Accountability & Assistance Levels and Required Actions
Title I Technical Assistance Session
May 15, 2013
Agenda

★ Key level concepts
★ How schools are classified
★ Planning requirements
★ Parent/guardian notification requirements
★ Fiscal requirements
★ Resources
★ Questions
Key level concepts

- Schools and districts are classified based on a multi-year trend.

- Districts are classified based on the level of the lowest-performing school, or as a result of Board action.

- Progress and Performance Index (PPI) and school percentiles are used to determine Level designations for schools.
# How are schools classified?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>ESE Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Meeting proficiency gap narrowing goals (for aggregate &amp; high needs students)</td>
<td>Very low</td>
</tr>
<tr>
<td>Level 2</td>
<td>Not meeting proficiency gap narrowing goals (for aggregate &amp;/or high needs students)</td>
<td>Low</td>
</tr>
<tr>
<td>Level 3</td>
<td>Lowest performing 20% of schools (including lowest performing subgroups)</td>
<td>High</td>
</tr>
<tr>
<td>Level 4</td>
<td>Lowest performing, least improving schools (subset of Level 3)</td>
<td>Very high</td>
</tr>
<tr>
<td>Level 5</td>
<td>Chronically underperforming schools (subset of Level 3 &amp; 4)</td>
<td>Extremely high</td>
</tr>
</tbody>
</table>
Planning requirements

Three required plans:

1. District improvement plan
2. School improvement plan
3. Title I schoolwide program plan – *schoolwide programs only*
Planning requirements

Massachusetts’ district and school improvement planning requirements meet federal improvement planning requirements:

★ District improvement plan
  ★ Three-year plan
  ★ Developed and revised using the *District Standards and Indicators*
  ★ Supplemented annually with a District Action Plan

★ School improvement plan
  ★ One-year plan
  ★ Developed and revised using the *Conditions for School Effectiveness (CSE) Self-Assessment*
Planning requirements

Title I schoolwide program plan:

- Alignment between CSEs and federal Title I schoolwide program plan requirements
- If all CSEs are addressed, school improvement plan may also serve as the schoolwide program plan

<table>
<thead>
<tr>
<th>Conditions for School Effectiveness</th>
<th>Title I Schoolwide program plan requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.       Effective district systems for school support and intervention</td>
<td>#1 (comprehensive needs assessment)</td>
</tr>
<tr>
<td></td>
<td>#2 (schoolwide reform strategies)</td>
</tr>
<tr>
<td></td>
<td>#7 (student transition plans)</td>
</tr>
<tr>
<td></td>
<td>#9 (effective, timely student assistance)</td>
</tr>
<tr>
<td></td>
<td>#10 (local program coordination)</td>
</tr>
<tr>
<td>II.     Effective school leadership</td>
<td>#2 (schoolwide reform strategies)</td>
</tr>
<tr>
<td></td>
<td>#4 (high quality professional development)</td>
</tr>
</tbody>
</table>
Parent/guardian notifications

Three required notifications:

1. School/district report card

2. Accountability information

3. Right-to-know
Parent/guardian notifications

School/district report cards must contain federally-required reporting elements:

- **Teacher qualifications**
  - Professional qualifications of teachers
  - Percentage of classes taught by teachers who are highly qualified

- **Student achievement**
  - MCAS and NAEP data

- **Accountability**
  - Whether annual targets for academic indicators are met

ESE is redesigning school and district report cards for SY2013-14.
Parent/guardian notifications

Accountability notifications should include brief explanations of relevant accountability data:

- Accountability and Assistance Level
- School percentile (1-99)
- Progress and Performance Index (PPI)

Any school placed in Level 2-4 should explain what improvement activities are in place as a result of its accountability designation.
Parent/guardian notifications

Right-to-know notifications inform families of their right to request certain information about the qualifications of their child’s teacher(s):

- Whether the teacher is licensed in the grade levels and subject areas they teach
- Whether the teacher is teaching under an emergency license or waiver
- The college degree and major of the teacher
- Whether the child is provided services by paraprofessionals and, if so, their qualifications
Parent/guardian notifications

ESE has created a single letter that satisfies all federal parent/guardian notification requirements

★ Can serve as a cover letter to the school report card

★ Customizable

★ Available in 10 languages
Fiscal requirements

Accountability-related Title I, Part A reservations

- Determined by ESE

- Based on the district’s Accountability and Assistance Level – *SY2012-13 Level determines SY2013-14 reservation percentage*

- Identified and explained in the FY14 Title I grant application
Fiscal requirements

Any district with one or more Title I schools classified in Level 2-5 must reserve a portion of its Title I, Part A grant funds on a sliding scale for interventions and supports to address the needs of low-achieving students in low-performing schools.

<table>
<thead>
<tr>
<th>District Accountability &amp; Assistance Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0</td>
</tr>
<tr>
<td>Level 2</td>
<td>5, 10, 15, or 20</td>
</tr>
<tr>
<td>Level 3</td>
<td>20</td>
</tr>
<tr>
<td>Level 4</td>
<td>25</td>
</tr>
<tr>
<td>Level 5</td>
<td>25</td>
</tr>
</tbody>
</table>
Fiscal requirements

Level 2 district reservation amounts are based on the percentage of students in the district’s schools who were not yet proficient on MCAS English language arts, mathematics, or science and technology/engineering tests in the previous year.

<table>
<thead>
<tr>
<th>Percentage of Students Not Proficient</th>
<th>Level 2 District Title I Reservation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% or higher</td>
<td>20</td>
</tr>
<tr>
<td>40-49%</td>
<td>15</td>
</tr>
<tr>
<td>30-39%</td>
<td>10</td>
</tr>
<tr>
<td>Less than 30%</td>
<td>5</td>
</tr>
</tbody>
</table>
Fiscal requirements

Reservation options are indicated on the Title I District Reservation worksheet

<table>
<thead>
<tr>
<th>Provide additional supports for students in Level 2, 3, 4, and 5 schools (Level 2-5 districts only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A district with low-performing Title I schools is obligated to prioritize those schools based on need and spend a portion of the district’s Title I, Part A allocation on interventions that will address the achievement of the lowest-achieving students in those schools. In addition, a district may reserve funds at the district level to provide support for low-achieving district-wide. Massachusetts’ approved ESEA/NCLB flexibility waiver makes it possible for the district to use Title I funds more strategically to meet identified needs. The district has the opportunity to use any combination of the options below to allocate Title I funds to support its lowest-achieving students in its lowest-performing schools. Provide a description of the Title I Narrative and in the Budget.</td>
</tr>
</tbody>
</table>

Indicate which of the flexibility options below the district will use in SY2013-14 (choose one or more options by entering dollar amounts in A-D below). For questions or assistance, email titlei@doe.mass.edu or call 781-338-6230.

<table>
<thead>
<tr>
<th>Flexibility opportunities to use a reservation to target low-achieving students in low-performing schools</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use a reservation to provide additional Title I resources to Title I-served schools. This option gives the district the flexibility to provide additional support to Title I schools that (A) are lower achieving than other Title I schools in the district but may not have the highest low income populations; or (B) schools that require a higher level of investment of Title I dollars than would be possible using any of the existing methods of qualifying Title I schools.</td>
<td>$  -</td>
</tr>
<tr>
<td>B. Use a reservation to provide support to the teachers who work with the district’s lowest-achieving students (e.g., district-wide professional development; coaching initiatives, etc.).</td>
<td>$  -</td>
</tr>
<tr>
<td>C. Use a reservation to provide direct services to low-achieving students district-wide outside of the school day (e.g., before-or after-school, during vacations, on weekends, etc.).</td>
<td>$  -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexibility opportunity to spend a portion of school formula allocation(s) on interventions &amp; supports</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Use an existing method of qualifying Title I schools (e.g., 35% rule, district-wide low-income percentage; grade span grouping; etc.) to serve Title I schools based on Accountability &amp; Assistance Level. This option is most appropriate for districts with smaller Title I allocations. The district must demonstrate that its Title I-served schools are also its lowest-performing schools and describe the interventions and supports that will rapidly improve outcomes for the lowest-achieving students in those schools.</td>
<td>$  -</td>
</tr>
</tbody>
</table>
Resources

- **Conditions for School Effectiveness** and Self-Assessment
  [http://www.doe.mass.edu/apa/general/](http://www.doe.mass.edu/apa/general/)

- District and school accountability and assistance levels and required actions
  [http://www.doe.mass.edu/apa/ayp/2012/RequiredActions.pdf](http://www.doe.mass.edu/apa/ayp/2012/RequiredActions.pdf)

- District and school accountability reports

- **District Standards and Indicators** and Self-Assessment
  [http://www.doe.mass.edu/apa/general/](http://www.doe.mass.edu/apa/general/)

- FY14 Title I district reservations
  [http://www.doe.mass.edu/apa/titlei/grant-applications/default.html?section=FY14](http://www.doe.mass.edu/apa/titlei/grant-applications/default.html?section=FY14)

- Parent/guardian notification guidance and samples
  [http://www.doe.mass.edu/apa/accountability/reportcard/](http://www.doe.mass.edu/apa/accountability/reportcard/)

- Title I planning requirements for districts and schools
  [http://www.doe.mass.edu/apa/titlei/parta/program-design/RequiredPlans.pdf](http://www.doe.mass.edu/apa/titlei/parta/program-design/RequiredPlans.pdf)
Questions?

titlei@doe.mass.edu
781.338.6230