> Jeff Breshears: The agreement between the LEA and an SES provider must also contain provisions for payment being made to the SES provider by the LEA.

Also, the agreement must specify the prohibition of SES providers from disclosing any student information to the public without the written permission of the parents.

>> Lorene Euerle: Again, PI-8.1 specifies the elements, identified in 8A and B, that must be included in the individual student learning plan that is developed by the LEA in consultation with the parents and the SES provider.

>> Jeff Breshears: These are the final elements required in the individual student learning plan.

>> Lorene Euerle: PI-9 refers to schools in PI year three, four, and five; and how school must select the corrective action in year three; plan for alternative governance in year four; and implement the alternative governance in year five.

>> Jeff Breshears: Year Three corrective action options include replacing the school staff associated with the failure to make adequate yearly progress.

>> Lorene Euerle: Another option is to institute and fully implement a new curriculum, including appropriate professional development based on scientific research and offering substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.

>> Jeff Breshears: Decreased management authority at the school level or appointed outside expert to advise the school on its progress toward making AYP.

>> Lorene Euerle: And the final two activities that may be selected to put into effect in a PI Year Three school are to extend the school year or school day, or restructure the internal organization of the school.

A CPM team member will refer to the governance and administration activities paged in the Con Ap.

>> Jeff Breshears: For PI-9 in schools in Program Improvement Year Four, NCLB requires school to plan for the implement of an alternative governance in year five.

>> Lorene Euerle: The requirement for PI-9.1 and 9.2 is for the LEA to promptly notify parents and teachers of the PI year four status, and provide an opportunity to comment before taking any action on the alternative governance, and participate in developing the alternative governance plan.

>> Jeff Breshears: Alternative governance plan in Year PI-4 could include reopen the school as a charter school, replace all or most staff associated with the failure to make AYP, or contract with an outside entity to manage the school.

>> Lorene Euerle: Also the school could turn the operation of the school over to the state, or identify other measure restructuring of the school's governance arrangement.

The important aspect of PI-9 for schools in year PI Year Four is to select one of the alternative governance plans.

And then at PI Year Five, implement the alternative governance plan.

An LEA may demonstrate that they are meeting legal requirements for this item by providing this SPSA corrective action plans, strategies for implementation, and alternative governance plan, and any agendas and minutes of meetings that demonstrate the involvement of teachers and parents in the decision-making process at affected school sites.

>> Jeff Breshears: PI-10 address the 20% reservation requirement to pay for the school choice, transportation and SES.

The item has subparts 10.1 through 10.5 that account for the use of this 20% set aside for these specific circumstances.

For example--

>> Lorene Euerle: If an LEA only has schools in PI Year One, the LEA must spend the entire 20% for transportation cost, unless a smaller amount is needed.

>> Jeff Breshears: In Year PI-2 and beyond, if the demand exists for the entire 20% allocation, the funds must be split in the following manner, 5% for transportation, 5% for SES; the remaining 10% for transportation or SES.

>> Lorene Euerle: If there are unspent funds for the 20% set aside, the LEA must first document that all demand for transportation and SES have been met before reallocating the unspent funds to schools.

If the LEA is unable to document that demand has been met for choice and SES, the LEA must carry over the funds to the next fiscal year.

The CPM team member will ask to review expenditure reports and a roster of students participating in SES services.

>> Jeff Breshears: PI-10.4 states that if the 20% reservation is insufficient to meet the demand for transportation for school choice, transfers, and SES, the LEA must give priority for services to the lowest achieving children from low-income families.

In the event the set-aside is insufficient, the CPM team member will request the review the procedures for prioritizing students selected for choice and SES services.

>> Lorene Euerle: Also, the LEA must ensure that as a result of reserving the 20% set aside for transportation and SES, they do not reduce the school allocation to the PI schools in Years Three and Four by more than 15%.

Evidence to support that an LEA is meeting these legal requirements could include the Con Ap reservation page, Title 1 expenditure reports, records and rosters of students participating in school choice and/or SES, and any fiscal records that demonstrate Title 1 maintenance of effort of 85% of a school's previous Title 1 allocation.

>> Jeff Breshears: Dimension Three pertains to funding which states that the allocation use of funds must meet statutory requirements for allowable expenditures.

>> Lorene Euerle: PI-11 requires that PI LEAs reserve and spend not less than 10% of Title 1 Part A funds for professional development to specifically improve classroom teaching.

The LEA's Con Ap Part 2, fiscal records and a professional development plan and/or other documents describing professional development would help demonstrate that the LEA is meeting these requirements.

>> Jeff Breshears: PI-11.1 indicates that if any of these fund are left unspent, they must be carried over into the next fiscal year and used for professional development activities. Again, the LEA's Con Ap Part 2, fiscal records, and a professional development plan, and/or other documents describing professional development would help demonstrate to the CPM team member the LEA is meeting these requirements.

>> Lorene Euerle: Dimension Four refers to Standards, Assessment, and Accountability which states the categorical program meet state standards, are based on the assessed needs a program participants, and achieve the intended outcome of the categorical program.

>> Jeff Breshears: As a part of Accountability, the LEA must review the effectiveness of activities and actions conducted by the PI school to ensure the school is making progress to exit Program Improvement status.

The LEA is to provide technical assistance to the PI school, as the school develops and implements the Single Plan for Student Achievement.

This oversight by the LEA is crucial to assisting the school in PI exit program.

Typical documents that can show the LEA is meeting this requirement are examples of assistance through meeting minutes, presentations to staff at the school, and possibly school site counsel minutes regarding discussions with the LEA staff to implement strategies to increase the student academic achievement.

>> Lorene Euerle: The LEA can use state and local academic assessments as well as other indicators to review the progress made by each PI school.

Providing the assessments utilized to assist teachers in increasing academic achievement to the CPM team member is critical to meeting requirements.

>> Jeff Breshears: The LEA must also publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community so that the teachers, principals, and other staff in school can continually refine the instructional program to help all children, serve, meet the state academic content standards.

>> Lorene Euerle: Dimension Five refers to staffing and professional development, which states that staff members are recruited, trained, and assisted to ensure the effectiveness of the program.

This dimension is addressed in other PI items; therefore, there are no PI items for this dimension.

>> Jeff Breshears: Dimension Six refers to opportunity and equal educational access, which states that participants have equitable access to all programs provided by the LEA as required by law.

>> Lorene Euerle: PI-13 requires that eligible students with disabilities and students who are limited-English proficient not only receives supplemental educational services, but also receive the appropriate accommodations and language assistance to enable the successful provision of the services.

Typical documents that could provide evidence to meet this requirement are student rosters that demonstrate these special populations of students are receiving SES services with appropriate accommodations and assistance.

>> Jeff Breshears: Dimension Seven is referring to participants receiving core and categorical program services that meet their assessed needs.

There are no Program Improvement items for this dimension.

>> Lorene Euerle: We would like to provide you with a listing of evidence that is typically required during a categorical program monitoring visit.

>> Jeff Breshears: Key evidence would include the LEA plan, the Single Plan for Student Achievement, the Con Ap, local governing board policies and regulations, notices to parents.

And the CPM team member will conduct observations during the visit.

>> Lorene Euerle: The LEA should provide copies of budget and expenditure reports, contractual agreements with SES providers, Individual Student Learning Plans, and list of students who transferred to another school and their school choice, and evidence that document staff in PI schools attend professional development.

>> Jeff Breshears: And finally, the LEA should provide copies of schedules, agendas, and minutes regarding the PI program.  
Any communiqué sent to parents will also need to be reviewed by the CPM team member.

>> Lorene Euerle: Please refer to these webpages for additional information when preparing for your CPM visit.

>> Jeff Breshears: And here are two more webpages that may assist you.

>> Lorene Euerle: This slide and the next slide provide contact information for both Title 1 offices.

>> Jeff Breshears: Thank you for joining our presentation.