

## Archived Information



Using Title I as a Model For Reform  
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# Issues for Low Performing Schools



Low expectations



Lack of capacity to use data to drive decision-making



Inconsistent system of accountability



Non-certified teachers and unqualified staff



Ineffective curriculum not aligned to standards



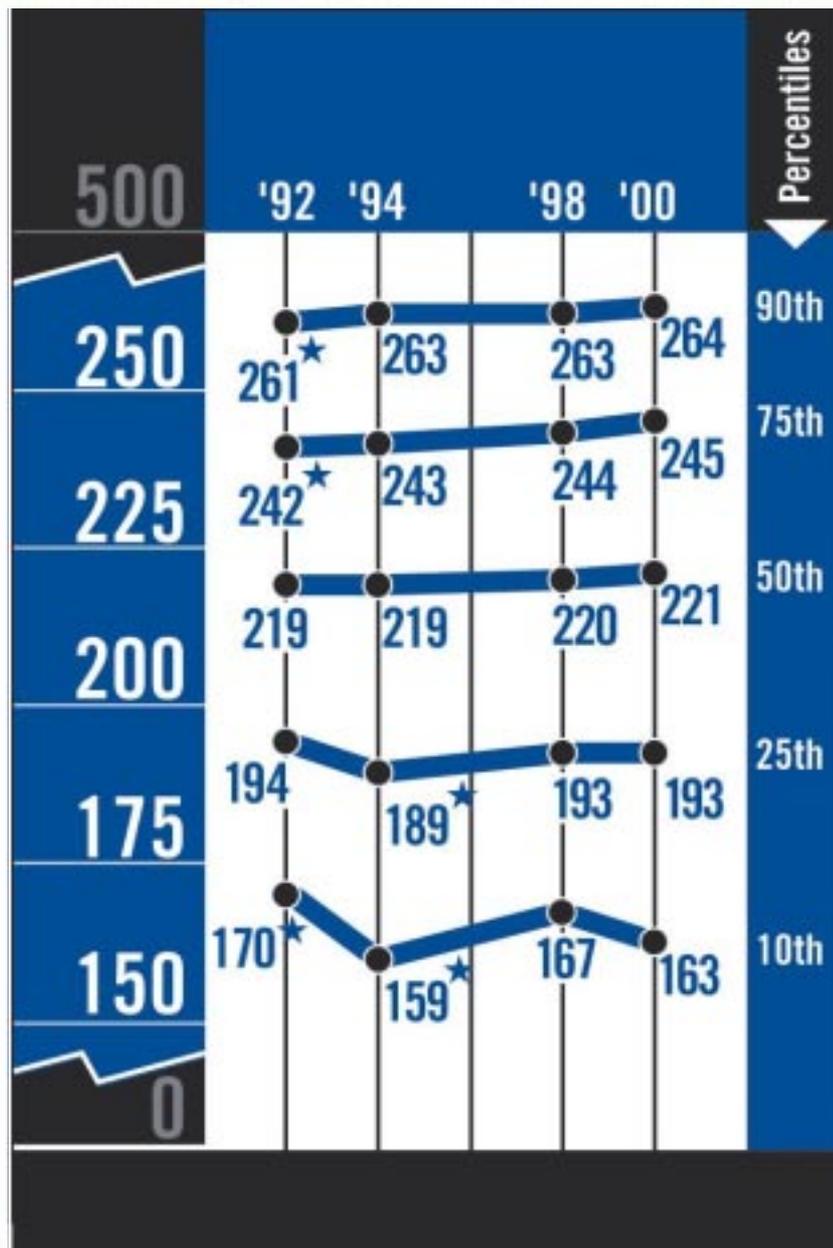
Professional development not aligned to standards and curriculum



Ineffective or inconsistent parental involvement

# Scale Score Percentiles

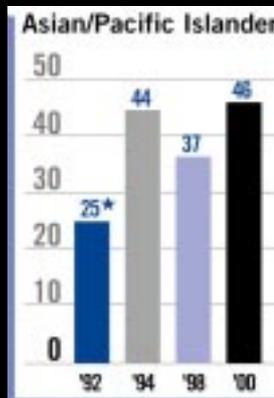
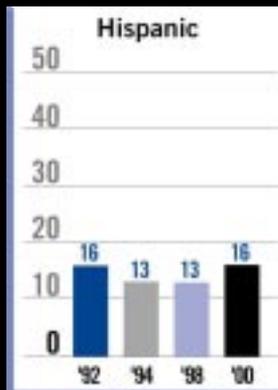
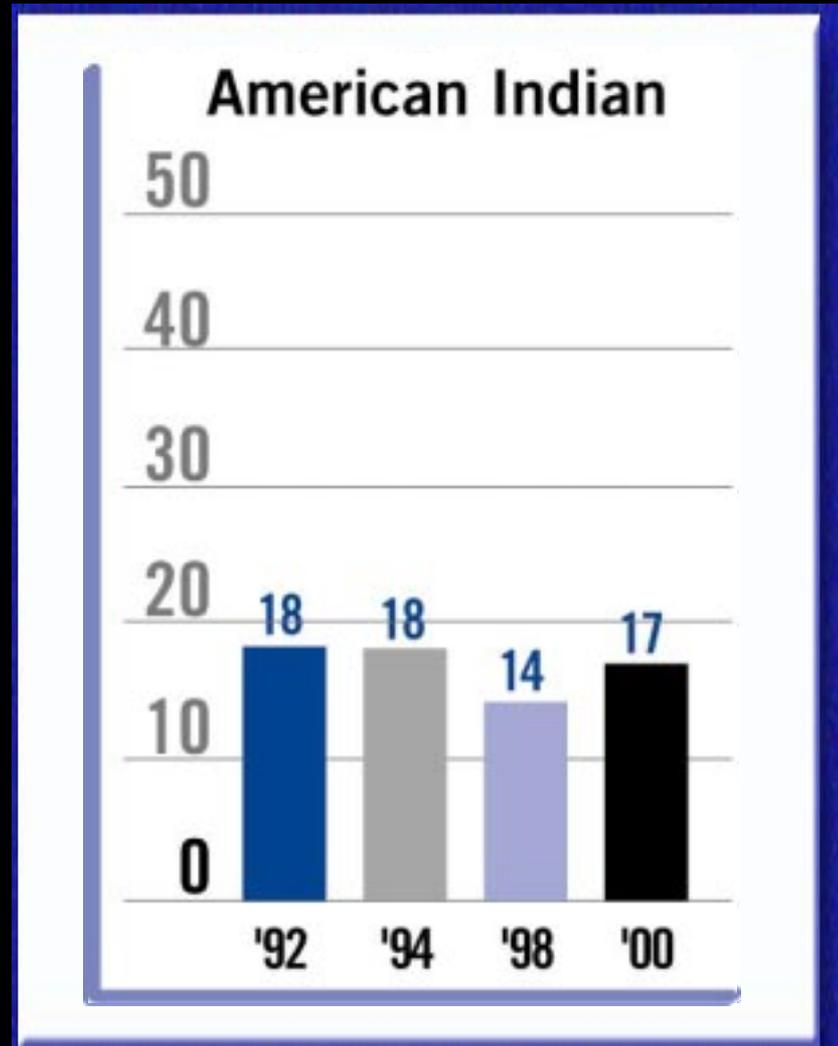
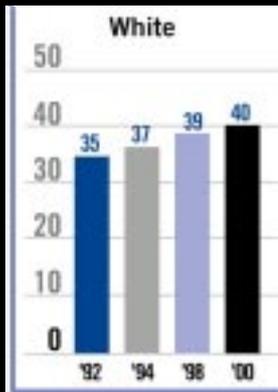
- High performing students show increases
- Low performing students show decreases



★ Significantly different from 2000.

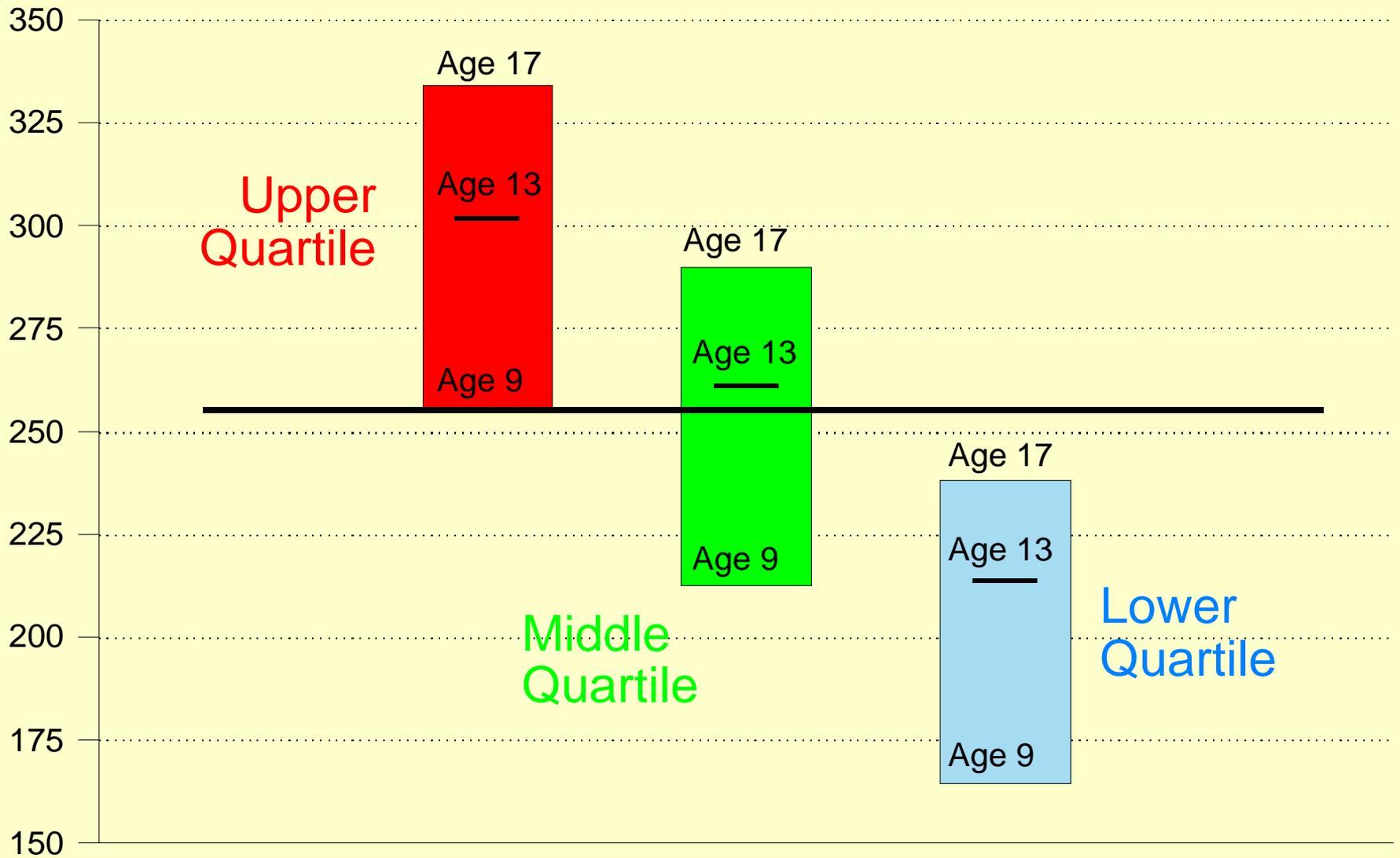
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2000 Reading Assessments.

# Chart Percentage at or above Proficiently by Race/Ethnicity



★ Significantly different from 2000.

# Chart 1999 NAEP Reading Scores



# The Cornerstones

- Flexibility

- Parental Choice

- Accountability

- Research

# Standards, Assessment & Accountability

Standards, Assessment & Accountability

**Flexibility**

**Parental Choice**

**Accountability**

**Research**

A blackboard with a wooden frame. The text is written in white on the black surface. At the bottom center, there is a small white rectangular object, possibly a piece of chalk or an eraser.

**Academic Standards  
and  
Student Academic  
Achievement Standards**

# Academic Standards should:

- Indicate what children are expected to know and be able to do
- Contain coherent and rigorous content
- Encourage the teaching of advanced skills

# Student Academic Achievement Standards should:

- Be aligned to State academic Standards
- Describe, at least, 3 levels of achievement basic, proficient, and advanced
- Develop challenging academic standards in science by the 2005-2006 school year

# Assessment System



The assessment systems should be aligned to state standards and measure what children should be able to do



In at least reading and mathematics, develop and administer a system of assessments, to be administered in each of grades 3 through 8, and in high school by 2005-2006.



Develop and administer a science assessment (aligned to science standards) by the 2007-2008 school year in at least one of grades 3-5, one of grades 6-9, and one of grades 10-12.



Promptly provide test scores to school districts for distribution in schools no later than the school year after test is given.

# Assessment System



The assessment for ELL students should be in a form and language that measures the child's knowledge in the content area.



For ELL students who have attended school in the US for 3 consecutive years the assessment in reading / language arts must be in English



By the 2002-03 states must annually assess the English language proficiency of students who are ELL.

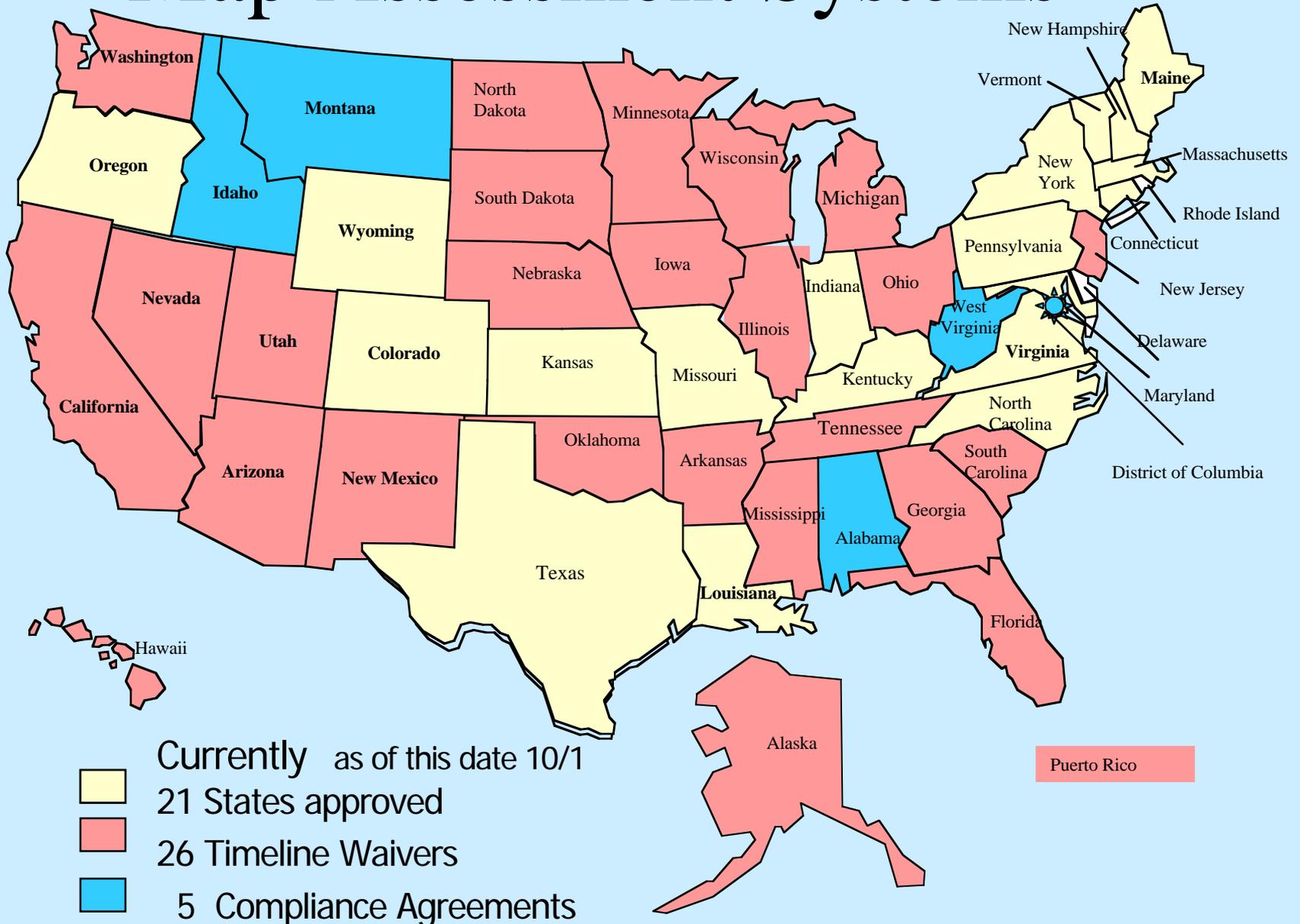


Students with disabilities must be assessed with appropriate accommodations and adaptations to more accurately measure their knowledge in the content areas



Participate in the biennial State assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and math under NAEP in 2002-03 school year

# Map Assessment Systems



**State of the Art**

# Accountability

## Criteria

- Based upon academic state standards and assessments
- Must be the same accountability system the State uses for all public schools and local educational agencies
- Include sanctions and rewards

## Adequate Yearly Progress

- Applies same high standards of academic achievement
- Is statistically valid and reliable
- Results in continuous and substantial academic improvement

# Accountability

- Measures the progress of public schools and LEA's based primarily on academic assessments
- Includes separate measurable annual objectives for continuous and substantial improvement for all students and subgroups
- Includes graduation rates and at least one other indicator

# A school has met AYP if:

- 95% of the students in each subgroup in the school have been assessed with the necessary accommodations, guidelines and alternative assessments;
- The school has met the minimum percentage of growth that each disaggregated group must meet in order to meet or exceed the proficient level on academic assessments;
- Each student meets the statewide measurable objectives so that all students will reach the proficient level within 12 years starting with the baseline data collected in the 2001-2002 school year.

# Schools That Do Not Make AYP:

1<sup>st</sup> Year-Did not make AYP

2<sup>nd</sup> Year- Did not make AYP

## School Improvement

**Year I** - Choice, Technical Assistance

**Year II** - Choice & Supplemental Ed. Services and Technical Assistance

## Corrective Action

**Year III** – Choice, Supplemental Ed. Services and LEA must take a corrective action

## Restructuring

**Year IV** - Choice, Supplemental Ed.Services and Plan to Restructure

**Year V** - Implement Restructuring Plan & Alternate Governance Arrangement

# Public School Choice

- When a school has been identified for school improvement, the LEA must provide all students enrolled with the option to transfer to another public school served by the LEA including a public charter school.
- Priority given first to the lowest achieving students from low-income families.
- Transportation is to be provided.

# Supplemental Ed. Services

- SEA Responsibilities
  - Promote maximum participation by providers to insure as many choices are possible
  - Develop and apply objective criteria
  - Maintain an updated list of providers
  - Develop, implement and publicly report on standards and techniques for monitoring the quality and effectiveness of services
  - Develop a process for withdrawing approval from providers who for two consecutive years fail to increase the academic proficiency of students served

# Supplemental Ed. Services

- LEA Responsibilities
  - Notify parents of availability
  - Identify approved providers with demonstrated record of effectiveness
  - Provide a brief description of the services, qualifications, and demonstrated effectiveness
  - If requested, assist parents in choosing a provider
  - Apply fair and equitable procedures for serving students if the number of students exceeds the space available.

# Supplemental Ed. Services

- Provider Responsibilities
  - Notify parents, teachers of student progress
  - Ensure that the instruction is consistent with instruction provided by the LEA and is aligned to State standards
  - Meet Federal State and local health, safety and civil rights laws
  - Ensure that all instruction is secular, neutral and nonideological

# Supplemental Ed. Services

- LEA, Parent and Provider responsibilities
  - Develop a statement of specific achievement goal
  - Determine how student progress will be monitored
  - Determine a time table for improving student achievement
  - Describe how parents and teachers will be regularly informed
  - Provide for the termination if provider is unable to meet the goals and timelines

High  
Quality  
Staff

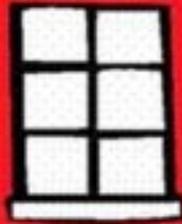
# Highly Quality Staff

Standards, Assessment &  
Accountability

Flexibility, Parental,  
Choice and

Accountability Research

High  
Quality  
Staff



Standards, Assessment & Accountability

Flexibility

Parental Choice

Accountability

Research

# Highly Qualified Teachers and Paraprofessionals

- Highly Qualified Teachers
  - All Teachers teaching in **CORE Academic subjects** must be highly qualified by 2005-2006
  - Core Academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

# Definition of 'Highly-qualified'

- Full State certification or passed teacher licensing exam, and hold a license to teach
- Certification or licensure requirements has not been waived on an emergency, temporary or provisional basis
- New teachers:
  - Elementary – Bachelor's degree and demonstrated competence in reading, math, writing and other areas of elementary curriculum
  - Secondary – Bachelor's degree and demonstrated competence in academic subjects in which the teacher teaches

# Definition of 'Highly-qualified' cont.

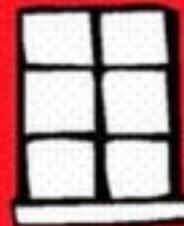
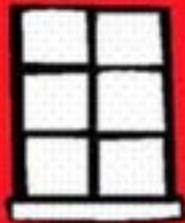
- Existing teachers:
  - Bachelor's degree
  - Demonstrated competence in all academic subjects based on a State standard of evaluation (specific criteria)

# Paraprofessionals

- New – Hired after 1/8/02 must meet new requirements immediately
- Existing-Have 4 years to meet requirements
- Completed at least 2 years of study at an IHE; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous **standard of quality** and can demonstrate, through a formal State or local academic assessment knowledge of , and the ability to assist in **instructing, reading, writing, mathematics and/or reading, writing and/or mathematics** readiness.

# Scientifically-bases Research

High  
Quality  
Staff



Scientifically  
Based  
Research

Standards, Assessment & Accountability

Flexibility / Parental Choice / Accountability / Research

# Scientifically-based Research

Research that involves the **application of rigorous, systematic and objective procedures** to obtain **reliable, and valuable knowledge** relevant to education activities and programs, and includes research that –

- Employs **methods that draw on observation and experiment**
- Involves **rigorous data analyses** adequate to **test hypotheses** and **justify** general conclusions
- Relies on **measurements or observational** methods that provide reliable data across evaluators, observations and studies

# Scientifically-based Research cont.

- Is evaluated using **experimental** or **quasi-experimental** designs
- Ensures that **studies** allow for **replication**; and
- Has been **accepted** by a **peer reviewed** journal or has been approved by a panel of experts through scientific review

# Scientifically-Based Research

- Schoolwide plans
- School Improvement plans
- Targeted assistance programs
- Technical assistance to schools identified for improvement
- School support teams

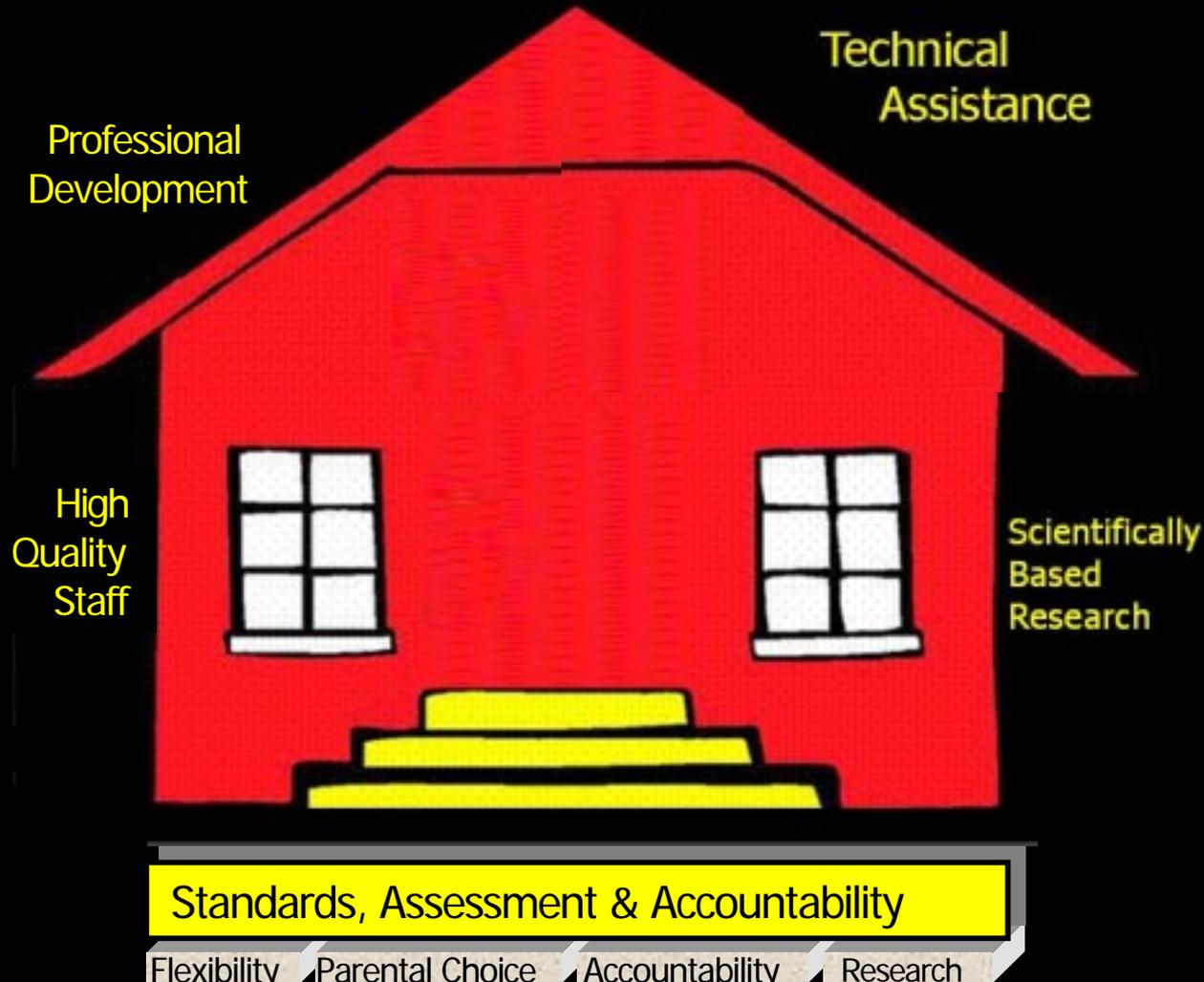
# Professional Development



# Professional Development

- At a minimum, states should ensure that there is an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly-qualified
- Title I funds may be used to support on-going training and professional development for teachers and paraprofessionals

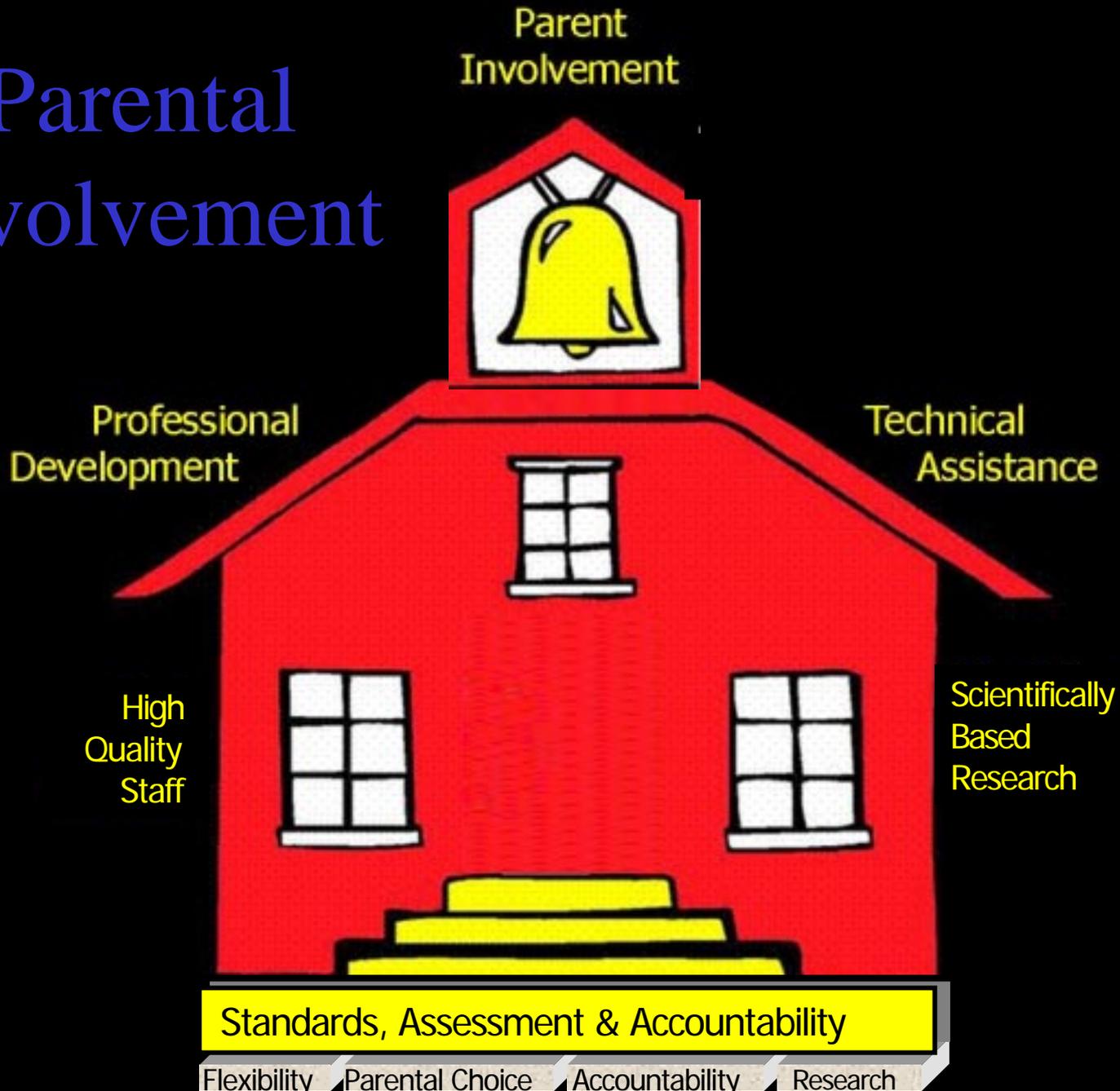
# Technical Assistance



# Technical Assistance

- From the LEA
- From the SEA
- Professional Development
- Schools in Improvement
- School Support Teams

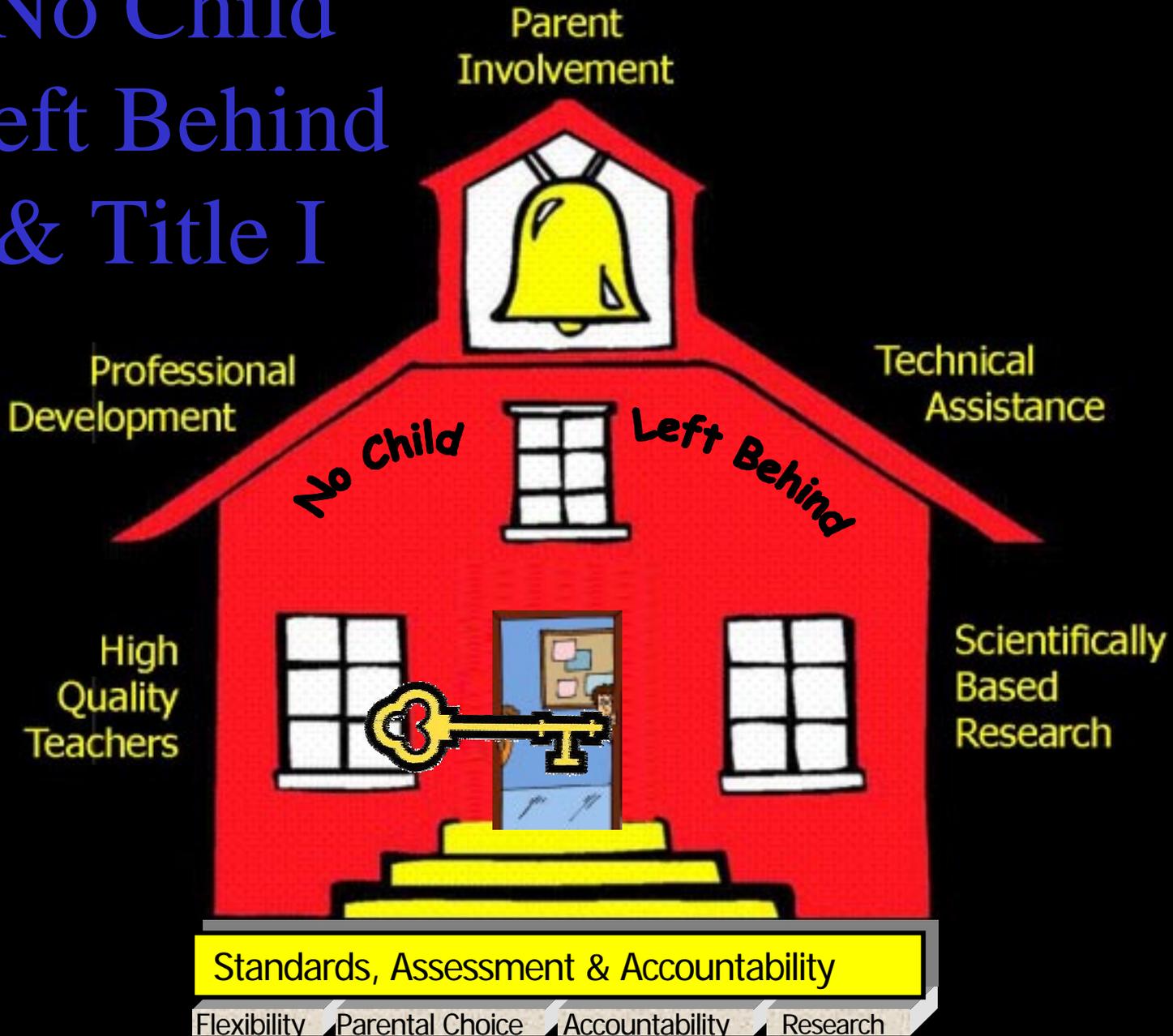
# Parental Involvement



# Parental Involvement

- New Emphasis – Parents as Consumers
- Written Parental Involvement Policy
- Building Parental Capacity
- School/Parent Compacts
- Accessibility
- Reporting
  - Annual School Review
  - Professional Qualifications of Teachers
  - LEP Students

# No Child Left Behind & Title I



# Rewards to Schools that Improve Student Achievement



# Group House with Sun

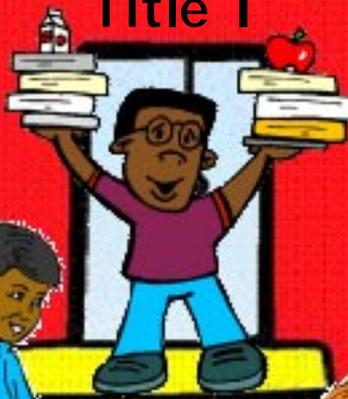
Special Ed  
Bilingual  
Neglected & Delinquent  
Indian Ed  
Migrant  
Homeless  
Safe & Drug Free



No Child

Left Behind

Title I



# No Child Left Behind little red schoolhouse

