

Title I School Improvement Stage 1

Criteria

A Title I, Part A campus that has not met AYP for two consecutive years on the same indicator.

Stage 1 Requirements

Campus Improvement Plan

A Title I, Part A campus that has not met AYP for the second consecutive year must revise in consultation with parents, school staff, the local education agency (LEA), and outside experts, its Campus Improvement Plan (CIP) within three months to cover a two-year period, for LEA approval.

1. The CIP must—
 - a) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the campus.
 - b) address the specific academic issues that caused the campus to not meet AYP.
 - c) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
 - d) specify how the campus will spend not less than 10 percent of the Title I, Part A campus allocation for each fiscal year that the campus is identified in improvement status for providing to the campuses' teachers and principal high-quality professional development that:
 - directly addresses the academic achievement problem that caused the school to not meet AYP;
 - meets the requirements for professional development activities specified under section 1119; and
 - is provided in a manner that affords increased opportunity for participating in that professional development.
 - e) establish specific annual, measurable objectives for continuous and substantial progress by each group of students—all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—to meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
 - f) describe how the school will provide written notice about the identification to parents of each student enrolled in a school identified for improvement status, in a format and, to the extent practicable, in a language that the parents can understand.
 - g) specify the responsibilities of the school and the LEA, including the technical assistance that the LEA will provide and the LEA's responsibilities under section 1120A.
 - h) include strategies to promote effective parental involvement in the school.
 - i) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
 - j) incorporate a teacher mentoring program.

2. The campus must implement the revised CIP not later than the beginning of the next full school year following the identification for improvement.

LEA Responsibilities

1. Within 45 days of receiving a revised CIP, the LEA must—

- establish a peer review process to assist with the review of the plan;
- promptly review the CIP;
- work with the campus as necessary, and
- approve the CIP if it meets the requirements.

2. Technical Assistance—

The LEA must provide technical assistance as the campus develops and implements the CIP and throughout the CIP's duration.

The technical assistance must:

- a) include assistance in—

- analyzing student assessment data and other examples of student work to identify and address problems and solutions to:
 - 1) instruction;
 - 2) implementing the parental involvement requirements;
 - 3) implementing the professional development requirements; and
 - 4) responsibilities of the campus and LEA under the CIP.
- identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the campus to be identified for improvement.
- analyzing and revising the campus budget so that the campus' resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the campus from being identified as improvement.

- b) be based on scientifically based research.

- c) be provided by one or more of the following—

- LEA;
- SEA;
- Institution of higher education;
- Private nonprofit organization;
- For-profit organization;
- Educational Service Agency;
- Another entity with experience in helping campuses improve academic achievement.

3. Parent Notification Requirements—

The LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for improvement—

- a) an explanation of what the status means;
- b) how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the SEA involved;
- c) the reasons for the status;

- d) an explanation of what the campus is doing to address the problem of low achievement;
- e) an explanation of what the LEA or SEA is doing to help the campus address the achievement problem;
- f) an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for improvement; and
- g) an explanation of the parents' option to transfer their child to another public school.

4. School Choice—

The LEA is required, not later than August 10, 2009, following the identification of improvement status, to provide **all students enrolled** in the school with the option to transfer to another public school served by the LEA, which may include a public charter school that has not been identified for improvement. The School Choice option may not be applicable to Open-Enrollment Public Charter Schools or other campuses that are by design schools of choice.

Student Eligibility for School Choice: All students enrolled in a Title I, Part A campus that has been identified for improvement are eligible to exercise the school choice option. However, in providing students the option to transfer to another public school, if the district is unable to grant each parent's first choice of a new school or if the district is unable to provide transportation cost for all requests, the LEA must give **priority to the lowest achieving children from low-income families**, as determined by the LEA for the purpose of making Title I, Part A campus allocations. LEAs are required to offer the parents of each eligible student a choice of more than one school, if there is more than one school within the LEA that has not been identified for improvement, and to take into account the parents' preference in assigning students to a new school.

An LEA is obligated to provide school choice to all students. Transferring students should be treated as students who have moved into the receiving school's attendance zone and allowed to enroll in class and other activities on the same basis as all other students at the public school.

In the event that all the campuses in the LEA to which a child may transfer are identified for improvement, corrective action, or restructuring status, the LEA shall, to the extent practicable, establish a cooperative agreement with other LEAs in the area for a transfer.

The LEA shall expend an amount equal to 20 percent of its Title I, Part A entitlement to provide for transportation costs associated with School Choice, unless a lesser amount is needed.

The LEA shall permit a child who transferred to another school to remain in that school until the child has completed the highest grade in that school. However, the obligation of the LEA to provide, or to provide for, transportation for the child ends at the end of a school year if the LEA determines that the school from which the child transferred is no longer identified for improvement.

Additional Requirements for Campuses in Stage 1 School Improvement in Texas

The following are required for Stage 1 campuses that apply for and accept the Title I School Improvement Grant. See Attachment 9 for more detailed descriptions.

1. The campus principal must attend the School Improvement Resource Center (SIRC) Introductory Meeting. LEA administrators are strongly encouraged to attend with the campus principal.
2. The campus principal and campus personnel must attend the Texas School Improvement (TSI) Conference provided by SIRC.
3. The campus principal must participate in TEA's required external Campus Administrative Mentor (CAM) Program. CAM services are pre-paid by TEA through the School Improvement Resource Center (SIRC) at Region XIII Education Service Center. By completing the electronic signature and submitting the Title I School Improvement Grant application for funding in eGrants, the superintendent or designee is agreeing 1) that the principal will participate in the CAM program, and 2) understands that the CAM services will be pre-paid.
4. Campuses in Stage 1, that have less than 100% of core academic subject area classes taught by highly qualified teachers, are required to review the campus' Highly Qualified Continuous Improvement Plan with the CAM who will provide any necessary technical assistance in revising the plan as needed.
5. TEA will approve pre-award costs for any SIP-related costs not requiring specific approval incurred by the campus as of the August 2009 AYP preliminary release date. Campuses accepting School Improvement Program funds should expend at least 75% of the current year SIP campus allocation. Failure to meet this requirement may cause the LEA's 2010 Initial Compliance Review (ICR) score in the 2010 NCLB desk audit process and subsequent Performance-Based Monitoring (PBM) interventions to be elevated.