

2004-05 Title IA School Improvement Resource Manual

Revised September 2004



Oregon Department of Education

255 Capitol Street, NE

Salem, OR 97310

(503) 378-3600, ext. 2287

<http://www.ode.state.or.us/nclb/>

Title IA School Improvement Resource Manual

Table of Contents

I.	Introduction	2
	Accountability for Schools Designated as Not Meeting AYP	
	Accountability for Title I Schools	
	Accountability for Non-Title I Schools	
II.	Title IA School Improvement Timeline	5
III.	Notification to Parents	6
	Notification Requirements	
	Sample Letters	
IV.	Funding Set-Asides for School Improvement	10
	Professional Development	
	Public School Choice Transportation	
	Supplemental Services	
V.	Revision of School Improvement Plan	14
VI.	District Requirement to Provide Technical Assistance to Schools	16
VII.	Resources	17

I. Introduction: Accountability for Schools Designated as Not Meeting AYP

The No Child Left Behind Act of 2001 (NCLB) requires that a state must have a single accountability system and that the states hold schools and districts accountable for the academic achievement of their students. All schools, districts, and the state are accountable for meeting adequate yearly progress (AYP) each year. Mandatory consequences contained in the federal law apply only to schools that receive Title IA funding. However, all schools and districts not yet meeting AYP targets are expected to improve; and school, local district and state plans will be revised to reflect the needs identified in the AYP analysis.

Title I of the *No Child Left Behind Act* provides funding on a per student formula, based upon 2000 census percentages of low-income families in local districts. These funds must be targeted to schools with low-income students and are designed to provide assistance to help students meet state academic standards. Schools that receive Title I funds and that are identified as not meeting AYP targets in all categories for the first time have one year to address the identified problems and to improve. The local district may use its Title I and other federal funding sources to develop revised school and district improvement plans to address the targeted needs. In addition to Title I funds, districts receive federal funding under the *No Child Left Behind Act* for

- Professional development, enhancing teacher quality and improving the use of technology (Title II);
- Improving services to students with limited English skills (Title III);
- Safe and Drug Free Schools (Title IV-A)
- And development of innovative programs (Title V).

In addition, many districts receive additional *No Child Left Behind Act* funding through competitive grants for School Improvement funds, Comprehensive School Reform funds (Title IF), School-University partnerships, 21st Century Community Learning Centers (Title IV-B), Reading First grants for early childhood literacy; Math-Science partnership program and others. Districts also receive other federal funding support in addition to No Child Left Behind in areas of special education and professional-technical education. It is an expectation that local districts use these funds to address the areas in need of improvement identified in the AYP analysis.

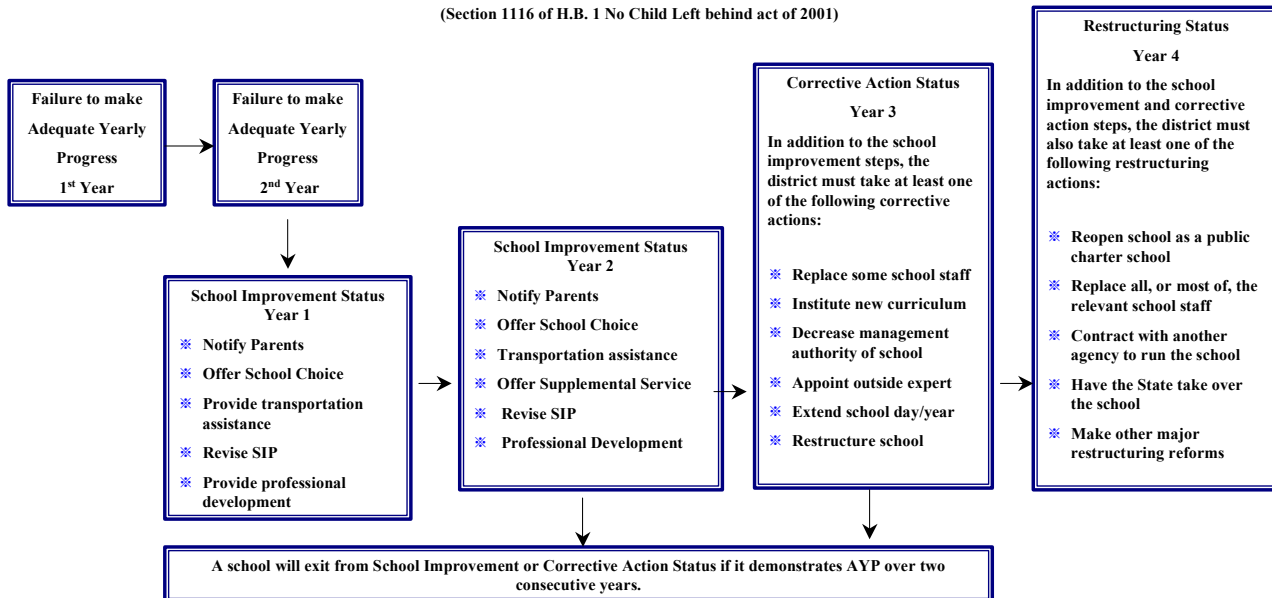
Accountability for Title I Schools

Title I schools that do not meet AYP for one year are not required to implement mandatory federal consequences of school choice or supplemental service (described below). However, the district is required to provide assurance to the Oregon Department of Education that all federal requirements for implementation of the various provisions of *No Child Left Behind Act* are in place. The district will be expected to revise its description of how it will use its federal funding to target the needs of the school or district identified in the AYP analysis. The revision of these plans is due in October. The Oregon Department of Education will monitor program compliance.

The Oregon Department of Education is required by the U.S. Department of Education to establish targets for expected rates of growth for every school in order to close the achievement gap. The Oregon Department of Education will work in partnership with key partners such as ESDs, universities, community-based organizations, and professional organizations to provide technical assistance and support to districts and schools. This shared accountability among the education community will utilize a “capacity building” process that leads to better understanding of the nature of student achievement in the districts, analysis of effective strategies, and development of plans that will lead to student success. The expected outcome is a deeper organizational understanding of how to improve student achievement.

Under NCLB, schools and districts that are designated as *not meeting AYP* in the first year face no sanctions; however, sanctions begin at the end of the second year for Title I schools that are designated as *not meeting AYP* for the second consecutive year in the same area (i.e. English/Language Arts, Mathematics, Other Indicator). Consequences outlined in NCLB for Title I schools increase in severity each year as shown in the diagram below.

FLOW CHART FOR ADEQUATE YEARLY PROGRESS & SCHOOL IMPROVEMENT
(Section 1116 of H.B. 1 No Child Left behind act of 2001)



Please note. If a Title I school identified for sanctions meets AYP the following year, then the school stays at the sanction levels for the previous year.

Accountability for Schools Not Receiving Title I Funds

Even though mandatory consequences required in the *No Child Left Behind Act* do not apply to schools that do not receive Title I funds, all schools are expected to help all students reach state standards. The Oregon Department of Education is developing policy and processes for schools not yet meeting AYP and do not receive federal Title I funds. These processes and procedures include assistance in revising school and district plans to address targets identified in the AYP analysis. Title I funds may only be used in eligible schools, but districts do receive other federal funds that can be used to support non-Title I schools. These funds were described earlier in this section. Expected growth targets for all schools will be identified in order for every school to close the achievement gap. The Oregon Department of Education will provide technical assistance to districts, in collaboration with other partners, to develop school and district improvement plans that target these resources to the identified needs. The Oregon Department of Education will offer suggestions for the use of federal funds that provide support for schools that are not eligible for Title I funds.

II. 2004-05 Title IA School Improvement Timeline

Revised 9/16/04

Date	Significant Events related to Schools Identified for Improvement
May 12, 2004	<ul style="list-style-type: none"> Consolidated Federal funding Application due. Districts that did not make AYP last year or that have schools that did not make AYP last year must describe how they will support these schools. Districts must submit budgets reflecting required reserves for professional development, school choice, and transportation.
June 29 or when available	<ul style="list-style-type: none"> Partial preliminary assessment results for 2003-04 available on ODE district website
August 12	<ul style="list-style-type: none"> Public release of preliminary AYP designations for all schools and districts on the ODE website
August 12 - 27	<ul style="list-style-type: none"> Requests by districts for AYP data reviews prior to final designation of AYP
September 3	<ul style="list-style-type: none"> Requested AYP data reviews completed for all schools and districts
No later than the first day of school	<ul style="list-style-type: none"> Notify parents of students in Title I-A schools that did not make AYP in the same content area for two years in a row of potential school choice options. [Districts may notify parents of the possibility of school choice in the spring.]
First day of school	<ul style="list-style-type: none"> Implementation of school choice and/or supplemental services
September 16	<ul style="list-style-type: none"> Title I-A School Improvement grant application information released via e-mail announcement to superintendents and Title I-A coordinators.
September 28	<ul style="list-style-type: none"> V-Tel Title I-A School Improvement Grant Information Sessions (see grant application information; to be released September 17) Applicants may receive 20% of allocation upon submitting letter of intent to apply and assurance that notification requirements are met, including sample letters. Districts with schools in year 2, 3 or 4 Title I-A School Improvement may receive 100% of funds (currently only Portland and Woodburn) upon submitting letter of intent to apply and assurance that notification requirements are met, including sample letters.
October (exact date TBA)	<ul style="list-style-type: none"> Final revised federal spending workbook due; include all required Title I-A School Improvement set asides (choice, supplemental services, professional development)
November 10	<ul style="list-style-type: none"> 2003-04 school and district report cards, including final AYP designations and supporting detail sheets, available to public on ODE website
December 5	<ul style="list-style-type: none"> Revised Title I-A School Improvement plans due to district
No later than Jan 19, 2005	<ul style="list-style-type: none"> LEA reviews and approves revised Title I-A School Improvement plans
No later than Feb 1, 2005	<ul style="list-style-type: none"> Title I-A School Improvement Grant applications and LEA assurances due to ODE
No later than Feb State Board mtg	<ul style="list-style-type: none"> ODE awards remaining Title I-A School Improvement funds

NOTE: All dates are subject to change. Updated versions of the timeline will be posted on the ODE website at www.ode.state.or.us/nclb/

III. Parental Notification Requirements

Schools that are identified for school improvement and their districts have an obligation to provide parents with information about AYP and improvement efforts. A district shall provide written notification to parents of each student enrolled in a school identified for school improvement, corrective action, or restructuring. To the extent practicable, the notification must be in a language the parents can understand and must include the following:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the district and the State;
2. Reasons for the identification;
3. An explanation of what the school identified for school improvement is doing to address the problem of low achievement;
4. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
5. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
6. An explanation of the parents' option to transfer their child to another public school, or to obtain supplemental educational services for their student, at district expense.

Sample Parent Notification Letters

The following letters are samples that districts may wish to use or adapt to their needs. The sample letters include three possible situations a district may encounter:

- **Transfer Option Available:** This sample letter is for a school in the first year of school improvement where a transfer option is available.
- **Transfer Option Not Available:** This sample letter is for a school in the first year of school improvement where a transfer option is not available. See Public School Choice Guidance at www.ed.gov/policy/elsec/guid for explanation of acceptable reasons why no transfer option is available.
- **Transfer Option or Supplemental Services Available**—This sample letter is for a school in the second year of school improvement where a transfer option **or** supplemental educational services are available.

Sample Parent Notification Letter—Transfer Option Available *Sample Letter*

Dear Parents or Guardian,

The No Child Left Behind Act requires that schools be evaluated each year to determine if they are making adequate yearly progress (AYP). This evaluation is based on the number of students meeting the Oregon State AYP targets in English/language arts, mathematics, attendance or graduation, and participation in statewide assessments. A Title I school that does not meet one or more targets, or does not make sufficient progress, for two consecutive years is identified as needing improvement.

_____ School has been identified for improvement for the following reasons:

(List reasons for the identification. In addition, explain how the school compares in terms of academic achievement to other schools served by the district and the state.)

We want you to be aware that steps are currently being taken to address the problems that caused the school to be identified. An improvement plan will be developed in consultation with parents and the school staff, with technical assistance provided by the district office. Parents will have more opportunities to provide input through an expanded policy on parental involvement, which will further assist students to meet high academic standards.

(Describe what the school is doing to address the problems.)

The district is required to notify you of the option to transfer your child to another school within the district that has not been identified for improvement. The following is a list of schools in the district that have met the target areas and are available to accept transfers:

(A list of schools and their academic achievement information is required. Additional information may be included, such as descriptions of special programs or professional qualifications of teachers. This notification must provide parents with enough relevant information to help them decide which school is best for their child. If applicable, explain why some schools might not be available for transfers.)

The district will provide transportation to the new school, subject to certain cost limitations. Priority will be given to students based on educational and financial need. Your child may remain at the new school through its highest grade. The district is only required to provide transportation to the new school for as long as the original school remains in improvement status.

If you are interested in the transfer option please contact the district office and request a form be sent to you. The completed applications must be returned to the district office by (date).

Choosing a school for your child is an important decision. Please consider the transfer option carefully, and contact the district office with any questions you might have.

Sincerely,

Superintendent

Sample Parent Notification Letter—Transfer Option Not Available

Sample Letter

Dear Parents or Guardian,

The No Child Left Behind Act requires that schools be evaluated each year to determine if they are making adequate yearly progress (AYP). This evaluation is based on the number of students meeting the Oregon State AYP targets in English/language arts, mathematics, attendance or graduation, and participation in statewide assessments. A Title I school that does not meet one or more targets, or does not make sufficient progress, for two consecutive years is identified as needing improvement.

_____ School has been identified for improvement for the following reasons:

(List reasons for the identification. In addition, explain how the school compares in terms of academic achievement to other schools served by the district and the state.)

We want you to be aware that steps are currently being taken to address the problems that caused the school to be identified. An improvement plan will be developed in consultation with parents and the school staff, with technical assistance provided by the district office. Parents will have more opportunities to provide input through an expanded policy on parental involvement, which will further assist students to meet high academic standards.

(Describe what the school is doing to address the problems.)

The district is required to notify you of the option to transfer your child to another school within the district that has not been identified for improvement. However, there is not another school available in our district to accept transfers.

(Explain why there is not an available school for transfers. If there is an agreement with another local LEA to accept transfers, explain that option. A list of schools and their academic achievement information is required. Additional information may be included, such as descriptions of special programs or professional qualifications of teachers. This notification must provide parents with enough relevant information to help them decide which school is best for their child. If applicable, explain why some schools might not be available for transfers.)

(Districts are also encouraged to consider offering supplemental education services during the first year of school improvement, but this is not required. If supplemental services will be available, explain them and attach a description of the services, qualifications, and effectiveness of the approved providers.)

Please contact the district office with any questions you might have.

Sincerely,

Superintendent

**Sample Parent Notification Letter—
Transfer Option or Supplemental Educational Services Available**

Sample Letter

Dear Parents or Guardian,

The No Child Left Behind Act requires that schools be evaluated each year to determine if they are making adequate yearly progress (AYP). This evaluation is based on the number of students meeting the Oregon State AYP targets in English/language arts, mathematics, attendance or graduation, and participation in statewide assessments. A Title I school that does not meet one or more targets, or does not make sufficient progress, for two consecutive years is identified as needing improvement.

_____ School is in the second year of improvement.

(List reasons for the identification. In addition, explain how the school compares in terms of academic achievement to other schools served by the district and the state.)

We want you to be aware that steps are currently being taken to address the problems that caused the school to be identified. An improvement plan will be revised in consultation with parents and the school staff, with technical assistance provided by the district office. Parents will have additional opportunities to provide input through a more comprehensive policy on parental involvement, which will further assist students to meet high academic standards.

(Describe what the school is doing to address the problems.)

The district is required to notify you of the option to transfer your child to another school within the district that has not been identified for improvement. The following is a list of schools in the district that have met the target areas and are available to accept transfers:

(A list of schools and their academic achievement information is required. Additional information may be included, such as descriptions of special programs, or professional qualifications of teachers. This notification must provide parents with enough relevant information to help them decide which school is best for their child. If applicable, explain why some schools might not be available for transfers.)

The district will provide transportation to the new school, subject to certain cost limitations. Priority will be given to students based on educational and financial need. Your child may remain at the new school through its highest grade. The district is only required to provide transportation to the new school for as long as the original school remains in improvement status.

Because the school is in the second year of identification, we are providing an additional option of supplemental educational services to eligible students who remain at the school rather than transferring. Supplemental services are tutoring or classes that provide additional academic assistance to a child outside of the regular school day. A description of the services, qualifications, and effectiveness of the approved providers is attached to this letter.

The district will cover the costs of the supplemental services, subject to certain cost limitations. Transportation to and from providers not located at the school site is the responsibility of the parent. As with the transfer option, priority will be given to students based on educational and financial need.

If you are interested in either the transfer option **or** the supplemental services option please contact the district office and request a form be sent to you. The completed applications must be returned to the district office by (date).

Choosing one of the two options explained above is an important decision. Please consider both options carefully, and contact the district office with any questions you might have.

Sincerely,

Superintendent

IV. Funding Issues for Districts with Schools in Improvement Status

A District with a school or schools in Title I School Improvement has certain pre-determined funding requirements.

Professional Development

The district must provide an assurance that each school in improvement status will spend not less than 10 percent of the Title IA funds made available to the school for professional development, for each fiscal year that the school is in improvement status. These professional development funds are for the purpose of providing the school's teachers and principal high-quality professional development. For more information, refer to the *LEA and School Improvement Non-Regulatory Guidance* from the U.S. Department of Education at www.ed.gov/policy/elsec/guid/schoolimprovementguid

School Choice Options

NCLB includes several provisions designed to increase student and parental choice. Districts must give students attending schools in school improvement status the options of (1) attending another public school or (2) receiving supplemental educational services, depending on the eligibility and the status of the schools. The choice to attend another public school is available to all students enrolled in schools that are in their first year of school improvement status and for subsequent years that the school remains identified for improvement. Supplemental educational services are available to eligible students who are enrolled in a school in its second year of improvement and for subsequent years. When both options are available, parents have the choice of which option they would prefer for their child. For more information about the school choice option, refer to the *Public School Choice Non-Regulatory Guidance* from the U.S. Department of Education at www.ed.gov/policy/elsec/guid/schoolchoiceguid For more information about supplemental educational services, refer to the *Supplemental Education Services Non-Regulatory Guidance* from the U.S. Department of Education at www.ed.gov/policy/elsec/guid/suppsvcsguid

Transportation Set-Aside

Districts receiving funds under Title I are required to make public school choice available to all students in Title I schools identified for school improvement status. Students who are enrolled in Title I schools are eligible to transfer to another school if their school has been identified for (1) school improvement; (2) corrective action; or (3) restructuring. The district is responsible for paying all or a portion of the transportation necessary for students to attend their new schools, subject to certain limitations:

1. Districts with schools in school improvement must spend the equivalent of 20 percent of their Title IA allocation on choice-related transportation, or a lesser amount that satisfies all the demand from the parents of eligible students for transportation.
2. A district may use Title IA funds, as well as other allowable Federal, State, local and private resources, to pay for the transportation required to implement the

Title I School Choice requirement. A district may use their Title VA funds and funds transferred into Title IA or Title VA from other Federal Title programs that allow “transferability”.

3. The 20 percent must be calculated before the district determines its set-asides for parent involvement, private schools, homeless or other purposes as listed on the Federal Funding Application Workbook Title IA Set-Asides.
4. A district must include any funds transferred into Title IA in the base used in calculating the “amount equal to 20 percent” of its Title IA allocation, to determine required expenditures for choice-related transportation and supplemental educational services.
5. Some districts may have no schools available to which students can transfer. This situation might occur when all schools at a grade level are in school improvement or when the district has only a single school at that grade level. It may also occur where a district’s schools are so remote from one another that choice is not practical. For example if the only other elementary school is over 100 miles away, then choice is likely impractical. On the other hand, if other potential school choices are located outside a district-defined attendance zone or boundary, these boundaries may not be used to prevent student transfers.
 - a. The district must, to the extent practicable, enter into cooperative agreements with other districts in the area or with charter and “virtual schools” in the state.
 - b. The district may chose to offer supplemental services to students attending schools in the first year of improvement who cannot be given the opportunity to change schools, but this is not required.
6. A district may have a general policy of not providing transportation to students who live within a certain distance of their schools. For example, a district may have a policy that students must live more than one mile from their school before transportation is provided. In this school choice example, the district is not required to provide transportation to students who elect to transfer to schools within one mile of their home.
7. A district has latitude in deciding which options to provide for eligible students. The district may establish zones based upon geographic location and fully fund transportation to different schools within a zone, which allows the district to offer more than one choice of school while ensuring that transportation can be reasonably provided or arranged.
8. The Title IA “supplement not supplant” requirement applies to transportation funds. For example, if a district is required by State or local law to provide transportation to students who choose to transfer to another school under an

existing choice plan, it may not use Title IA funds to supplant the State or local funds that the district would otherwise use to provide transportation, even though transportation costs generally are an allowable use of Title IA funds.

Supplemental Educational Services

Districts are required to offer supplemental educational services as an option to students attending a school in its second year of school improvement, or undergoing corrective action or restructuring. As noted previously, some districts will not be required to provide supplemental educational services because they have no schools in those categories, but may choose to offer supplemental services to students with no transfer option available. Regardless of the circumstances, the following guidelines for supplemental educational services apply:

1. Eligible students are all students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action or in restructuring (or if the district chooses to offer supplemental educational services to students where there is no transfer option available). If the funds available are insufficient to provide supplemental services, the district must give priority to providing services to the lowest-achieving eligible students.
2. The law establishes a joint funding mechanism for choice-related transportation and supplemental educational services [NCLB Section 1116(b)(10)]. As described in the school choice transportation section above, unless a lesser amount is needed to meet parent requests for choice-related transportation and to satisfy all requests for supplemental educational services, an district must spend an amount equal to 20 percent of its Title IA allocation, before set-asides on
 - a. Choice-related transportation;
 - b. Supplemental educational services; or
 - c. A combination of choice-related transportation and supplemental educational services.
3. This flexible funding approach means that the amount of funding that a district must devote to choice-related transportation depends in part on how much it spends on supplemental education services. However, if the cost of satisfying all requests for supplemental educational services exceeds 5 percent of a district's Title IA allocation, the district may not spend less than an amount equal to 5 percent on supplemental services. Similarly, if the demand from parents of eligible students for transportation needed for choice exceeds 5 percent of the allocation, the district must spend the equivalent of at least 5 percent on transportation. The district has flexibility in allocating the remaining 10 percent between choice-related transportation and supplemental educational services, and in doing so should take into

consideration the level of parental demand and the costs of meeting that demand.

4. When Title IA funds are reserved for choice-related transportation and supplemental educational services, districts are not permitted to reduce Title IA allocations to schools identified for corrective action or restructuring by more than 15 percent.
5. A district may use School Improvement grant funds made available under NLCB Section 1003 to pay for school choice and/or supplemental educational services.
6. If the district has reserved more Title IA funds than needed to pay for choice transportation and supplemental services the excess funds may be reallocated to schools or for other allowable Title IA activities. However, before making a decision to reallocate these funds, districts should ensure that eligible students and their families have had adequate time to avail themselves of the opportunity to transfer schools or to receive supplemental educational services.

For a list of state approved supplemental educational services providers, see <http://www.ode.state.or.us/iasa/supped/index.htm>

V. Revision of School Improvement Plan

The school must develop, with the direct assistance of the district, a required two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case it must be completed no later than three months after the school has been identified. For the 2004-05 school year, schools must submit their revised plan to the district by December 5, 2004. This date is the required three months after September 5, 2004, the tentative date when all AYP reviews data reviews will be finalized and final AYP determinations are made.

Components of the Revised School Improvement Plan

Together, the components of the school improvement plan should embody a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program. Specifically, the plan must address:

1. Core academic subjects and the strategies used to teach them
2. Professional development for teachers, principals, and other school staff
3. Technical assistance to be provided to the school
4. Parent Involvement
5. Measurable Goals and Indicators

For specific examples of each component of the plan, refer to the *LEA and School Improvement Guidance, Section C* from the U.S. Department of Education at www.ed.gov/policy/elsec/guid/schoolimprovementguid

Technical Assistance in Developing the School Improvement Plan

In developing or revising its plan, the school must consult with parents, school staff, the district, and outside experts. Ideally, these outside experts will serve as technical assistants and partners with the school throughout the plan's implementation.

Process for Reviewing the School Improvement Plan

The district must establish a process for reviewing school improvement plans, and include "peer reviewers" in the process. The district should involve as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan's quality, assess the likelihood of its successful implementation, and make suggestions for revisions.

Timeline for Review and Approval of the Plan

Peer reviewers must review a proposed plan for school improvement within 45 days of its submission to the district. Once the peer review of the plan has been completed, the district must work with the school to make any necessary revisions and must approve the plan as soon as it satisfactorily meets the requirements detailed in the statute and regulations. The plan must be approved by no later than January 19, 2005.

Conditional Approval

The district may approve the school improvement plan with conditions it deems necessary to ensure the plan's successful implementation. For example, the district may condition its approval on feedback from parents and community leaders. The district may also choose to approve the plan on the condition that the school makes significant changes, such as implementing a new curriculum with appropriate professional development, changing the internal organization of the school, or decreasing the school-level management authority.

Plan Implementation

The school must implement its new or revised school improvement plan as soon as the LEA approves it.

School Improvement Grants to Support Implementation of the Plan

All districts with schools in school improvement status will receive notification that they may apply for funds to provide support to these schools as they implement the school improvement plan. Notification will be sent to superintendents of eligible districts by September 16, 2004, or as soon as possible following that date. The amount of each grant will depend upon the number of schools in school improvement and the size of each school, and will be announced when the Request for Proposals (RFP) is released.

VI. Requirement for Districts to Provide Technical Assistance to Schools in School Improvement Status

NCLB requires that districts ensure that schools in school improvement status receive technical assistance as they develop or revise their school improvement plans, and throughout the implementation of that plan. Technical assistance is practical advice offered by an expert source that addresses specific areas for improvement. The district is not required to provide the technical assistance directly, although it may choose to do so. Other acceptable technical assistance providers include ODE staff, an institution of higher education, a private not-for-profit or for-profit organization, an ESD or another entity with experience in helping schools improve academic achievement.

Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. It must help the school address the issues that caused it to not make AYP for two consecutive years. Specifically, the district must ensure that the school in need of improvement receives technical assistance based on scientifically based research in three areas:

1. **Data analysis:** The district must help the school to analyze results from the state assessment system and other relevant examples of student work. The district must teach school staff how to use data to identify and solve problems in instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
2. **Identification and implementation of strategies:** The district must help the school choose effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to their implementation. The chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement.
3. **Budget analysis:** Reallocating resources to support improved student achievement is crucial to the successful implementation of the initiatives contained in NCLB. The district must provide the school in improvement with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from school improvement status.

For more information about providing technical assistance to schools, refer to *LEA and School Improvement Non-Regulatory Guidance, Section D* from the U.S Department of Education at www.ed.gov/policy/elsec/guid/schoolimprovementguid

VII. Resources

1. Additional information about AYP and NCLB can be found at the Oregon Department of Education's website: <http://www.ode.state.or.us/nclb/>. Information includes links to federal guidance, Oregon's Accountability Workbook, the AYP Policy and Technical Manual, sample reports, and other links.
2. **A Toolkit For Communicating About Adequate Yearly Progress** produced by the Oregon School Boards Association provides educational professionals, administrators, parents, and communities with relevant and reliable information regarding federal AYP requirements, details on how AYP relates specifically to Oregon's schools, and how to communicate school building results to a variety of audiences. The free toolkit can be downloaded at www.osba.org
3. Contact any of the following ODE staff regarding school improvement questions:
 - Salam Noor, Associate Superintendent
503-378-3600 x2230
salam.noor@state.or.us
 - Chris Rhines, Education Specialist
503-378-3600 x2719
chris.rhines@state.or.us
 - Judy Clark-Guida, Title I Distinguished Educator
503-378-3600 x2730
judy.guida@state.or.us
 - Janet Bubl, Education Specialist
503-378-3600 x2710
janet.bubl@state.or.us
 - Ardeen Sykes, Education Specialist
503-378-3600 x2720
ardeen.sykes@state.or.us
4. For specific information regarding AYP, contact:
 - Jon Bridges, Education Specialist
503-378-3600 x2287
jon.bridges@state.or.us