

Commonwealth of Massachusetts

School and District Accountability Status and Required Actions – Summary Chart¹

If you are a...	Then your 2005-06 Accountability Status ² is as a...	And your responsibilities under NCLB in the 2005-06 school year are...
School that has not made AYP for two consecutive years in English language arts (ELA) or mathematics either in the aggregate or for student subgroups	<i>School Identified for Improvement – Year 1</i>	All Schools: <ul style="list-style-type: none"> • Improvement Planning: School must develop or revise school improvement plan (See Page 4 for details) • Technical Assistance: District must provide technical assistance (See Page 4 for details)
		Title I Schools ³ : <ul style="list-style-type: none"> • School Choice: Parents of students in the school must be offered the option to transfer their children to another school in the district <u>not</u> identified for improvement, if such a school is available (See Pages 5 and 6 for details) • Professional Development: 10% of the school’s Title I allocation must be dedicated to targeted professional development (See Page 5 for details)
School Identified for Improvement – Year 1 in 2004-05 that did not make AYP in the same category in 2005 (ELA or mathematics; aggregate or student subgroups)	<i>School Identified for Improvement – Year 2+</i>	All Schools: <ul style="list-style-type: none"> • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See Page 4 for details) • Technical Assistance: District must continue to provide technical assistance (See Page 4 for details)
		Title I Schools: <ul style="list-style-type: none"> • School Choice: Parents of students in the school must be offered the option to transfer their children to another school in the district <u>not</u> identified for improvement, if such a school is available (See Pages 5 and 6 for details) • Supplemental Educational Services must be offered to low-income students in the school (See Pages 5 and 6 for details) • Professional Development: 10% of the school’s Title I allocation must be dedicated to targeted professional development (See Page 5 for details)

¹ This document applies to school and district improvement status and required actions for the 2005-06 school year only.

² A school or district identified for improvement, corrective action, or restructuring must make AYP for two consecutive school years in order to exit improvement status.

³ Any school receiving Title I funds in the 2005-06 school year is considered a Title I school.

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School and District Accountability Status and Required Actions – Summary Chart (Continued)

If you are a...	Then your 2005-06 Accountability Status is as a...	And your responsibilities under NCLB in the 2005-06 school year are...
<p>School Identified for Improvement – Year 2+ in 2004-05 that did not make AYP in the same category in 2005 (ELA or mathematics; aggregate or student subgroups)</p>	<p><i>School in Corrective Action</i></p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See Page 4 for details) • Technical Assistance: District must continue to provide technical assistance (See Page 4 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 6 for details)
		<p>Title I Schools:</p> <ul style="list-style-type: none"> • School Choice & Supplemental Educational Services: District must continue to provide same School Choice & Supplemental Educational Services supports and options as for schools Identified for Improvement (Year 2+) (See Pages 5 & 6 for details)
<p>School in Corrective Action in 2004-05 that did not make AYP in the same category in 2005 (ELA or mathematics; aggregate or student subgroups)</p>	<p><i>School in Restructuring – Year 1</i></p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See Page 4 for details) • Technical Assistance: District must continue to provide technical assistance (See Page 4 for details) • Additional Requirements or Sanctions: The district must analyze the school’s needs and plan for fundamental reforms, including change in the school’s governance and staffing, to improve the performance of the school
		<p>Title I Schools:</p> <ul style="list-style-type: none"> • School Choice & Supplemental Educational Services: District must continue to provide same School Choice & Supplemental Educational Services supports and options as for schools Identified for Improvement (Year 2+) (See Pages 5 & 6 for details)
<p>School in Restructuring – Year 1 in 2004-05 that did not make AYP in the same category in 2005 (ELA or mathematics; aggregate or student subgroups)</p>	<p><i>School in Restructuring – Year 2+</i></p>	<p>All Schools:</p> <ul style="list-style-type: none"> • Improvement Planning: School must revise school improvement plan based on new data and analysis of current findings (See Page 4 for details) • Technical Assistance: District must continue to provide technical assistance (See Page 4 for details) • Additional Requirements or Sanctions: District must analyze the school’s needs and implement fundamental reforms, including change in the school’s governance and staffing, to improve the performance of the school (See Page 7 for details.)
		<p>Title I Schools:</p> <ul style="list-style-type: none"> • School Choice & Supplemental Educational Services: District must continue to provide same School Choice & Supplemental Educational Services supports and options as for schools Identified for Improvement (Year 2+) (See Pages 5 & 6 for details)

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School and District Accountability Status and Required Actions – Summary Chart (Continued)

If you are a...	Then your 2005-06 Accountability Status is as a...	And your responsibilities under NCLB in the 2005-06 school year are...
<p>District that has not made AYP for two consecutive years in English language arts (ELA) or mathematics either in the aggregate or for student subgroups</p>	<p><i>District Identified for Improvement – Year 1</i></p>	<ul style="list-style-type: none"> • Improvement Planning: District must develop or 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 4 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 school or district to be identified. (See Page 5 for details) • Additional Sanctions: <ul style="list-style-type: none"> • If the district is on the State List of Approved Supplemental Services Providers, federal rules prohibit the district from continuing to directly provide these services to its students, with some limited exceptions. Further information is available at: http://www.doe.mass.edu/ses/. • Certain limitations on transferability of federal funds apply to Districts Identified for Improvement. Districts Identified for Improvement may transfer no more than 30% of the funds allocated to them under Titles II-A, II-D, IV, and V. Moreover, all transferred funds must be used for improvement activities as outlined in the district's improvement plan. The U.S. Department of Education (US ED) has prepared guidance on transferability, accessible from the US ED web site at: http://www.ed.gov/programs/transferability/finalsummary04.doc.
<p>District Identified for Improvement – Year 1 in 2004-05 that did not make AYP in the same category in 2005 (ELA or mathematics; aggregate or student subgroups)</p>	<p><i>District Identified for Improvement – Year 2+</i></p>	<ul style="list-style-type: none"> • Improvement Planning: District must develop or 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 4 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 school or district to be identified. (See Page 5 for details) • Additional Sanctions: <ul style="list-style-type: none"> • If the district is on the State List of Approved Supplemental Services Providers, federal rules prohibit the district from continuing to directly provide these services to its students, with some limited exceptions. Further information is available at: http://www.doe.mass.edu/ses/. • Certain limitations on transferability of federal funds apply to Districts Identified for Improvement. Districts Identified for Improvement may transfer no more than 30% of the funds allocated to them under Titles II-A, II-D, IV, and V. Moreover, all transferred funds must be used for improvement activities as outlined in the district's improvement plan. The U.S. Department of Education (US ED) has prepared guidance on transferability, accessible from the US ED web site at: http://www.ed.gov/programs/transferability/finalsummary04.doc.

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School and District Accountability Status and Required Actions – Details

Further guidance on district and school improvement provisions is available from the U.S. Department of Education (US ED) web site at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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 the School Performance Rating Process indicates that a school has not met its improvement expectations.

School Improvement Planning

Once identified for improvement, the school must develop or revise its 2-year improvement plan to address the subjects, grade levels and student groups in which the school did not make AYP. The plan must be completed no later than three months after the school has been identified for improvement. School improvement plans should include the following elements:

1. Annual, measurable goals and improvement objectives aligned with performance targets the school must meet 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;
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. Methods for coordinating and monitoring the implementation of the school’s improvement plan; and
9. 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, “Requirements for Implementing a Schoolwide Program” available from the Department’s Title I web site at http://finance1.doe.mass.edu/grants/grants04/rfp/doc/305_appn_b.doc.

Resources: The Performance Improvement Mapping (PIM) process has been developed by the Massachusetts Department of Education (MA DOE) to assist low-performing schools in raising student performance in English language arts (ELA) and math. Further information on PIM is available from the MA DOE web site at <http://www.doe.mass.edu/sdi/pim/>. Further information on NCLB and Title I is available from the MA DOE Title I web site 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. In developing or revising this plan, the district must consult with parents, school staff, and others. Districts should be prepared to make this improvement plan available to MA DOE 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 adequate yearly progress (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% 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.

NOTE: Districts may include in this 10% 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 is available at: <http://www.doe.mass.edu/forms/waivers/>.

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

School Choice and Supplemental Educational Services

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.** The notice should explain the reasons for the school's improvement status, describe the efforts underway to improve it, and provide information about receiving schools into which students could be enrolled. The notice should 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. 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 available to eligible (low-income) students in Title I schools identified for improvement (Year 2+), corrective action, or restructuring from a provider approved by MA DOE. The district must:

- **Notify parents/guardians in writing at the beginning of the school year of the continuing status of the school;**
- **Notify parents/guardians of low-income students about the availability of and process for requesting supplemental educational services.** Interested parents/guardians should be provided the names of approved providers of the services in or near the district, along with a brief description of the available services, providers' qualifications, and demonstrated effectiveness of the available providers; 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 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>.
- Additional information on supplemental educational services may be found on the State web site at: <http://www.doe.mass.edu/ses/>.

Corrective Actions

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

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...." (Section 1116(8)(v)).