



REVIEW OF TITLE I ACTIVITIES IN LAUSD

2014-15 School Year

Introduction and Overview

This report provides a review of the Title I activities in LAUSD in 2014-15, specifically the work of the CORE waiver: how dollars were allocated, what programs were implemented, and how Title I schools, especially those designated under the waiver, performed on the new Smarter Balanced assessments (SBAC) and the new School Quality Improvement Index, the system of metrics developed by CORE to replace Adequate Yearly Progress (AYP). In previous years, this report described school performance on five board-adopted criteria that were used to evaluate the effectiveness of consolidated programs. Unfortunately, data are no longer available for most of these criteria. For example, the California Standards Test (CST) was replaced by the SBAC in English language arts and math. With only one year of data, we cannot use the SBAC to measure progress, but they can serve as the baseline for subsequent years. The dearth of data is not limited to school performance metrics. Valuable process data, such as Title I school plans and budgets, are hard to coalesce and make meaning of, because schools enter this information into stand-alone Word documents as part of their Single Plan for Student Achievement (SPSA). Plans are underway, however, to collect this information through the use of an online version of the SPSA which schools will begin using in 2016-17 as they write their plans for 2017-18.

Allocation of Title I Resources

Approximately 75% of all Title I funds in 2014-15 were budgeted directly to Title I schools (see table 1). Another 18% were budgeted for CORE Waiver programs and supports for schools designated as focus, priority, support, reward and collaborative partner.

Table 1
2014-15 Title I Budget

Program	Budget	Percent of Total
Title I Schools	\$283,240,225	75%
CORE Waiver	\$68,093,511	18%
Other	\$26,487,333	7%
Total	\$380,636,755	100%

As mentioned above, a description and analysis of how school-site funds were budgeted is not currently feasible, though this may be possible in future years once the online SPSA goes live. In the meantime, the focus of this report will be about the implementation of the CORE waiver, how dollars were allocated, what programs were implemented, and what the baseline data tell us.

An Overview of CORE and the NCLB Waiver

The CORE Collaborative

In 2014-15, nine school districts, serving more than 1 million students, participated in the CORE collaborative. The superintendents of each of these districts serve on the CORE board. In addition to LAUSD, the list included Fresno, Garden Grove, Long Beach, Oakland, Sacramento, San Francisco, Sanger and Santa Ana Unified. Only 6 of the districts, however, participated in the Waiver during the 2014-15 school year.

The CORE Waiver

In 2011, the U.S. Department of Education (USDOE) invited state education agencies (SEAs) to request flexibility around specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for 'rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction'. To receive NCLB waivers, SEAs had to demonstrate how they would address 3 principles:

- Principal 1: College- and career-ready expectations for all students;
- Principal 2: State-developed differentiated recognition, accountability and support;
- Principal 3: Supporting effective instruction and leadership;

The USDOE granted waivers to 43 states and CORE (note: the CORE waiver is the only NCLB waiver granted to a consortium of LEAs). In its waiver application to the USDOE, CORE describes its proposal, known as the School Quality Improvement System (SQIS) as being 'built upon four foundational goals that align to, and extend beyond, the 3 principles of the waiver guidelines. These are:

1. College and career-ready expectations for all students;
2. A focus on collective responsibility, accountability and action that emphasizes capacity-building over accountability;
3. The development of intrinsic motivation for change through differentiated recognition, accountability and support for schools; and
4. Focused capacity-building for effective instruction and leadership.

LAUSD's Involvement in the Waiver

LAUSD decided to participate in the waiver because it was aligned with the district's goals, existing initiatives and overarching philosophy, specifically with regard to:

- Emphasizing collaboration across schools and districts to build knowledge and share practice.
- Aligning with district initiatives to support the Common Core roll-out and Teacher and School Leader development and evaluation.
- Creating a more robust and differentiated accountability system than Program Improvement.
- Affording greater autonomy in the use of roughly \$59 million of our Title I funds.
- Affording greater influence over the design and development of elements of the new system.

Principle 2: Differentiated Recognition, Accountability and Support

Though NCLB waivers are guided by 3 principles, we turn our attention for the remainder of this document to Principle 2. Principle 2's system of differentiated recognition, accountability and support required the CORE districts, to set 'ambitious but achievable' goals for schools and subgroups, which was in sharp contrast to NCLB where, over time, more and more schools failed to meet ever increasing proficiency targets thus becoming 'program improvement'.¹

School Designations

Under the Waiver, SEAs and CORE were required to identify 5% of its schools as Priority (among the lowest performing) and 10% as Focus (contributing to achievement gaps). They were also required to recognize high achieving schools, as well as those making the most progress, as Reward. Table 2

¹ In 2012-13, 87% of LAUSD's 620 Title I schools were considered program improvement

summarizes the criteria that were used by CORE to identify schools for each of the designations. The table also includes the number of LAUSD schools that were identified in each category in the 2014-15 school year.

Table 2
2014-15 Title I Designations

Designation	Description	Number of Schools
Reward, High Performing	<ul style="list-style-type: none"> • Top 30% of schools based on ELA and math performance from 2011-2013 and 2013 graduation rates; and • Within-school achievement gap in the lowest 30% across all participating schools, or the lowest performing subgroup has improved since 2010; and • Met AYP in 2013 	11
Reward, High Progress	<ul style="list-style-type: none"> • Top 10% most improved academic performance across ELA and math from 2011 to 2013; and • Top 50% most improved graduation rate from 2011 to 2013; and • The lowest performing subgroup in each school has improved by at least 5% since 2011 	31
Collaborative Partner (aka Other High Performing Schools)	<ul style="list-style-type: none"> • Top 20% most improved academic performance across ELA and math from 2011 to 2013; and • Top 50% most improved graduation rate from 2011 to 2013; and • The lowest performing subgroup in each school has improved by at least 5% since 2011 	19
Support	<ul style="list-style-type: none"> • Did not meet annual API growth or graduation rate targets in 2012 and 2013; and • Were in the bottom 30% of API scores in 2012 and 2013 among participating schools in CORE waiver districts. 	22
Focus, Low Achieving Subgroup	<p>Schools with at least 1 subgroup meeting the following 2 conditions:</p> <ul style="list-style-type: none"> • Average ELA and math proficiency below 20% from 2011-2013; and • Less than 5 percent growth in proficiency from 2011-2013. 	66
Focus, Within School Achievement Gap	<ul style="list-style-type: none"> • Bottom 5% based on achievement gap in 2011, 2012 and 2013. 	6
Priority	<ul style="list-style-type: none"> • Is a Tier I or Tier II SIG school; or • Lowest 5-10% of proficiency from 2011-2013; and • Grad rate > 60% for each of the last 3 years. 	28

CORE-Waiver Allocations

Table 3 lists how Title I funds were budgeted and spent in support of designated schools.

Table 3
CORE-Waiver Allocations

Description	Budget	Percent of Total
Extended Learning and Summer School	\$45,249,154	66%
Reward School Support	\$3,325,000	5%
Communities of Practice	\$3,792,000	6%
Social-emotional learning and Culture-Climate	\$3,000,000	4%
Professional Development for Priority, Focus and Support Schools	\$2,221,939	3%
Priority School Pairings	\$2,000,000	3%
Priority School Matriculation (School Choice)	\$1,000,000	1%
LAUSD Share of CORE Implementation Costs	\$942,778	1%
Turnaround Leadership	\$868,648	1%
Oasis Program	\$767,500	1%
Additional Allocations for Schools	\$4,926,492	7%
Total	\$68,093,511	100%

Waiver-Specific Interventions for Designated Schools

Designated schools were required to implement a variety of interventions as part of the waiver. Below is a summary for each designation:

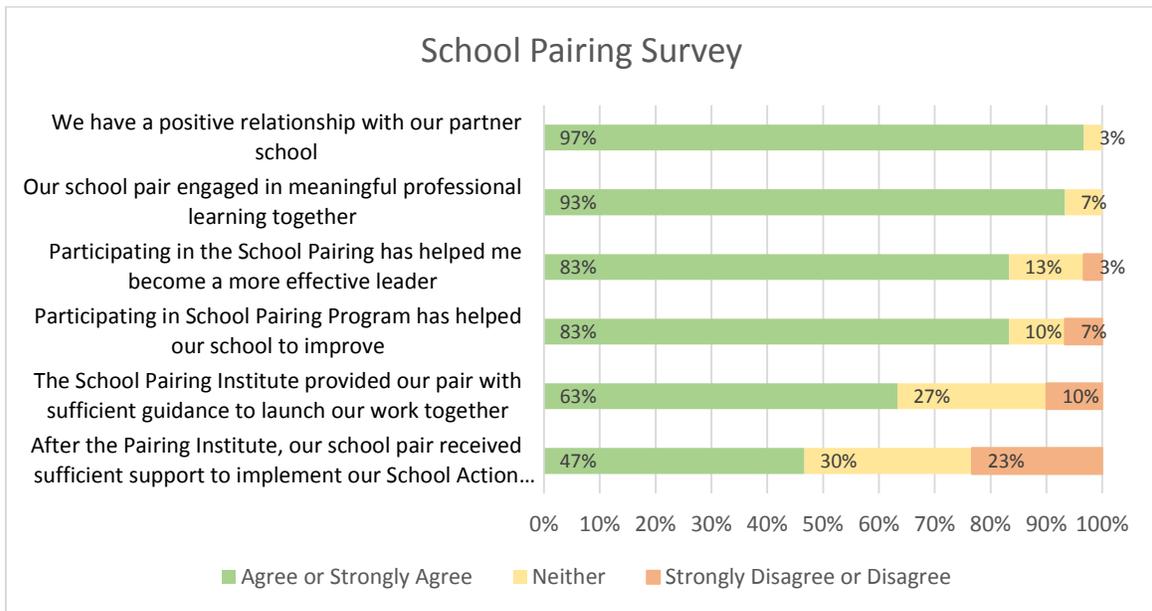
- **Priority** schools were paired with a Reward or Collaborative Partner school from a CORE district to support school improvement. In the pairing work, schools took on different activities such as school visits, joint professional development, common planning time etc. Non-SIG Priority schools implemented the Seven Turnaround Principles (see p. 115 of waiver) as part of a three-year plan. The New Leaders program supported these schools in implementing one of the Turnaround Principles, and the intervention and summer program through Beyond the Bell supported these schools in the Turnaround Principle relating to extended learning time.
- **Focus and Support** schools worked with other schools in a Community of Practice (CoP) where they participated in 3 cycles of "Plan, Do, Study, Act". As part of the CoP, schools engaged in joint professional development, instructional rounds, book studies etc. These schools were also required to implement a 2-year plan, and participate in Beyond the Bell's school-year intervention and summer programs.
- **Collaborative Partner** schools were granted the option to participate in Beyond the Bell's summer program, and benefitted from \$25,000 of Title I funds set aside for their discretion (within guidelines).
- **Reward** schools were granted the option to participate in Beyond the Bell's summer program, and benefitted from \$25,000 of Title I funds set aside for their discretion (within guidelines).

Those that were paired worked with their partner priority school to support improvements. Two Reward schools were also in the Priority designation as they made significant progress.

Measuring the Impact of School Pairings and Communities of Practices (CoPs)

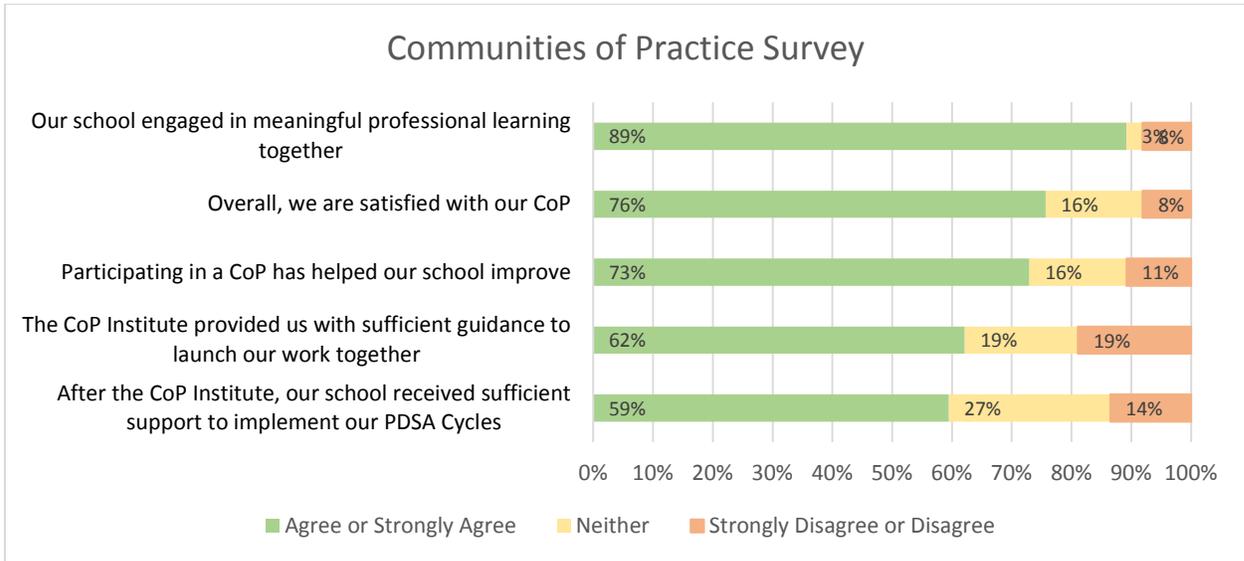
CORE has partnered with Policy Analysis for California Education (PACE), an independent, non-partisan research center based at Stanford University, to conduct research around several key questions. One question that PACE will explore is about ‘the strategies and practices implemented in school pairings and in communities of practice that have shown success in improving performance’, however this research will not be available until years 2-3 of the research partnership (sometime between 2016-2018). In the absence of PACE’s findings, or two years of SBAC data with which to measure growth, we turn to other information that may provide some clues as to the value of school pairings and communities of practice in designated schools. In the 2014-15 school year, CORE staff administered surveys to Pairing and CoP facilitators. Chart 1 displays the responses of LAUSD’s School Pairing facilitators.

Chart 1



On average, respondents felt very favorable about their relationship with their partner school, the professional learning that occurred between them, and the role that pairing played in their professional development. Most also felt that the pairing program helped their school to improve. On the other hand, the participants’ responses towards the pairing institute and the support provided after the institute were less favorable. Chart 2 displays the responses of CoP participants.

Chart 2



Most participants agreed that their school engaged in meaningful professional learning. They were also, by and large, satisfied with their CoP and felt that the CoP helped their school improve, however, similar to the School Pairing respondents, participants felt less favorable towards the institute and the support provided after the institute.

Other Programs funded in Support of Waiver-Designated Schools

As table 3 showed, Title I dollars were budgeted towards a variety of programs in support of waiver-designated schools. Table 4 provides a brief description of programs that augmented the pairing and CoP work.

**Table 4
Other Programs**

Program	Description	# of Schools
Beyond-the-Bell Intervention (BTB) K-8	Locally-designed Intervention administered during school year by BTB. High Schools could select "intervention" or "credit recovery". SIG schools were not required to implement intervention through these funds because they had intervention via SIG.	90
School Year Credit Recovery (BTB)	Some Priority, Focus or Support High Schools opted to provide credit recovery rather than intervention during the school year. This was administered by BTB, but determined at the school site.	24
Summer K-8	Priority, Focus and Support schools were required to implement a summer program (unless SIG) designed and administered by BTB. Collaborative Partner and Reward schools had the option to participate also. In addition to academics, the program included a social-emotional learning (SEL) component.	122
Summer Credit Recovery	BTB administered a district-wide summer credit recovery program at all high schools.	93

Program	Description	# of Schools
Special Ed Professional Development	Division of Special Education offered workshops to all CORE Waiver Focus Schools that were identified for underperforming Students with Disabilities.	60
School-specific English Language Development Support	Funds were provided to the Multicultural and Multilingual Education Department (MMED) to support Focus Schools that were identified for low-achieving English-learners or African American students. MMED worked directly with each school to determine the best course of action.	12
Social-emotional Learning (SEL) Professional Development	Student Health and Human Services provided professional development to support Second Step implementation. In addition to the 54 schools receiving PD, another 122 K-8 schools participated in summer school with an embedded SEL component.	54

The next section highlights two specific areas of Title I funding for designated schools, credit recovery and intervention programs implemented during the summer of the 2014-15 school year.

[High School Credit Recovery Summer School Program](#)

The 2015 Credit Recovery Summer School Program (CRSSP) took place on the campuses of 79 comprehensive high schools and 7 continuation schools for 24 days between June 15 and July 17, 2015. Students who had received a D or F in a core subject -- English Language Arts, Mathematics, Science or History/Social Science -- were able to enroll in any of the 86 sites in up to two classes or 10 credits. Non-core subjects required for graduation -- health PE and world languages -- were also offered at a limited number of sites. Chart 3 displays the courses with the highest summer school enrollment counts.

Chart 3



Table 5 shows the grade distribution for all summer school courses. The table excludes those students who stopped coming to CRSSP (absent more than 25% or 6 days).

Table 5
Summer School Grade Distribution

Grades	A	B	C	D	F
Number Issued	13,058	14,607	17,647	6,545	3,068
Percentage Issued	24%	27%	32%	12%	6%

Elementary and Middle School Summer School Program

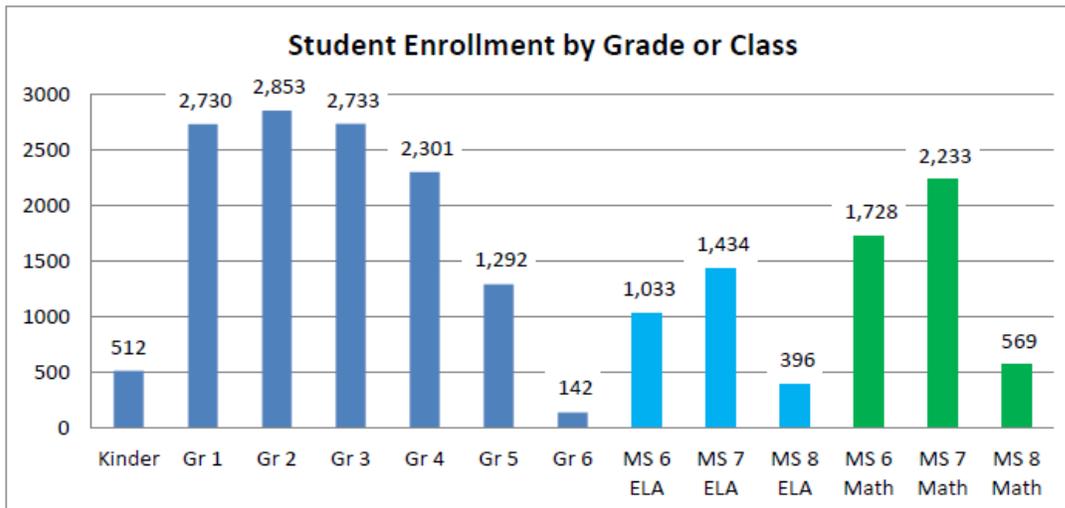
The Extended Learning Opportunity Summer (ELOS) program operated at 117 CORE Waiver primary center, elementary, middle and SPAN schools throughout the District from June 15 to July 10, 2105. Priority, Focus and Support schools were required to host the ELOS program at their schools, while Reward and Collaborative Partner schools were given the opportunity to participate. One elementary school, after careful consideration, chose not to participate due to low enrollment, eligibility and transportation issues. Class size ratio was 25:1 in grades 1-8 and Kindergarten classes were 15:1. Table 6 shows 2014-15 ELOS program participation by school type and waiver designation.

Table 6
ELOS Participation by School Type and Waiver Designation

School Type	Priority	Focus	Support	Reward & Collaborative Partner	Totals
Primary Center				3	3
Elementary	2	28	8	32	70
Middle	9	14	4	10	37
Span		4	2	1	7
Total	11	46	14	46	117

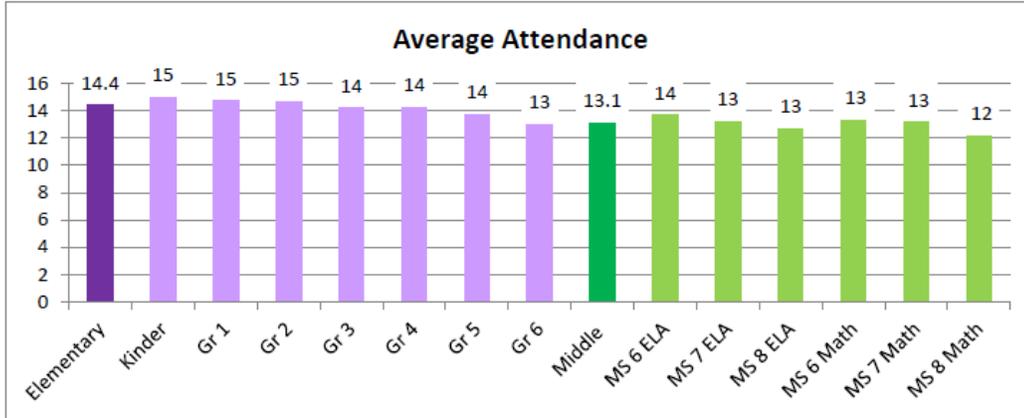
Chart 4 displays student enrollment by grade level and class.

Chart 4



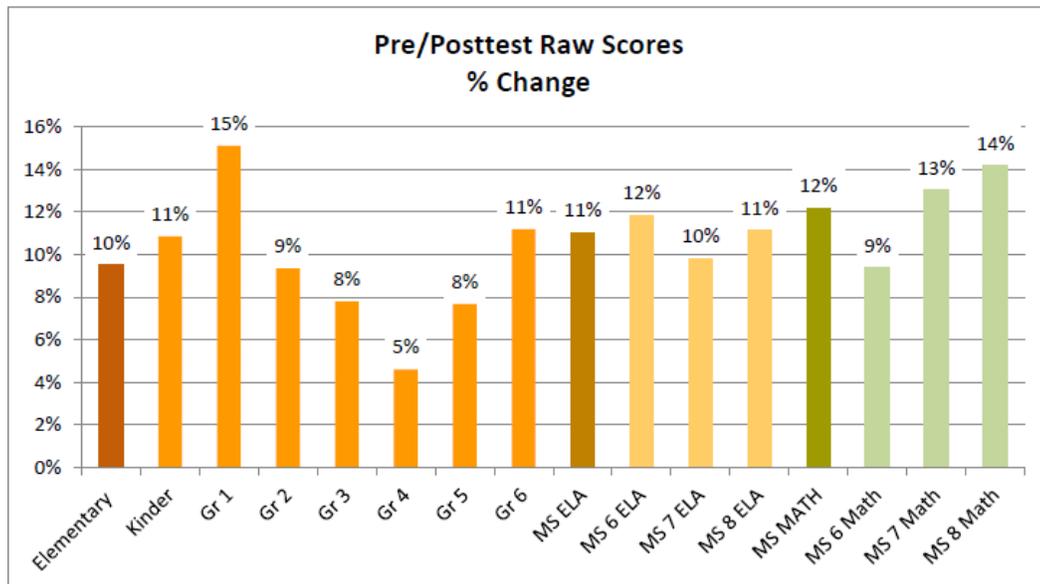
The ELOS program operated over four weeks from June 15 to July 10, 2015. With the observation of the Independence Day Holiday, there were 19 days of instruction. Attendance varied greatly by school, teacher and family. Overall, younger children had better attendance with elementary school children averaging 14.4 days of attendance. Middle School students attended 13.1 days on average (see chart 5).

Chart 5



OLOS teachers administered a curriculum pretest and posttest to each student participating in the program. Complete pre and posttest data was received for 14,065 students (about 70% of total enrollment). As chart 6 shows, students showed modest gains from pre to posttest across the program in at all grade levels and subjects. Overall, students in English language arts classes demonstrated an increase of 10% and students in mathematics classes increased 12%. These gains are very similar to those from the 2014 ELOS program when ELA student scores equally increased by 10%. In 2014 overall mathematics gains were only slightly higher at 13%. The same ELOS program curriculum was used during both years.

Chart 6



Baseline Measures of Performance

2014-15 was the first year that Smarter Balanced Assessment (SBAC) data were available for analysis (the SBAC was field tested during the 2013-14 school year). It was also the first year that the School Quality Improvement Index results became available. Therefore, 2014-15 serves as a baseline to examine improvement in subsequent years.

2014-15 Smarter-Balanced Results

Table 7 summarizes SBAC results for Title I, designated and non-designated schools, as well as for the district as a whole.

Table 7
Smarter Balanced Assessment Results

2014-15 Waiver Designation	Percent Meeting or Exceeding Standards In ELA	Percent Meeting or Exceeding Standards in Math
All LAUSD Schools	33%	25%
Reward Schools	36%	30%
Collaborative Partner Schools	30%	19%
Priority Schools	20%	11%
Focus Schools	34%	22%
Support Schools	25%	14%
Non-Designated Title I Schools	30%	23%

Reward schools outperformed all other Title I schools in the district with 36% of students meeting or exceeding standards in ELA and 30% in math. They also outperformed the district as a whole (Title I and non-Title 1 combined). After Reward schools, Focus schools had the next highest performance among Title I schools, with 34% of students meeting or exceeding standards in ELA and 22% in math. The lowest performing schools were the priority schools, with only 20% of all students meeting or exceeding standards in ELA and 11% in math.

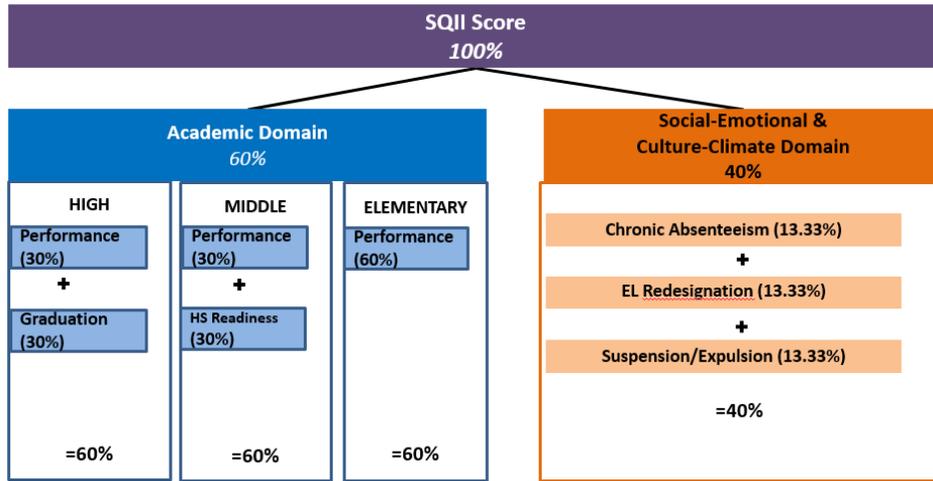
2014-15 School Quality Improvement Index

In the fall of 2015, the CORE districts unveiled the 2014-15 School Quality Improvement Index, the centerpiece of the School Quality Improvement System and CORE's original waiver proposal to the USDOE. It is comprised of several metrics that were developed in collaboration between CORE and the 6 waiver districts and was intended to help schools see their progress across multiple measures, and to support future school designations. With the reauthorization of the Elementary and Secondary Education Act (ESEA), however, the Index will no longer serve this purpose.

Index Elements and Details

Schools receive a score from 10 to 100 based on their performance across a series of metrics situated within two domains, an academic domain accounting for 60% of the index score and a social-emotional and school culture domain accounting for 40% of the score. The diagram below shows the weights allocated across, and within, each domain.

School Quality Improvement Index 2015 Reports Elements



The metrics are defined as follows:

- Performance – The percent of students meeting or exceeding standards on SBAC
- High School Readiness – The percent of 8th grade students with all of the following characteristics in 8th grade:
 - GPA of 2.5 or higher
 - 96% attendance or higher
 - No suspensions
 - No Ds or Fs in ELA or math
- Graduation – Percent of students who graduate in 4, 5 or 6 years.
- Chronic Absentee – Percent of students missing 10% or more of the school year
- Suspensions – Percent of students with a suspension or expulsion
- English Learner Redesignation – Percent of students who reclassified and never became or are no longer long-term English learners (i.e. identified as an English learner for 5+ years).

Index Results

CORE produced Index scores for 1,148 Title I and non-Title I schools across the 6 districts. Within LAUSD, scores were calculated for 723 schools. No scores were produced for primary centers or option schools because data for many of the metrics were not available. Table 8 presents a summary of the Index scores disaggregated by Title I Designation.

**Table 8
Distribution of Index Scores**

2014-15 Waiver Designations	Minimum Index Score	25 th Percentile	Median	75 th Percentile	Maximum Index Score
Reward ¹	34	57	74	80	100
Collaborative Partner	38	57	65	72	88
Priority	15	28	43	55	66

2014-15 Waiver Designations	Minimum Index Score	25 th Percentile	Median	75 th Percentile	Maximum Index Score
Focus	20	42	56	64	82
Support	23	39	55	61	68
Non-Designated Title I schools	12	46	58	70	99
¹ Since Hillcrest Elementary and Markham Middle schools were designated as reward and priority, their results were excluded from this distribution.					

As we see from table 7, the Reward schools had the highest index scores across most distribution points, followed by the Collaborative Partner schools. On the other hand, Priority schools had the lowest index scores across most distribution points, and non-designated schools had the broadest distribution of scores, ranging from 12 to 99.

2015-16 and Beyond

Status of the waiver

In the fall of 2015, the USDOE reauthorized the waiver for the 2015-16 school year. To maintain continuity, school designations remained the same as they were in 2014-15. During this time, LAUSD embarked on a district-wide campaign to inform schools about the role of the new School Quality Improvement Index and to help them interpret the index reports in preparation for the inaugural release.

ESEA Reauthorization

With the passage of the Every Students Succeeds Act (ESSA), the CORE waiver and the School Quality Improvement Index will cease to be the Title I accountability for CORE districts beginning in the 2016-17 school year. The USDOE has granted state education agencies (SEAs) including CORE the option of continuing its work through the 2016-17 school year as states lay the ground work for their new accountability systems. The 6 districts will continue to provide support to its Title I schools through CoPs, pairings and other programs.