

Title I School Improvement Stage 3

Criteria

A Title I, Part A campus identified for Stage 2 School Improvement in the previous school year that subsequently misses AYP for the same indicator for the fourth consecutive year.

Corrective Action is a significant intervention on a campus to address the continued inability of the campus to make adequate progress and progress toward the goal of all students becoming proficient in reading and mathematics. Identifying a campus for corrective action involves the LEA taking greater control of the campus' management and to have a more direct impact in its decision-making. This identification signifies that the application of basic school improvement methods and strategies have been unsuccessful and that more significant intervention is needed to improve student achievement for all students. Taking corrective action is designed to substantially increase the likelihood that all students enrolled in the campus will meet or exceed the State's proficiency levels of achievement.

Stage 3 Requirements

The LEA serving the campus must continue to offer the School Choice option and transportation.

The LEA must continue to provide technical assistance to the campus.

The LEA must continue to offer Supplemental Educational Services to students from low-income families.

The LEA must identify the campus for **corrective action** and take at least one of the following corrective actions:

- Replace the school staff who are relevant to the failure to make AYP;
- Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the campus to make AYP;
- Significantly decrease management authority at the campus level;
- Appoint an outside expert to advise the campus on its progress toward making AYP, based on its school improvement plan (the TEA-required external technical assistance provider does not meet this requirement);
- Extend the school year or school day for the campus;
- Restructure the internal organizational structure of the campus.

The LEA must publish and disseminate information regarding any corrective action the LEA takes at a campus to the public and to the parents of each student enrolled in the school that is subject to corrective action; in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and through such means as the Internet, the media, and public agencies.

This is in addition to the parent notification letters required for School Choice and Supplemental Educational Services.

Additional Requirements for Campuses in Stage 3 Corrective Action in Texas

The following are required for Stage 3 campuses that apply for and accept the Title I School Improvement Grant:

- The District Coordinator of School Improvement (DCSI) must attend the Texas Accountability Intervention System (TAIS) Foundations training provided by the regional ESC,
- The DCIS must attend the TAIS Support Module provided by the Texas Center for District and School Support (TCDSS).
- The campus principal and LEA personnel must attend the Advancing Improvement in Education (AIE) Conference provided by the TCDSS.
- An LEA with campuses in Stage 2 or above must implement the state required EZSES Management System and participate in the Evaluation of Supplemental Educational Services.
- Campuses in Stage 2 or above must participate in TEAs required external Professional Service Provider (PSP) program. PSP services are pre-paid by TEA through the TCDSS 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 PSP program, and 2) that the PSP services will be pre-paid.
- Campuses in Stage 2 or above, that have less than 100% of core academic subject area classes taught by highly qualified teachers at the beginning of the school year, must complete the campus' Highly Qualified Teacher Continuous Improvement Plan.
- TEA will approve pre-award costs for any SIP-related costs not requiring specific approval incurred by the campus as of the August 2012 AYP preliminary release date. Campuses accepting School Improvement Program funds must expend at least 75% of the current year SIP campus allocation. Failure to meet this requirement may cause the LEA's 2013 Initial Compliance Review (ICR) score in the 2013 NCLB desk audit process and subsequent Performance-Based Monitoring (PBM) interventions to be elevated.