

Quality Education Investment Act



Quality Education Investment Act Vol 1 No. 2

Southern California QEIA
Technical Assistance Center
Contact info. QEIATA@lacoed.edu

Welcome

SB1133 legislation provided one time funds for two QEIA Technical Assistance Centers. The two Technical Assistance Centers have been assisting schools and districts plan and prepare for QEIA implementation. Southern Center staff have been involved in the following:

- Providing access to current information at www.QEIA.org
- Providing QEIA 101 training to various counties, districts and schools.
- Collaborating with CTA to provide School Site Council Training (Fall 2007)
- Creating resources to assist QEIA districts and schools in identifying appropriate providers through "Buyer Beware"
- Working with districts to consider "Bargaining Issues" that may help with QEIA implementation
- Establishing consistent communication regarding QEIA through collaborative meetings between CDE, CTA and the QEIA Technical Centers
- Assuring effective teacher recruitment and hiring policies through representation at Personnel Management Assistance Team (PMAT) meetings
- Providing technical assistance to counties, districts, schools and staff through QEIATA@lacoed.edu (answering questions, forwarding concerns to CDE)
- Establishing QEIA County Consortia Network
- Planning and developing training to update Single School Plans (District/School Teams)
- Partnering with School Services of California to assist districts and schools throughout the state in long range planning for allocating QEIA fiscal resources based on identified priorities.



Conducting a Comprehensive Needs Assessment

During the 2007 – 08 QEIA planning year, QEIA schools are required to engage in a comprehensive needs assessment similar to the School Assistance and Intervention Team process (SAIT). The comprehensive needs assessment should assist schools in identifying high priority areas for professional development and content specific strategies to use in classroom with reduced numbers of students. The Academic Program Surveys used for the SAIT process are posted at the following California Department of Education website: <http://www.cde.ca.gov/ta/lp/vl/improvttools.asp> These tools are built upon nine Essential Program Components which identify foundational systems necessary for improving student achievement:

- EPC#1: Instructional Program**
- EPC#2: Instructional Time**
- EPC#3: Principals' Instructional Leadership Training**
- EPC#4: Credentialed Teachers and Professional Development Opportunity**
- EPC#5: Student Achievement Monitoring System**
- EPC#6: Ongoing Instructional Assistance and Support for Teachers**
- EPC#7: Monthly Collaboration for Teachers by Grade Level or Department**
- EPC#8: Lesson Pacing Schedule and Intervention**
- EPC#9: Fiscal Support**

Priority action steps should be identified with the involvement of the School Site Council (SSC) and written into the Single School Plan. You can obtain assistance for your District/School Leadership Teams in conducting a Comprehensive Needs Assessment by contacting QEIATA@lacoed.edu

Need School Site Council Training
Contact: QEIATA@lacoed.edu

Interesting API Facts about QEIA Schools

SB 1133 funded 488 schools in California based on 2005 based Academic Performance Index. All these schools were ranked in decile 1 or decile 2. Since 2005, many schools have shown an increase in API decile ranking. The following list shows the most current ranking of the schools based on 2006 API rankings:

2006 ACADEMIC PERFORMANCE INDEX*					
API Decile 1	API Decile 2	API Decile 3	API Decile 4	API Decile 5	API Decile 6 - 10
283 Schools	141 Schools	138 Schools	6 Schools	2 Schools	1 School

We celebrate the positive growth of many schools. QEIA requires schools to exceed API schoolwide growth target for the school averaged over the first three full years (beginning 2008-09). Beginning in the fourth year of full funding, regular funded schools must meet the API schoolwide growth targets and Alternative funded schools must exceed the API schoolwide growth targets.

* 5 schools did not have an API Decile Ranking

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Additional QEIA Questions

The following questions address many of the current issues facing districts:

Class Size Reduction

If a Title I school was using Title I funding to bring some of their class sizes down to 25, does that become the base class size from which you need to reduce by 5? Or, is it the district-funded staffing from which the calculations need to be made for CSR?

Your question is a good one. The legislation speaks to the following: "average classroom size shall be calculated at the grade level at the schoolsite. It must be the lesser of clause (i) or (ii) as follows: (i) At least five pupils fewer per classroom than was the average in 06-07. (ii) An average of 25 pupils per classroom."

So, to answer your question, 25 is the base size from which the school will need to reduce by 5.

There appears to be two ways to interpret Class Size Reduction and the 1/3 interim requirements; the question is "are both ways acceptable?"

The first one is to implement one grade level per year (ie. 4th grade in 2008-09, 5th in 2009-10, and 6th in 2010-11). The second way appears to help districts and schools in declining enrollment (which seems to be the majority of the schools). For example,

2008-09 4th grade is reduced from 31:1 to 29:1

2009-10 from 29:1 to 27:1

2010-11 from 27:1 to 25:1

You must do all grades, one third of the difference in all grades each year. CDE is proposing legislation for next year to take grade level out of the equation.

At the high school level, are the class sizes determined just by grade level, or by grade level and core subject area (e.g., science, but not chemistry, biology, separately)?

Currently, CSR at the high school level is determined by grade level and core subject area which is incredibly difficult to compute. That is, they take all of the classes in the subject areas in grade 10, for example, and find the average class size. They do not have to find the average for 10th grade math, the average for 10th grade science, the average for 10th grade English, etc. Instead they find the average for all 10th grade classes for all the noted subjects, **resulting in a single average for 10th grade**. Note that while this makes finding the averages easier, it doesn't address the concern that some classes are not easily identified as at a certain grade level, e.g., what grade level is geometry? As mentioned above, we hope to see clean up legislation; however, it would be prudent for a district to implement 1/3, 1/3, 1/3 until we definitively know the formula for CSR calculations.

How will CSR be 'averaged' - by day, week, month, or some other designated point in time?

We anticipate that CDE will be using the K-3 CSR formula.

Teacher Experience Index

We are in the process of calculating TEI for our 10 QEIA schools. The district TEI has been calculated using 06-07 data; for school site calculation, do we also use 06-07 figures or calculate what has been collected for 2007 CBEDS?

CDE used 2005-06 PAIF data to calculate the Teacher Experience Index (TEI). This same data should be used to establish baseline data and calculate each school's TEI so that it can be compared to the district's TEI. During this year (2007-08), it is important to determine current teacher experience in order to establish the 1/3 target for the 2008-09 school year. Instructions for calculating the school's TEI can be found at:

<http://www.cde.ca.gov/ta/lp/qe/qeia07ins.asp>

Beginning in the 2008-09 school year, schools will need to calculate their TEI to show progress. Which CBEDS data should they use, 07-08 or 08-09?

2007-08 sets the baseline for teacher experience at the school. In 2008-09, the school needs to make 1/3 of the progress needed to meet the district teacher experience target. For example, if in 2007-08 the school is three years below its district target, it needs to get one year closer to the target in 2008-09. That means that both 2007-08 and 2008-09 data need to be used to calculate their TEI to show progress in 2008-09.

When we take teachers years of experience do you count only the years in the district or in their career in other districts up to 10 years?

For calculating TEI, count the years of experience from their entire teaching career. Reference: <http://www.cde.ca.gov/ta/lp/qe/qeia07ins.asp>

Fiscal Issues

If the district keeps the funds for facilities and the monies are not fully

expended in the planning year, can the district retain those funds, or must they parcel them out to the QEIA schools?

The law is clear that the funds must go to the sites in the implementation years.

Any funds captured in the first year for facilities, can be carried over, but must be fully expended for those facilities. If the project comes in underbid, funds must be returned to school sites.

If you need to spend QEIA funds to improve facilities the first year in order to participate in class size reduction can the funds be used on a non-QEIA school that may contribute to alleviating crowding and allow lower classes at the QEIA school?

No. QEIA funds may only be used at QEIA sites.

Can the district take QEIA funds for recruitment?

The district can carry-over funds from the planning year allotment (2007-2008) for purposes of recruitment. The district cannot take funds, beyond their approved indirect cost rate, from the school site implementation budgets (2008-2014).

I have schools that are implementing this year. They would like to hire instructional coaches to support the program. Is that a viable expenditure of QEIA funds?

You could use QEIA money for instructional coaches after you have funded class size reduction teachers and counselors at "Regular Program" schools. If the schools would like to hire instructional coaches to provide support through classroom embedded professional development, it is important that schools articulate this into their School Plan.

QEIA legislation states that funds can be used to provide extra support for teachers to improve practice.

Professional Development

One district has heard that it has to have SB472 out of the way before it can start its 1/3, 1/3, 1/3 training, and cannot count 472 or practicum as part of that time. SB472 is not a mandated requirement for QEIA professional development. It is recommended that professional development be the same rigor and quality as SB472. Since 2007-08 is a planning year, no professional development will meet QEIA requirements this year. The 1/3, 1/3, 1/3 rule begins in 2008-09. If during that year teachers attend SB472 training and complete the practicum, certainly all of those hours will count in meeting the QEIA professional development requirement.

How do we keep track of our 40 hours of professional development? Is there a required form we need to fill out?

There is currently no 'official' form. We are suggesting that districts/schools begin documenting teachers' and paraprofessionals' professional

development hours-- including school site, teacher name, assignment, type of professional development activity, and hours completed. When the 'official' form does arrive it will be a simple matter to transfer the information.

Can you clarify the requirements for teacher professional development?

Each teacher must receive an average of 40 hours of professional development per year. This may be done in a variety of ways, but one-third of all teachers (and instructional paraprofessionals) must receive professional development in each of the first three years of full funding. Beginning in the fourth year, all teachers and instructional paraprofessionals must receive 40 hours per year.

If our principals completed AB75/AB430 training, will this designate them as "highly qualified"? What do we need to do in order to meet these criteria?

The guidance defines 'exemplary qualifications' as "supporting student success through instructional leadership...and developing a school culture and instructional program conducive to learning." Completing AB75/AB430 may meet some of the requirements.

Is there any guidance on limitations of QEIA expenditures for Professional Development for teachers/principals? Are there any links that describe QEIA approved professional development activities?

While there are no 'approved' professional development activities, the law is pretty clear on the kinds of PD schools can engage in: "similar in quality and rigor to the training provided under the Mathematics and Reading Professional Development Program..."

"The school is to collaboratively develop with interested parties, a 7 year plan, combining school activities, lesson study or co-teaching, and external learning opportunities that meet all of the following criteria:

- the PD must be related to the academic subjects taught, and

- time is provided to meet and work with other teachers

- support instruction in a manner that is consistent with academic content

Once a school has taken care of its CSR needs, and projected out its 7-year budget, then there is no limitation on QEIA expenditures for PD.

Other

Is there a cap number for improving student attendance? For example, if a school already has a high level of student daily attendance, do they still need to improve attendance to 99% - 100%?

There is no attendance cap mentioned in the legislation. Schools need to show an increase in actual attendance. Because no specific percentage is delineated, the school in your example could improve from 99% to 99.1% to meet the annual requirement.

Are there any School Site Council trainings or materials in Spanish for QEIA?

The CDE has an SPSA overview in Spanish on their website:

<http://www.cde.ca.gov/nclb/sr/le/document/s/spsaespanol.doc>

The Center is currently working on providing all of the training materials in Spanish.



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California Teachers Association Corner

The Quality Education Investment Act (QEIA) or SB 1133 is the historic CTA Quality Investment Act Update (SB 1133)

CTA has made a major commitment to support the success of this historic legislation. The early phases of translating SB 1133 into action were completed in the Spring of 2007. The initial phases required a very aggressive information and organizing campaign to assure that every school in deciles one and two (1,455) applied to participate. Once the 488 QEIA schools were selected, CTA entered the current, most difficult, and longest phase: implementation. Over the next several years CTA will support and assist these schools as they undergo profound transformation.

Some of the activities CTA has taken to support these schools are:

- Quality Education Investment Act Strand (QEIA) at the 2007 Summer Institute
240 participants from 80 QEIA Sites
- Five Regional One Day Briefings for QEIA Site Teams
800+ participants from over 300 QEIA Sites
- A workgroup was created by the CTA Board to monitor the implementation of SB 1133 and to make recommendations to the CTA Board for assistance to QEIA sites
- Four meetings of public and private professional development providers have been sponsored by the CTA's Department for Instruction and Professional Development. The purpose of the meetings has been to discuss the professional needs of QEIA sites and to explore what it is that we can do differently together, that we cannot accomplish independently
- Contracted with Vital Research to provide an independent evaluation of the efforts to implement SB 1133
- CTA Staff are conducting extensive school site council trainings at QEIA sites
- Planning is underway for a week long strand for QEIA site teams at the CTA Summer Institute 2008

CTA is committed to ensuring the success of SB 1133. We are encouraged by our members' participation in the Institute and the briefings. CTA members at QEIA sites have indicated that they want and need support from their union.

QEIA gives all of us the opportunity to change the teaching and learning that occurs in our highest need schools. By keeping the connection between CTA and the members at QEIA sites strong and vital, the work we undertake in QEIA schools will result in greater learning for students and greater professional satisfaction for our members.

QEIA presents to educators a tremendous opportunity to demonstrate once and for all that resources and support matter. And they matter significantly.

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