State Support for School and District Improvement: A California Update

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Jack O'Connell, State Superintendent of Public Instruction

Presenters

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Outline of Presentation

1. California Context

2. Overlap of Accountability Systems

3. Shift from School to District Intervention

4. Features of District- and School-Level Intervention

California Context

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Educational Entities

- 1,049 school districts
- 10,092 schools
- 58 county offices of education
- 11 regional county consortia

Source: California Basic Educational Data System (CBEDS), 2007-08

Student Population

(2006–2007 data)

- 6,286,943 K–12 students
- 1,568,661 English Learners (ELs)
  - Approximately 25% of total population
- 3,145,294 students on Free or Reduced-Price Lunch (FRPL)
  - Approximately 50% of total population

Source: California Basic Educational Data System (CBEDS), 2006–-2007

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Education Budget (2007–2008 data)

- $57.1 billion allocated for K–14 education for 2007–2008 school year (Proposition 98)

  – *Of which $400 million eliminated in mid-year cuts*

- $4 billion cut proposed for 2008–2009

Source: Legislative Analyst's Office (LAO), 2008

2007–2008 California Title I Program Improvement (PI)* Schools Statewide Summary

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Year	Advance	Remain	Total	Number of schools also in state monitoring
Year 1	219	207	426	7
Year 2	414	57	471	15
Year 3	207	74	281	8
Year 4	364	53	417	22
Year 5	257	335	592	51
Total	1461	726	2187	103

* California schools in improvement are PI

8

2007–2008 California Title I Program Improvement (PI) Local Educational Agencies (LEAs) Statewide Summary

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Year	Advance	Remain	Total
Year 1	31	7	38
Year 2	49	3	52
Year 3	97	0	97
Total	177	10	187

Overlap of Accountability Systems

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Federal Accountability

Adequate Yearly Progress (AYP):

- Status model

- Annual grade level objectives

- Identifies single minimum percentage of students required to meet or exceed proficient level for mathematics and for reading/language arts

California State Accountability

- State Academic Performance Index (API) established in 1999
  - Growth model
  - Each school has own target
  - Schools measured on ability to meet target
  - Failure to meet significant growth results in state monitoring

High Priority Schools Grant Program (HPSGP)

- 863 schools have been funded through the state HPSGP initiative. Schools receive $400 per student for up to four years and agree to accelerate student achievement and be held to higher state accountability

- Currently, 596 of these schools are also in PI

High Priority Schools Grant Program (HPSGP) (cont.)

- As of May 2008, 433 HPSGP schools are funded, 283 have exited, 87 are "on watch," and 60 are state-monitored.

Immediate Intervention/ Underperforming Schools Program (II/USP)

- 1,288 schools have been funded through the state II/USP initiative. Schools receive $200 per student for up to three years and agree to accelerate student achievement and be held to higher state accountability

- Currently, 656 of these schools are also in PI

Immediate Intervention/ Underperforming Schools Program (II/USP) (cont.)

- As of May 2008, 1,198 II/USP schools have exited, 6 are "on watch", 50 are state-monitored, 34 are in secondary sanctions.

Quality Education Investment Act (QEIA)

- 488 schools participate in QEIA:
  - Created by 2006 settlement of *CTA, et al. v. Schwarzenegger*
  - Provides $3 billion over five years to lowest performing schools as measured by API
- 412 schools are also in federal PI

Shift from School to District Intervention

Limits of School-by School Intervention

- Requires enormous investment of time and resources
- Not sustainable without direct support from district
- Limited flexibility to realign resources

Advantages of District Intervention

- Addresses underlying systems needed to support schools and ongoing student achievement

- Encompasses broader array of issues (i.e., resource alignment, negotiations, local board relations)

Research Support

- Public Education Leadership Project at Harvard University (PELP), 2007

- Minding the Gap (Springboard Schools), 2006

- Leading for Learning (Wallace Foundation), 2005

- School District Leadership That Works (McREL, Waters, and Marzano), 2006

Features of District- and School-Level Intervention

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School-Level Intervention

- Schools that apply for and receive additional resources (II/USP, HPSGP, QEIA) agree to be held to higher accountability requirements
  - i.e., participating schools that fail to meet API growth requirements become state-monitored

State Monitored Schools

- Must focus on nine Essential Program Components (EPCs), organized around SBE-adopted curricula and professional development

- Supported and monitored by School Assistance and Intervention Teams (SAITs)

District Intervention and Capacity Building Project

- 2007–2009 collaboration of California Department of Education (CDE) and California County Superintendents Educational Services Association (CCSESA)

- Support from the California Comprehensive Center (CACC)

25

District Intervention and Capacity Building Project (cont.)

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- District Assistance and Intervention Team (DAIT) Pilot Component
  - 4 districts in first pilot year (2006–2007)
  - 11 additional districts in 2007–2008
- Regional Capacity Building (RCB) Component
  - County offices of education organized into 11 regions across the state

Work of a DAIT

- Based on standards for work of a DAIT adopted by State Board of Education (SBE) in March 2006
- Focuses on improving current systems while implementing new ways of supporting schools and students
- Organized around seven areas of district work

27

Areas of District Work

A. Governance

B. Alignment of curriculum, instruction, and assessment

C. Parent and community involvement

D. Fiscal operations

E. Human resources

F. Data systems and achievement monitoring

G. Professional development

2007-08 DAIT Providers

- In fall 2007, CDE approved 38 organizations to serve as DAIT providers and 108 individuals to serve as DAIT leads
  - List of approved DAIT providers: **http://www.cde.ca.gov/ta/ac/ti/daitproviders.asp**

SBE Assignment of DAITs

- In March 2008, SBE required 44 of 97 LEAs in PI Year 3 to contract with a DAIT to conduct a district capacity study and support revision and implementation of LEA Plan

Statewide System of School Support (S4)

- California Department of Education (CDE)

- California Comprehensive Center (CACC)

- Regional System of District and School Support (RSDSS)

  - Organized by California County Superintendents Educational Services Association (CCSESA) into 11 regions

CCSESA Regions

County Offices of Education

- Support financial and academic soundness of schools and districts
- Work closely with state to organize systemic approaches responsive to local needs
- Support local implementation of mandates and state initiatives

RSDSS Work With PI Districts and Schools

- Initial contact focuses on student achievement and local context

- Follow up meetings address use of data, implementation of the EPCs, use of CDE tools, and stakeholders' concerns

- May help develop a specific plan of assistance to address identified areas of concern

RSDSS Work (cont.)

- Includes regional partners to help district implement plan according to timeline

- Collaborates with district to implement and build district and school expertise

School Improvement Fund (SIF) Grant Program

- Funds LEAs with PI schools beyond Year 5
  - $50,000 minimum to $500,000 maximum, per targeted school
  - LEA up to $300,000

SIF Grant (cont.)

- PI school work must be aligned with district capacity building efforts
- Recipients must work with an external entity (RSDSS, DAIT, SAIT, or COE) to:
  - Complete a comprehensive needs assessment
  - Prioritize high leverage actions to improve student achievement
  - Provide support for implementation of district and school level changes

37

CDE Web Sites

- Program Improvement
  http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
- Program Assessment Tools
  http://www.cde.ca.gov/ta/lp/vl
- Curriculum Frameworks & Instructional Materials
  http://www.cde.ca.gov/ci/cr/cf/index.asp
- Professional Development
  http://www.cde.ca.gov/pd/

No Child Left Behind (NCLB) Professional Development

- California Title I Conference – Spring 2008
- Title III Forums – Fall 2008
- *On the Right Track* – Fall 2008

What We've Reviewed. . .

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- Overview of California's schools and districts

- California's overlapping accountability systems

- Shift from school-level to district-level intervention

- State support and resources for for districts and schools

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