

Program Improvement for Local Educational Agencies and Schools

Process at a Glance



No Child Left Behind Act of 2001
California Department of Education

Program Improvement Process at a Glance

Program Improvement Overview

Under the No Child Left Behind (NCLB) Act of 2001, an escalating series of interventions and consequences occurs if a school does not meet the Adequate Yearly Progress (AYP) target each year. Program Improvement (PI) is a formal designation for Title I funded schools that do not make AYP for two consecutive years on the same indicator (English/language arts, mathematics, Academic Performance Index or graduation rate). A school is eligible to exit PI status once it makes AYP for two consecutive years.

Title I schools must implement required services and/or interventions each year they are in PI. Directing the work of PI requires specialized knowledge and action on the part of the site administrator and district. Technical assistance in this endeavor can be obtained through the Regional System of District and School Support. To contact the Regional Director for your area check out the website at <http://www.cde.ca.gov/sp/sw/ss/s4directory.asp>.

Using this Matrix

The matrix on the following pages illustrates the federal requirements and recommended activities for all levels of PI status for schools.

Notations appearing on the matrix in **bold** are mandated requirements of NCLB. Notations appearing on the matrix in *italics* are CDE recommendations.

Program Improvement
Process at a Glance
Year 1 School Improvement Phase

LEA:

- *Provide timely and varied school and student data to site.*
- *Inform school site of PI requirements and NCLB updates.*
- *Create District/School Liaison Team (DSLTL) to enhance collaboration between local educational agency (LEA) and school site.*
- *Use District Assistance Survey (DAS), with assistance of the DSLTL, to analyze LEA support to the school.*
- *Complete and analyze other comprehensive needs assessment tools, such as the Least Restrictive Environment (LRE) Self Assessment, English Language Subgroup Self Assessment (ELSSA), and the guiding questions for English learners and special education students.*
- **Provide technical assistance to PI school to develop/implement revised School Improvement Plan.**
- **Notify parents of PI status (including reasons for identification and steps being taken) and of school choice.**
- **Provide choice for all students in the school to attend a non-PI public school in the district. (The LEA is responsible for transportation costs.)**
- **Establish a peer review process to review School Improvement Plan.**
- **Set aside an amount equal to 20 percent of the LEA's Title I allocation to satisfy all requests for school choice transportation costs.**
- *Review effectiveness of school's actions to improve the school, including parental involvement and professional development activities.*
- *Review the LEA plan to determine possible deficits in the LEA's support of the school(s).*
- *Amend LEA plan and LEA budget to reflect changes in LEA support to its school(s), if necessary.*
- *Secure local board approval for School Improvement Plan and amended LEA plan.*

School:

In collaboration with the DSLT:

- *Complete Academic Program Survey (APS) and/or any other appropriate comprehensive needs assessment tools for the purpose of determining deficits within the school program that are resulting in academic failure for students.*
- **Within three months, revise Single Plan for Student Achievement (from here on referred to as School Improvement Plan) to cover two-year period, based upon the results of needs assessments that might help to determine deficits in the school program.**
- **Set aside a minimum of ten percent of Title I school funds for staff professional development based on areas of identified need(s).**
- **Implement School Improvement Plan promptly after approval is received from LEA.**
- *Establish a system to continuously monitor school progress towards achieving the School Improvement Plan goals.*

CDE:

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- In partnership with county offices of education (COEs), offer effective technical assistance regarding the PI process.

PI YEAR 1

Program Improvement
Process at a Glance
Year 2 School Improvement Phase

LEA continues:

- *Provide timely and varied school and student data to site.*
- *Inform school site of PI requirements and NCLB updates.*
- **Provide technical assistance with development/implementation of revised School Improvement Plan.**
- **Notify parents of PI status of school, school choice, and supplemental educational services.**
- **Set aside an amount equal to 20 percent of the Title I allocation to satisfy all requests for supplemental educational services (at least five percent) and transportation costs (at least five percent). (Note: Section 1116 (b) (10) is where this is discussed in NCLB.)**
- **Provide choice for all students in the school to attend a non-PI public school in the district. (LEA is responsible for transportation costs.)**
- **Monitor implementation of School Improvement Plan.**
- *Amend LEA plan and LEA budget, if necessary, to reflect changes in LEA support to its school(s) using the DAS and/or any other appropriate comprehensive needs assessment tool for the purpose of determining deficits within the school program that are resulting in academic failure for students.*

LEA adds:

- **Provide supplemental educational services to all eligible students. (Students eligible for supplemental services are those students determined to be from “low income” families as determined by LEA poverty criteria for allocation of funds.)**

School continues:

- *Analyze student achievement data.*
- *Collaborate with LEA to improve student achievement.*
- **Implement School Improvement Plan.**
- **Set aside a minimum of ten percent of Title I school funds for staff professional development based on the areas of identified needs.**

School adds:

- *Continue to review, revise, and monitor School Improvement Plan using results of APS and other current data, as appropriate.*

CDE:

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- In partnership with COEs, offer effective technical assistance regarding the PI process.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database.
- Monitor and evaluate approved SES providers.

PI YEAR 2

Program Improvement
Process at a Glance
Year 3 Corrective Action Phase

LEA continues:

- *Provide timely and varied school and student data to site.*
- *Inform school site of PI requirements and NCLB updates.*
- **Provide technical assistance for implementation of revised School Improvement Plan.**
- **Notify parents of PI status of school, school choice, and supplemental educational services.**
- **Provide school choice, transportation and supplemental educational service options.**
- **Monitor implementation of revised School Improvement Plan.**

LEA adds:

- *Create a DSLT to enhance collaboration between LEA and school site.*
- *Use DAS, with assistance of the DSLT, to analyze LEA support to the school.*
- **Select and define (in collaboration with the DSLT) one or more appropriate corrective action(s) based upon results of comprehensive needs analysis including the DAS:**
 - **Replace school staff**
 - **Implement new curriculum**
 - **Decrease management authority at school level**
 - **Appoint outside expert**
 - **Extend school year or day**
 - **Restructure internal organizational structure of school**
- **Provide technical assistance to various groups** such as *School Site Council, School Leadership Team and other stakeholders* **in revision of School Improvement Plan incorporating corrective action(s).**
- *Ensure LEA plan is in alignment with identified school needs.*
- *Amend LEA plan and LEA budget to reflect changes in LEA support to the school(s), if necessary.*
- **Secure local board approval of amended LEA plan and School Improvement Plan incorporating corrective action(s).**
- **Inform parents and public of revised school plan incorporating corrective action(s) and allows public comment.**

School continues:

- *Review, revise and monitor School Improvement Plan using results from student achievement data.*
- **Collaborate with LEA to improve student achievement.**
- *Set aside a minimum of ten percent of Title I school funds for staff professional development.*

School adds:

In collaboration with DSLT:

- **Review existing School Improvement Plan, select the most appropriate corrective action(s) (based on results of APS or other needs assessment tools used), and revise the School Improvement Plan to incorporate the corrective action option(s) selected.**
- **Expediently implement revised School Improvement Plan, incorporating selected corrective action(s).**

County Office of Education (COE):

- *Assist, as a component of DSLT, LEA/schools in development of School Improvement Plan incorporating corrective action(s).*
- *Provide/coordinate professional development on NCLB and PI requirements and updates.*
- *Provide/coordinate technical support for districts and schools specific to PI needs.*

CDE:

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- Through the Statewide System of School Support (S4), train COEs, DSLTs, and other regional partners in the use of state developed protocols for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with school plans to ensure seamless support for increased student achievement.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
- Monitor and evaluate approved SES providers.

PI YEAR 3

Program Improvement
Process at a Glance
Year 4 Planning for Restructuring Phase

LEA continues:

- *Provide timely and varied school and student data to site.*
- *Inform school site of PI requirements and NCLB updates.*
- **Provide technical assistance with implementation of revised School Improvement Plan.**
- **Notify parents of PI status, school choice, transportation, and supplemental educational services.**
- **Provide school choice, transportation and supplemental educational services.**
- **Monitor implementation of School Improvement Plan.**
- *Use DAS with assistance of the DSLT, to analyze LEA support to the school.*

School continues:

- *Review, revise and monitor School Improvement Plan using results from student achievement data and **implement corrective action(s)**.*
- *Set aside a minimum of ten percent of Title I school funds for staff professional development*
- **Collaborate with LEA to improve student achievement.**

LEA and School add:

Develop plan *(with assistance from the DSLT)* **for alternative governance including one of the following:**

- **Reopen school as a charter**
- **Replace all or most staff, including principal**
- **Contract with outside entity to manage school**
- **State takeover (not an option in California)**
- **Any other major restructuring.**

- *Amend LEA plan and LEA budget to reflect changes in LEA support to its school(s), if necessary.*
- **Provide notice to parents and teachers and allow public comment and participation regarding the development of the alternative governance plan.**

COE adds:

- *Assist LEA/schools (as a component of the DSLT) in development of school plan for alternative governance.*
- *Provide/coordinate professional development on NCLB and PI requirements and updates.*
- *Provide/coordinate technical support for districts and schools specific to PI needs.*

CDE:

- Post student achievement data and PI designations on the Web.
- Disseminate information and provide training on state-developed tools and the PI process.
- Through the Statewide System of School Support (S4), train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate restructuring plans and aligning LEA plans and LEA budgets with revised SPSAs to ensure seamless mutual support for increased student achievement.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES provider applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
- Monitor and evaluate approved SES providers.

PI YEAR 4

**Program Improvement
Process at a Glance
Year 5 Restructuring Phase**

LEA continues:

- *Provide timely and varied school and student data to site.*
- *Inform school site of PI requirements and NCLB updates.*
- **Provide technical assistance with implementation of revised School Improvement Plan.**
- **Notify parents of PI status of school, school choice, and supplemental educational services options.**
- **Provide transportation and supplemental educational service options.**
- **Monitor implementation of School Improvement Plan.**

School continues:

- *Review, revise and monitor School Improvement Plan using results from student achievement data.*
- *Set aside a minimum of ten percent of Title I school funds for staff professional development*
- **Collaborate with LEA to improve student achievement.**

LEA and School add:

- **Implement (with assistance from the DSLT) School Improvement Plan for alternative governance developed in Year 4.**

COE adds:

- *Assist LEA/schools (as a component of the DSLT) in implementation of school plan for alternative governance.*

CDE:

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- Through the S4, train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with SPSAs to ensure seamless support for increased student achievement.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
- Monitor and evaluate approved SES providers.

PI YEAR 5

Program Improvement Resources and Contacts

Tool	Use	
Academic Program Survey (APS), Rating Scales and Guiding Questions	Analyze essential program components at school level	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp
District Assistance Survey (DAS)	Analyze essential program components at district level	
Least Restrictive Environment (LRE) Self Assessment	Analyze special education program/services at the district and school level	
English Learner Subgroup Self Assessment (ELSSA)	Analyze district/site EL program/services	
Single Plan for Student Achievement (SPSA) template and guide	Model template and guidance for school and School Site Council	http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
Local education agency (LEA) plan template	Template and guidelines for completing the LEA plan.	http://www.cde.ca.gov/nclb/sr/le/guidetemp.asp
LEA plan addendum template	Template and guidelines for districts identified for Program Improvement	http://www.cde.ca.gov/ta/ac/ti/correspondence.asp (Click on the September 22, 2005 letter and the enclosures for current information.)

Contacts

SB 472 – Mathematics	Mathematics and Science Leadership Office	916-323-5252; http://www.cde.ca.gov/pd/ca/ma/mardfaqs.asp
SB 472 – Reading/Language Arts	Reading/Language Arts Leadership Office	916-323-4711 or 916-323-4629; http://www.cde.ca.gov/pd/ca/ma/mardfaqs.asp
Administrator Training Program - AB 430	Professional Development Office	916-323-5846 or 916-323-4873; http://www.cde.ca.gov/pd/ai/tg
Beginning Teacher Support and Assessment (BTSA)	Professional Development Office	916-324-5688; http://www.cde.ca.gov/pd/te/er
Charter School Information	Charter Schools Division	916-322-6029; charters@cde.ca.gov ; http://www.cde.ca.gov/sp/cs
Highly Qualified Teachers and Paraprofessionals	Curriculum Leadership Office	916-323-5822

High Priority Grants Program	High Priority Schools Office	916-324-3236; http://www.cde.ca.gov/ta/lp/hp
Migrant Education Information	Migrant, Indian, International Education Office	916-319-0851; http://www.cde.ca.gov/sp/me/mt/
Parent and Family Involvement	Title I Policy & Partnership Office	916-319-0382 or 319-0608; http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp
Program Improvement – Identification	Evaluation, Research and Analysis Unit	916-319-0875
Program Improvement – Policy and Requirements for Schools and LEAs	Title I Policy and Accountability Office	916-319-0854; pi@cde.ca.gov ; http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
Program Improvement – Requirements for LEAs	Intervention Assistance Office	916-319-0836
School Choice Information	Title I Policy & Accountability Office	916-319-0854; http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp
Schoolwide Programs Information	District and School Program Coordination Office	916-319-0833; ldelehun@cde.ca.gov ; http://www.cde.ca.gov/sp/sw/rt
Special Education Information	Special Education Division	916-445-4613; http://www.cde.ca.gov/re/di/or/division.asp?id=sed
Supplemental Educational Services (SES) Information	Title I Policy & Accountability Office	916-319-0854 or 916-319-0276; http://www.cde.ca.gov/ta/ac/ti/supplemental.asp
Technical Assistance for LEAs with Program Improvement Schools	District and School Program Coordination Office	916-319-0833; DSPC@cde.ca.gov ; http://www.cde.ca.gov/sp/sw/ss
Quality Education Investment Act (QEIA)	High Priority Schools Office	916-324-3236
Categorical Program Monitoring (CPM)	Categorical Monitoring Office	916-319-0935; http://www.cde.ca.gov/ta/cr/cc/

RESOURCES