



Commonwealth of Massachusetts 2008-09 School & District NCLB Accountability Status and Required Actions

If you are a...	Then your 2008-09 NCLB Accountability Status is as a...	And your responsibilities under NCLB in the 2008-09 school year are...
<p>School that did not make AYP in 2007 and 2008 in English language arts/reading (ELA) or mathematics, either in the aggregate or for any subgroup</p>	<p>School Identified for Improvement – Year 1</p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in school must be notified of school's NCLB Accountability Status (See page 5 for details) • Improvement Planning: School must revise school improvement plan (See pages 5-6 for details) • Technical Assistance: District must provide technical assistance (See page 5 for details) <hr/> <p>Schools Receiving Title I Funds in 2008-09:</p> <ul style="list-style-type: none"> • NCLB School Choice: Parents of all students in the school must be offered the option to transfer their children to another school in the district not identified for improvement, if such a school is available (See pages 7-8 for details) • Professional Development: 10% of the school's Title I allocation must be dedicated to targeted professional development (See pages 6-7 for details)
<p>School Identified for Improvement – Year 1 in 2007-08 that did not make AYP in the same subject in 2008 (ELA or mathematics; aggregate or any subgroup)</p>	<p>School Identified for Improvement – Year 2</p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in school must be notified of school's NCLB Accountability Status (See page 5 for details) • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See pages 5-6 for details) • Technical Assistance: District must continue to provide technical assistance (See page 5 for details) <hr/> <p>Schools Receiving Title I Funds in 2008-09:</p> <ul style="list-style-type: none"> • NCLB School Choice: Parents of all students in the school must be offered the option to transfer their children to another school in the district not identified for improvement, if such a school is available (See pages 7-8 for details) • Supplemental Educational Services must be offered to all low-income students in the school (See pages 7-8 for details) • Professional Development: 10% of the school's Title I allocation must be dedicated to targeted professional development (See pages 6-7 for details)

If you are a...	Then your 2008-09 NCLB Accountability Status is as a...	And your responsibilities under NCLB in the 2008-09 school year are...
<p>School Identified for Improvement – Year 2 in 2007-08 that did not make AYP in the same subject in 2008 (ELA or mathematics; aggregate or any subgroup)</p>	<p>School in Corrective Action</p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in school must be notified of school’s NCLB Accountability Status (See page 5 for details) • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See pages 5-6 for details) • Technical Assistance: District must continue to provide technical assistance (See page 5 for details) • Corrective Actions: District must take at least one corrective action. District must disseminate information to public on corrective actions taken to improve student performance in the school (See page 8 for details) <hr/> <p>Schools Receiving Title I Funds in 2008-09:</p> <ul style="list-style-type: none"> • NCLB School Choice & Supplemental Educational Services: District must continue to provide same NCLB School Choice and supplemental educational services supports and options as for schools Identified for Improvement – Year 2 (See pages 7-8 for details)
<p>School in Corrective Action in 2007-08 that did not make AYP in the same subject in 2008 (ELA or mathematics; aggregate or any subgroup)</p>	<p>School in Restructuring – Year 1</p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in school must be notified of school’s Accountability Status (See page 5 for details) • Technical Assistance: District must continue to provide technical assistance (See page 5 for details) • Plan for Fundamental Reforms: The district, in concert with teachers and parents, must analyze the school’s needs and develop a plan for fundamental reforms, including change in the school’s governance and/or staffing, to improve student performance in the school (See page 10 for details) <hr/> <p>Schools Receiving Title I Funds in 2008-09:</p> <ul style="list-style-type: none"> • NCLB School Choice & Supplemental Educational Services: District must continue to provide same NCLB School Choice and supplemental educational services supports and options as for schools Identified for Improvement – Year 2 (See pages 7-8 for details)

If you are a...	Then your 2008-09 NCLB Accountability Status is as a...	And your responsibilities under NCLB in the 2008-09 school year are...
<p>School in Restructuring – Year 1 in 2007-08 that did not make AYP in the same subject in 2008 (ELA or mathematics; aggregate or any subgroup)</p>	<p>School in Restructuring – Year 2+</p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in school must be notified of school's NCLB Accountability Status (See page 5 for details) • Technical Assistance: District must continue to provide technical assistance (See page 5 for details) • Implement Fundamental Reforms: District must continue to analyze the school's needs and implement fundamental reforms, including change in the school's governance and/or staffing, to improve student performance in the school (See page 10 for details.) <hr/> <p>School Receiving Title I Funds in the 2008-09 School Year:</p> <ul style="list-style-type: none"> • NCLB School Choice & Supplemental Educational Services: District must continue to provide same NCLB School Choice and supplemental educational services supports and options as for schools Identified for Improvement – Year 2 (See pages 7-8 for details)

If you are a...	Then your 2008-09 Accountability Status is as a...	And your responsibilities under NCLB in the 2008-09 school year are...
<p>District that did not make AYP in 2007 and in 2008 for all grade spans (grades 3~5, 6~8, 9~12) in the same subject (ELA or mathematics; aggregate or any subgroup)</p>	<p>District Identified for Improvement – Year 1</p>	<ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in district must be notified of district’s NCLB Accountability Status (See page 5 for details) • Improvement Planning: District must revise district improvement plan to address the reasons for low student performance in the grade(s), content area(s), and student group(s) in which the district did not make AYP (See page 5 for details) • Professional Development: District must reserve not less than 10% of its Title I, Part A funds for high-quality professional development specifically designed to address the academic achievement problems that caused the district to be identified (See pages 6-7 for details) • Limitations on Transferability of Funds: Districts identified for improvement may transfer no more than 30% of the funds allocated to them under Titles II-A, II-D, and IV. Moreover, all transferred funds must be used for improvement activities as outlined in the district’s improvement plan. (See federal transferability guidance at http://www.ed.gov/programs/transferability/finalsummary04.doc for details) • Prohibition on Provision of Supplemental Educational Services: Districts identified for improvement or corrective action are prohibited from serving as providers of supplemental educational services.
<p>District Identified for Improvement – Year 1 in 2007-08 that did not make AYP for all grade spans (grades 3~5, 6~8, 9~12) in 2008 in the same subject (ELA or mathematics; aggregate or any subgroup)</p>	<p>District Identified for Improvement – Year 2</p>	
<p>District Identified for Improvement – Year 2 in 2007-08 that did not make AYP for all grade spans (grades 3~5, 6~8, 9~12) in 2008 in the same subject (ELA or mathematics; aggregate or any subgroup)</p>	<p>District in Corrective Action</p>	<ul style="list-style-type: none"> • Parent/Guardian Notification: Parents/guardians of each child enrolled in district must be notified of district’s NCLB Accountability Status (See page 5 for details) • Corrective Actions: State must take at least one corrective action required under NCLB (See page 10 for details) • Prohibition on Transferability of Funds: Districts in Corrective Action status may not transfer funds between Titles II-A, II-D, and IV while in Corrective Action. (See federal transferability guidance at http://www.ed.gov/programs/transferability/finalsummary04.doc for details) • Prohibition on Provision of Supplemental Educational Services: Districts identified for improvement or corrective action are prohibited from serving as providers of supplemental educational services.
<p>District in Corrective Action in 2007-08 that did not make AYP for all grade spans (grades 3~5, 6~8, 9~12) in 2008 in the same subject (ELA or mathematics; aggregate or any subgroup)</p>	<p>District in Corrective Action</p>	

Parent/Guardian Notification

When a school is identified for improvement, corrective action, or restructuring, the district must promptly provide parents or guardians of each student enrolled in the school an explanation of what the identification means, the reason(s) for the identification, how parents/guardians can become involved in addressing the academic issues that led to identification, and – for Title I schools – information on NCLB School Choice and supplemental educational services. Sample parent/guardian notification letters are available at: <http://www.doe.mass.edu/titlei/monitoring/samples.html>.

Technical Assistance

When schools are identified for improvement, corrective action or restructuring, the district must ensure that such schools receive assistance that addresses specific areas of instructional improvement as the schools develop or revise their improvement plans and throughout the implementation of the plans. Technical assistance based on scientifically based research must be provided in data analysis, identification and implementation of strategies and budget analysis. In turn, Massachusetts regulations (603 CMR 2.0 §3) require the superintendent and the school committee to “develop a written plan detailing actions district officials will take, including allocation of the necessary human and financial resources, to support and oversee implementation of the school’s improvement plan” when a school does not make AYP.

School Improvement Planning

Once identified for improvement, the school must revise its 2-year improvement plan to address the subjects, grade levels and student groups in which the school did not make AYP. In developing or revising this plan, the school must consult with parents, school staff, and others. The plan must be completed no later than three months after the school has been identified for improvement, and districts should be prepared to make these improvement plans available to the Department upon request. School improvement plans should include the following elements:

1. Annual, measurable goals and improvement objectives aligned with performance targets the school must meet for each group of students in order to make AYP;
2. Analysis of the causes or reasons for the school’s failing to make AYP;
3. Improvement strategies, based on scientifically based research, that address the causes of poor student performance and make the changes in instructional practices and school programs necessary to meet improvement objectives in the school’s core academic subjects;
4. High-quality professional development needed to implement the school’s improvement objectives;
5. Parental involvement tied to the school’s improvement objectives;
6. Extended time programs, as necessary, to meet the school’s improvement objectives;
7. Identification of resources needed to implement the school’s improvement plan;
8. Incorporation of a teacher mentoring program;
9. Methods for coordinating and monitoring the implementation of the school’s improvement plan; and
10. Identification of the responsibilities of the school, school district and the state for supporting the implementation of the plan.

NOTE: If the school implements a Schoolwide Program under Title I, Part A, school improvement plans must also include the elements specified in the document, “Departmental Summary of Schoolwide Programs” available at <http://www.doe.mass.edu/titlei/programs/>.

Resources for School Improvement Planning

Under the Commonwealth's accountability system, schools identified for corrective action or restructuring for English language arts and/or mathematics based on the results of students in the aggregate are designated *Commonwealth Priority Schools*. District plans to improve performance in Commonwealth Priority Schools must include the following elements, or a compelling rationale for alternative approaches designed to achieve comparable or superior results:

1. The school's principal has authority to select and assign staff to positions in the school without regard to seniority;
2. The school's principal has control over financial resources necessary to successfully implement the school improvement plan;
3. The school is implementing curricula that are aligned to state frameworks in core academic subjects;
4. The school implements systematically a program of interim assessments (4-6 times per year) in English language arts and mathematics that are aligned to school curriculum and state frameworks;
5. The school has a system to provide detailed tracking and analysis of assessment results and uses those results to inform curriculum, instruction and individual interventions;
6. The school schedule for student learning provides adequate time on a daily and weekly basis for the delivery of instruction and provision of individualized support as needed in English language arts and math, which for students not yet proficient is presumed to be at least 90 minutes per day in each subject;
7. The school provides daily after-school tutoring and homework help for students who need supplemental instruction and focused work on skill development;
8. The school has a least two full-time subject-area coaches, one each for English language arts/reading and for mathematics, who are responsible to provide faculty at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery, instructional practice, and data use;
9. School administrators periodically evaluate faculty, including direct evaluation of applicable content knowledge and annual evaluation of overall performance tied in part to solid growth in student learning and commitment to the school's culture, educational model, and improvement strategy;
10. The weekly and annual work schedule for teachers provides adequate time for regular, frequent, department and/or grade-level faculty meetings to discuss individual student progress, curriculum issues, instructional practice, and school-wide improvement efforts. As a general rule no less than one hour per week shall be dedicated to leadership-directed, collaborative work, and no fewer than 5 days per year, or hours equivalent thereto, when teachers are not responsible for supervising or teaching students, shall be dedicated to professional development and planning activities directed by school leaders.

The Performance Improvement Mapping (PIM) process has been developed by the Massachusetts Department of Elementary and Secondary Education to assist low-performing schools in raising student performance in English language arts and mathematics. Further information on PIM is available at <http://www.doe.mass.edu/sdi/pim/>. Further information on NCLB and Title I is available at <http://www.doe.mass.edu/titlei/nclb/>.

District Improvement Planning

The district must develop or revise an improvement plan no later than three months after identification for improvement. The district must consult with parents, school staff, and others, and be prepared to make this improvement plan available to the Department upon request.

The district improvement plan should be data-driven, evidence-based and results-oriented. The purpose of the plan is to address problems in the district that prevent low-achieving students from reaching proficiency, including, but not limited to, problems in the areas of leadership, governance, finance, curriculum, and instruction. The plan must:

1. Address the fundamental teaching and learning needs of schools in the district, particularly the academic problems of low-achieving students in the student groups that caused the district to be identified for improvement;
2. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included on the district's AYP report;
3. Include improvement strategies, based on scientifically based research, that address the causes of poor student performance and make the necessary changes in district practices and programs to meet improvement objectives;
4. Specify the high-quality professional development needed to implement the district's improvement objectives (see additional information below);
5. Include parental involvement tied to the district's improvement objectives;
6. Include extended time programs, as necessary, to meet the district's improvement objectives;
7. Include a determination of why the district's previous plan did not bring about increased student academic achievement; and
8. Specify the fiscal responsibilities of the district and detail the required technical assistance that the State will provide.

Professional Development

When a school or district receiving funds under Title I, Part A is identified for improvement, it must *reserve not less than 10 percent of its Title I Part A funds* for high-quality professional development specifically designed to address the academic achievement problems that caused the school or district to be identified. The school or district must continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement. The requirement does not apply to schools identified for corrective action or restructuring, or to districts identified for corrective action.

NOTE: Districts may include in this 10 percent total the Title I, Part A funds that schools in the district reserve for professional development when they are in school improvement status. However, the district may not include in the total any part of the funds designated to help teachers who are not highly qualified become highly qualified, as specified in §1119(1). Under the federal Education Flexibility Partnership, districts may seek a waiver of this requirement. The waiver form (Form E) is available at:

<http://www.doe.mass.edu/forms/waivers/>.

Resources for Professional Development Funding

In a policy letter to Chief State School Officers dated October 12, 2004, the U.S. Department of Education (US ED) provided additional guidance on the use of Title I funds for districts and schools identified for improvement: <http://www.ed.gov/print/policy/elsec/guid/stateletters/uofcssos.html>.

NCLB School Choice and Supplemental Educational Services

NCLB School Choice

The district is required to offer students enrolled in *Title I schools identified for improvement, corrective action, or restructuring* the option to transfer to another public school served by the district that has *not* been identified for improvement, if this option exists. The district must ensure that parents/guardians are notified in writing of the option to exercise choice prior to the first day of school. In addition to mailing notices directly to parents, the district must provide information about choice options through broader means, including newspapers, posters, and the Internet. This notification must:

- Be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand;
- Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement;
- Describe the district's policy for funding choice-related transportation costs. For instance, students whose parents/guardians exercised the choice option one year may remain enrolled in the new school the next year, even if the sending school is no longer identified for improvement, corrective action, or restructuring. However, districts are not required to pay for choice-related transportation beyond the period in which the sending school is identified for improvement, corrective action, or restructuring;
- Name each public school that the parent can select;
- Include information on the academic achievement of the schools that the parent may select; and
- Include an explanation of why the choices made available to parents may have been limited.

This notice, along with related district policies, may be incorporated into other "back-to-school" communications if appropriate.

NOTE: If necessary, districts may prioritize students with low student performance from low-income families who wish to transfer. In addition, to the extent practicable, districts must inform parents/guardians of arrangements with neighboring districts to accept students who wish to transfer if the district cannot offer receiving schools *not* in improvement status at the appropriate grade level(s).

Supplemental Educational Services

Districts must make supplemental educational services (free tutoring in the areas of math, reading, language arts, and science) available to eligible (low-income) students in Title I schools identified for improvement (year 2), corrective action, or restructuring from a provider approved by the Department. Parents of eligible students must be informed in writing at the beginning of the school year of the continuing status of the school and of the availability of services for their child. This notification must:

- Be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand;
- Identify each approved service provider in or near the district able to serve;
- Describe the services, qualifications and evidence of effectiveness for each provider;
- Describe the procedures and timelines parents must follow in selecting a provider, including contact information; and
- Prioritize eligible students with low student performance if needed.

Funds for Choice-related Transportation and Supplemental Educational Services

Each school district shall reserve up to an amount equal to 20 percent of its Title I, Part A allocation, from which the district shall spend:

- An amount equal to 5 percent for choice-related transportation;
- An amount equal to 5 percent to provide supplemental educational services; and
- An amount equal to the remaining 10 percent for choice-related transportation, supplemental educational services, or both, as the district determines.

The district shall spend these sums unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for supplemental educational services.

NOTE: “An amount equal to” means that the funds required to pay the costs of choice-related transportation and supplemental educational services need not come from Title I, Part A allocations, but may be provided from other Federal, State, local, and private sources. A district may spend an amount exceeding 20 percent of its Title I, Part A allocation if additional funds are needed to meet all demands for choice-related transportation and supplemental educational services.

Resources for NCLB School Choice and Supplemental Educational Services

- US ED guidance on school choice: <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
- US ED guidance on supplemental educational services: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
- Department’s SES Web site: <http://www.doe.mass.edu/ses/>
- Department’s NCLB School Choice Web site: <http://www.doe.mass.edu/nclb/choice.html>

Corrective Actions for Schools

Corrective Actions for schools specified by the statute include the following:

- *Curriculum and Professional Development* - Institute a new curriculum relevant to the school’s low performance, that is grounded in scientifically based research, and provide appropriate professional development to support its implementation for all relevant staff
- *Extended Time* - Extend the length of the school year or school day
- *Staffing* - Replace the school staff who are deemed relevant to the school not making adequate progress
- *Management Authority* - Significantly decrease management authority at the school
- *School Structure* - Restructure the internal organization of the school
- *Expert Assistance in Planning and Implementation* - Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school’s continued inability to make AYP (§1116(b)(7)(C); §200.42)

School Restructuring

The intent of Restructuring under NCLB is to significantly alter school governance and/or structures to ensure that student learning and performance results are sufficiently improved. The statute provides the following options for restructuring:

- Reconstitute the school by replacing all or most of the school staff who are relevant to the school's inability to make adequate progress (this may include the principal);
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Turn the operation of the school over to the State educational agency (SEA), if the State agrees;
- Re-open the school as a public charter school (in Massachusetts, Horace Mann or Commonwealth); or

Implement "[a]ny other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress...."
(§1116(b)(8)(B)(v).

Corrective Actions for Districts

Corrective Actions for districts specified by the statute include the following:

- Defer programmatic funds or reduce administrative funds;
- Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
- Replace district personnel who are relevant to the inability of the district to make adequate progress;
- Remove individual schools from the jurisdiction of the district and arrange for their public governance and supervision;
- Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board; and/or
- Abolish or restructure the district.

Additional Resources

- US ED Guidance on District and School Improvement:
<http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>
- Department's School and District Accountability Web site: <http://www.doe.mass.edu/sda>
- Title I / NCLB Program Review Areas and Sample Materials:
<http://www.doe.mass.edu/titlei/monitoring/samples.html>.