

Title I, II and Title III Accountability Alignment for 2009-2010

Title I	Goal	Requirements	Due Dates
Title I	All students reach proficiency in English-language arts (ELA) and mathematics by 2013-14.	<p>Year 1 Write LEA Plan Addendum (two years) and implement plan</p> <p>Year 2 - Continue Implementation</p> <p>Year 3 Revise LEA Plan or Plan addendum to document implementation of State Board (SBE)-assigned corrective action and any DAIT recommendations</p>	<p>January 15, 2010</p> <p>N/A</p> <p>TBD</p>
Title II	All students, including poor and minority students in hard to staff schools, are provided with equal access to highly-qualified, experienced and effective teachers.	<p>Level A - Complete a Non-Compliant Teacher Action Plan (Less than 100% of teachers meet highly qualified requirements for one year)</p> <p>Level B - Complete an Equitable Distribution Plan (Less than 100% of teachers meet highly qualified requirements for two consecutive years)</p> <p>Level C - Complete a fiscal agreement with the CDE regarding Title II funding. (Less than 100% of teachers meet highly qualified requirements for three consecutive years and the LEA did not meet AYP for three consecutive years)</p> <p>Complete Equitable Distribution Monitoring Tables 1, 2, and 3.</p>	<p>November 15, 2009</p> <p>March 18, 2010</p> <p>November 15, 2009</p> <p>June 30, 2010</p>
Title III	All English learners become proficient in English and reach proficiency in ELA and mathematics by 2013-14.	<p>Year 1- NONE</p> <p>Year 2 - Write Improvement Plan Addendum (IPA)</p> <p>Year 3 – Continue Implementation of IPA</p> <p>Year 4 - Complete Title III Year 4 Online Action Plan</p>	<p>N/A</p> <p>January 15, 2010</p> <p>January 15, 2010</p>

Asst
Supt.
M/S
5



Aligned Implementation of Title I, Title II, and Title III Requirements

September 25, 2009
Sacramento, California

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction



JACK O'CONNELL
State Superintendent
of Public Instruction

Welcome and Introductions

Deborah V.H. Sigman, Deputy Superintendent
Curriculum, Learning, and Accountability Branch
Fred Balcom, Director
District and School Improvement Division
Phil LaFontaine, Director
English Learner and Curriculum Support Division



JACK O'CONNELL
State Superintendent
of Public Instruction

Agenda

- Why are we here?
- How do program intersections provide an opportunity for coordinated response?
- What are the goals of the Elementary and Secondary Education Act (ESEA)?
- How does a local educational agency (LEA) become identified for Title I, Title II, or Title III improvement status?
- What are the requirements for each program?
- How does the state, in conjunction with **AG** districts, support alignment in responding to these federal requirements?

3



JACK O'CONNELL
State Superintendent
of Public Instruction

Why Are We Here?

To explain how the California Department of Education (CDE) is aligning our Title I, II, and III work and to encourage local districts to do the same.

4



JACK O'CONNELL
State Superintendent
of Public Instruction

How Do Program Intersections Provide an Opportunity for Coordinated Response?

5



JACK O'CONNELL
State Superintendent
of Public Instruction

California K-12 Student Demographics*

Students in California (K-12)	6.3 million
Socioeconomically disadvantaged students**	3.2 million
English learners	1.6 million
Students with disabilities	629,481

*The data sources used are EdData and DataQuest, which are both accessible through the CDE Web site.

** Number based on students who receive Free and/or Reduced Meals.

6



JACK O'CONNELL
State Superintendent
of Public Instruction

Program Intersections

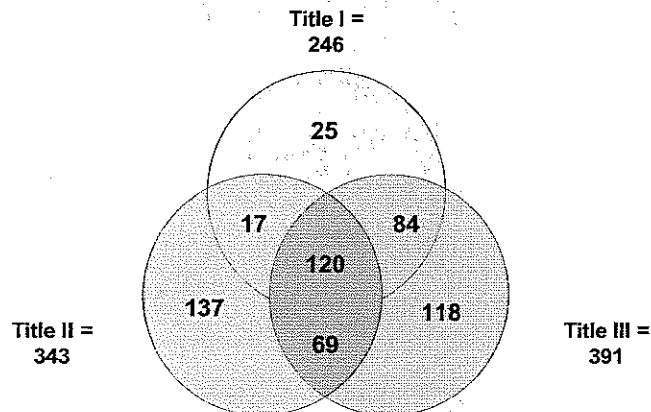
- In many cases, students are counted in two or more subgroups (e.g., ELs, SWDs) which contribute to LEA improvement status under Titles I and III.
- Many teachers of English learners and socio-economically disadvantaged students do not meet the federal highly qualified requirements under Title II.

7



JACK O'CONNELL
State Superintendent
of Public Instruction

Program Intersections of LEAs in Improvement Status



Numbers are based on 2008 data.

8



JACK O'CONNELL
State Superintendent
of Public Instruction

What Are the Goals of the ESEA?

9



JACK O'CONNELL
State Superintendent
of Public Instruction

Single Accountability System

- Under the ESEA, Title I, Title II, and Title III programs each have specific accountability requirements.
- These requirements are components of a single accountability system with a unified goal of closing the achievement gap.

10



JACK O'CONNELL
State Superintendent
of Public Instruction

ESEA Performance Goals for Closing the Achievement Gap

All students reach proficiency in English-language arts (ELA) and mathematics by 2013-14.

All students, including poor and minority students in hard-to-staff schools, are provided with equal access to highly qualified and effective teachers.

All ELs become proficient in English and reach proficiency in ELA and mathematics by 2013-14.

11



JACK O'CONNELL
State Superintendent
of Public Instruction

Annual Objectives for Schools and LEAs

- All LEAs, schools, and student groups must meet annual measurable objectives (AMOs) in ELA and mathematics.
- Failure to meet one or more objectives may result in Title I improvement status.

12



JACK O'CONNELL
State Superintendent
of Public Instruction

Immediate Goals for Teachers

- All federally-defined core academic subjects are taught by highly qualified teachers (HQT).
- Failure to meet this goal will result in placement into the Title II Compliance, Monitoring, Interventions, and Sanctions (CMIS) program.

13



JACK O'CONNELL
State Superintendent
of Public Instruction

Annual Measurable Achievement Objectives for ELs

- Two annual measurable achievement objectives (AMAOs) are set for ELs in English language proficiency based on California English Language Development Test (CELDT) data.
- A third AMAO is based on Adequate Yearly Progress (AYP) data (ELA and mathematics).

14



JACK O'CONNELL
State Superintendent
of Public Instruction

AMAOs for ELs (Cont.)

Failure to meet one or more objectives will result in LEA improvement status under Title III.

15



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Plan

- An LEA documents steps to meet all objectives (including AMOs, AMAOs, and HQT) in its LEA Plan.
- The LEA Plan is comprised of five performance goals, drawn from the ESEA goals.

16



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Plan Performance Goals

1. "All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14."

17



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Plan Performance Goals (Cont.)

2. "All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics."*

*Limited-English-proficient students are referred as English learners in California

18



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Plan Performance Goals (Cont.)

3. "All students will be taught by highly qualified teachers."

19



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Plan Performance Goals (Cont.)

4. "All students will be educated in learning environments that are safe, drug-free, and conducive to learning."
5. "All students will graduate from high school."

20



JACK O'CONNELL
State Superintendent
of Public Instruction

Revisions to LEA Plan

- The LEA Plan should be reviewed annually and updated based on student achievement data and revised priorities.
- Any revisions to the LEA Plan should be adopted by the local governing board.

21



JACK O'CONNELL
State Superintendent
of Public Instruction

How Does an LEA Become Identified Title I, Title II, or Title III Improvement Status?

22



JACK O'CONNELL
State Superintendent
of Public Instruction

Title I Improvement Status

- An LEA that fails to make AYP for two consecutive years becomes identified for Title I Program Improvement (PI).
- Once an LEA advances to PI Year 3, it is identified for corrective action.

23



JACK O'CONNELL
State Superintendent
of Public Instruction

PI LEA Planning and Reporting Requirements

PI Year 1	Write LEA Plan Addendum.
PI Year 3	Revise LEA Plan to document implementation of State Board of Education (SBE)-assigned corrective action and any recommendations by technical assistance providers.

24



JACK O'CONNELL
State Superintendent
of Public Instruction

Title II Improvement Status

CMIS Level A	Less than 100 percent of teachers meet highly qualified requirements for one year.
CMIS Level B	Less than 100 percent of teachers meet highly qualified requirements for two consecutive years.
CMIS Level C	Less than 100 percent of teachers meet highly qualified requirements for three consecutive years and the LEA did not meet AYP for three consecutive years.

25



JACK O'CONNELL
State Superintendent
of Public Instruction

Title II LEA Planning and Reporting Requirements

Level A	Complete a non-compliant teacher action plan.
Level B	Complete an Equitable Distribution Plan.
Level C	Complete a fiscal agreement with the CDE regarding Title II funding.

26



JACK O'CONNELL
State Superintendent
of Public Instruction

Title III Improvement Status

- An LEA that fails to meet one or more AMAOs is identified for improvement status under Title III.
- An LEA that fails to meet one or more AMAOs for two years advances to Title III Year 2 status.
- An LEA that fails to meet one or more AMAOs for four years advances to Title III Year 4 status.

27



JACK O'CONNELL
State Superintendent
of Public Instruction

Title III LEA Planning and Reporting Requirements

Year 2	Write Improvement Plan Addendum (IPA).
Year 4	Complete Title III Year 4 Online Action Plan.

28



JACK O'CONNELL
State Superintendent
of Public Instruction

How is the State Supporting Alignment among Title I, Title II, and Title III?

29



JACK O'CONNELL
State Superintendent
of Public Instruction

California Department of Education Reorganization

- Title I, II, and III divisions now reside under a single branch, the Curriculum, Learning, and Accountability Branch, led by Deborah V.H. Sigman, Deputy Superintendent.
- CDE staff are working together on alignment activities.

30



JACK O'CONNELL
State Superintendent
of Public Instruction

Coordination among Title I, Title II, and Title III State Staff

CDE staff are coordinating timelines, correspondence, technical assistance, and reporting requirements for LEAs subject to Title I, Title II, and Title III.

31



JACK O'CONNELL
State Superintendent
of Public Instruction

Coordination among Title I, Title II, and Title III State Staff (Cont.)

- CDE has sent a single notification letter to all LEAs subject to Title I, Title II, and/or Title III accountability.
- Related Web pages have also been coordinated.

32



JACK O'CONNELL
State Superintendent
of Public Instruction

Alignment of State Tools

- Under a coordinated effort with county offices, volunteer school districts, and the California Comprehensive Center, local program self-assessment tools have been revised to reflect a common set of assumptions and consistent language.

33



JACK O'CONNELL
State Superintendent
of Public Instruction

Alignment of State Tools (Cont.)

Tools at the district level support the school-level implementation of the nine Essential Program Components (EPCs).

34



JACK O'CONNELL
State Superintendent
of Public Instruction

Alignment of State Tools (Cont.)

The Academic Program Survey (APS) has been revised to better address the needs of English learners and students with disabilities and to strengthen the coherence of professional development.

35



JACK O'CONNELL
State Superintendent
of Public Instruction

Alignment of State Tools (Cont.)

The District Assistance Survey (DAS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Support and Services (ISS) for students with disabilities have been aligned to a common set of assumptions.

36



JACK O'CONNELL
State Superintendent
of Public Instruction

How Might Districts Support Alignment ?

37



JACK O'CONNELL
State Superintendent
of Public Instruction

Alignment and Integration

LEAs should align and integrate local activities under Title I, Title II, and Title III to:

- Support individual program requirements
- Coordinate activities in the LEA Plan.

38



JACK O'CONNELL
State Superintendent
of Public Instruction

Suggestions for Fostering Alignment

All program administrators (Title I, II, and III) should work to:

- Create a common LEA vision and plan.
- Use student achievement data, state tools and flexible resources in concert to create an integrated LEA Plan.
- Allocate human and fiscal resources to best support the integrated LEA Plan.

39



JACK O'CONNELL
State Superintendent
of Public Instruction

LEA Vision and Plan

- Focus on academic achievement for students through a strong, coherent instructional program.
- Support fidelity implementation of standards-aligned materials.
- Commit to building an early and rigorous student intervention system (e.g., Response to Instruction and Intervention²).

40



JACK O'CONNELL
State Superintendent
of Public Instruction

Student Achievement Data and Monitoring Systems

- Establish and maintain a robust student achievement data system that provides timely data from formative and summative assessments.
- Regularly monitor implementation of LEA Plan and all school plans.
- Routinely update LEA plans to ensure that they remain relevant to current conditions.

41



JACK O'CONNELL
State Superintendent
of Public Instruction

Human and Fiscal Resources

- Strategically allocate fiscal resources, including American Recovery and Reinvestment Act revenues.
- Develop district-wide professional development around materials-based professional development and data analyses.

42



JACK O'CONNELL
State Superintendent
of Public Instruction

Final Words

As we move through this integrated system, we all need to:

- Remember that we are supporting many of the same students and their teachers under these ESEA Titles.
- View Title I, Title II, and Title III activities as components of a single, integrated LEA Plan.