

# Title I Schoolwide Program flexibility with ESSA

Spring 2020



*Working Together for Student Success*

# Agenda

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- **Schoolwide Program (SWP) vs Targeted Assistance Schools (TAS)**
- **ESSA Flexibility**
- **SWP Benefits**
- **SWP Requirements**
- **Overlap between Comprehensive Needs Assessment (CNA) and other documents/CNA Crosswalk**
- **SWP Checklist**
- **Non-public schools**



# TAS vs SWP

## Targeted Assistance

- Activity and expenditure must benefit only students/families identified through student selection
- Supplemental instruction/services

## Schoolwide Program

- All students are eligible
- Strategies implemented are identified through the CNA included in the schoolwide plan
- Provide high quality education for all students to close the achievement gap



# ESSA and SWP

Indiana's ESSA Plan Page 116:

- Schoolwide programs serve all children in a school and ensure that all staff, resources, and classes are part of the overall program.
- Any Title I school would benefit from the emphasis on schoolwide high quality instruction, evidence-based strategies, and engagement of all families to improve the achievement of all children, but particularly those who are the lowest-achieving.



# SWP Flexibility

## 2017-18 and prior years

- A Title I school is eligible to become a Title I schoolwide program when the poverty level (determined by free and reduced meal counts) is at or above 40 percent.
- A Title I school is eligible to become a Title I schoolwide program when they are Focus/Priority

## Starting in 2018-2019

- Any Title I school can submit a schoolwide plan that addresses how the school will meet the needs of the lowest-achieving students in the school.



# SWP Benefits

- In a **Targeted Assistance School (TAS)**, students must be formally identified and a Student Selection form must be used.
- Only identified students, teachers, or parents may receive Title I services or materials.
- In a **Schoolwide Program (SWP)**, a student selection process is not required; services must still be targeted to the lowest achieving students.
- Schoolwide (SW) Programs allow for greater flexibility of programs and services



# SWP Benefits

- The schoolwide program should upgrade the entire educational program and be updated and evaluated annually, while providing assistance to the most at-risk students
- Title I funds may be used to develop or support effective parental involvement programs for all families



# Limitations of Targeted Assistance Schools

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- Title I funds may only be used to meet the needs of participating children families and staff.

- Non-Title I school children may not use materials purchased with Title I funds.



# SWP Planning Process Requirements

- Based on a Comprehensive Needs Assessment
- Developed with diverse stakeholders, revise as needed
- Plan remains in place as long as the school operates schoolwide program
- Made available in an understandable and uniform fashion
- Coordinated with other federal, state and local services, resources and programs
- Year-long planning process or a shorter time period if needed
- Schoolwide Assurance form must be submitted to IDOE by Friday, June 12, 2020
- Like the School Improvement Plan, schools may use their own template for their Schoolwide Plan and Comprehensive Needs Assessment



# SWP Required Elements

1. CNA (schoolwide)
2. Implementation of Schoolwide reform strategies
3. Employ effective teachers (core content areas)
4. Effective and ongoing Professional Development (all staff)
5. Strategies to attract effective teachers
6. Strategies to increase parental involvement
7. Plans for assisting pre-school children transitioning to school
8. Involving teachers in student achievement decision making

**\*\*\*See upcoming SWP Checklist for additional details**



# Overlap between CNA and existing materials

- There is significant overlap between portions of a SIP and the CNA.
- We recommend taking portions of existing materials and using them in the creation of the CNA.
- The following slides feature sections A-F of the CNA, which in no particular order can be completed using portions of your SIP. Sections G-H are not a requirement of a SIP and require a school to go above and beyond the requirements of the SIP.

\*\*\*CNA Section B: Professional Practice can also be completed using a corporation's Title II grant application.



# SWP CNA Crosswalk

## Section A: Data Collection/Analysis

### CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

### SIP Requirement

- Completed using the following improvement objectives over a three year period with annual review and revision:
  - Attendance Rates
  - ILEARN Proficiency Rates
  - Graduation Rates
- Established by identifying areas where immediate improvement was needed with a plan on how to address these areas
  - Established a baseline with readily available data



# SWP CNA Crosswalk

## Section A: Data Collection/Analysis

### CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

### SIP Requirement

- Provided more rigorous student supports for schools in improvement status
- Reviewed data and compiled headlines into easy an easily understandable format
- Included additional information about the educational program and environment
- Proposed interventions based on school improvement goals



# SWP CNA Crosswalk

## Section A: Data Collection/Analysis

### CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

### SIP Requirement

- Named and described all other assessments used in the school beyond ILEARN
- Included the following provisions:
  - Safe and disciplined learning environment
  - Coordination of technology initiatives
  - A PD Program including a narrative of student learning data, strategies, programs and services including implementation and evaluation strategies



# SWP CNA Crosswalk

## Section B: Professional Practice

### CNA Requirement

- Promoted opportunities for secondary education (postsecondary credit, i.e. AP, IB, Dual Credit) and the workforce (i.e. career and technical education programs)
- Monitored and revised regularly during implementation and remains in effect the duration of schoolwide participation
- Assisted preschool children in transition to elementary school

### SIP Requirement

- Described the curriculum and made it available to the public
- Provided information about how the curriculum and instructional strategies align to Indiana Academic Standards
- Provided more rigorous goals for effective instruction for schools in improvement status
- Designed to meet the needs of all students and subgroups (also allowing exceptional learners access to Honors Diploma, Core 40 and Honors Curriculums)



# SWP CNA Crosswalk

## Section C: Personnel Policy and Procedure

### CNA Requirement

- Granted PD opportunities to staff to improve instruction using assessment data
- Aided in the recruitment and retention of effective teachers (high needs subjects)
- SWP is regularly monitored and revised as necessary based on student needs

### SIP Requirement

- Promoted improvement of cultural competency of staff (PD) in order to promote culturally appropriate strategies for increasing educational opportunities and performance
- Provided more rigorous goals for leadership for schools in improvement status



# SWP CNA Crosswalk

## Section D: Family and Community Engagement

### CNA Requirement

- Family and Community Engagement
  - SWP is developed with the involvement of parents and other community members
  - SWP is available to the LEA, Parents and the public in understandable language and a uniform format
  - Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs

### SIP Requirement

- Described the school, community and its educational programs



# SWP CNA Crosswalk

## Section E: Accountability

### CNA Requirement

- Took into consideration the academic achievement of children (particularly those at risk of failing) to the state academic standards and any other factors determined by the LEA

### SIP Requirement

- Used data, including graphs from the annual performance report or other performance indicators
- Analyzed student achievement based on ILEARN and other assessments



# SWP CNA Crosswalk

## Section F: Evaluation and Re-evaluation

### CNA Requirement

- Developed during a one year period, unless LEA determines less time is needed

### SIP Requirement

- Develop a strategic and continuous school improvement plan in order to have full accreditation status
- Complete a CNA and share with IDOE, highlight the process used and how stakeholders were engaged with the IDOE



# SWP CNA Crosswalk

## Section G: Planning Team

### CNA Requirement

- Developed with parents, teachers, admin, community members, etc.
- Made available to the public using easy to understand language
- Schools must go above and beyond the SIP to create this section for the CNA



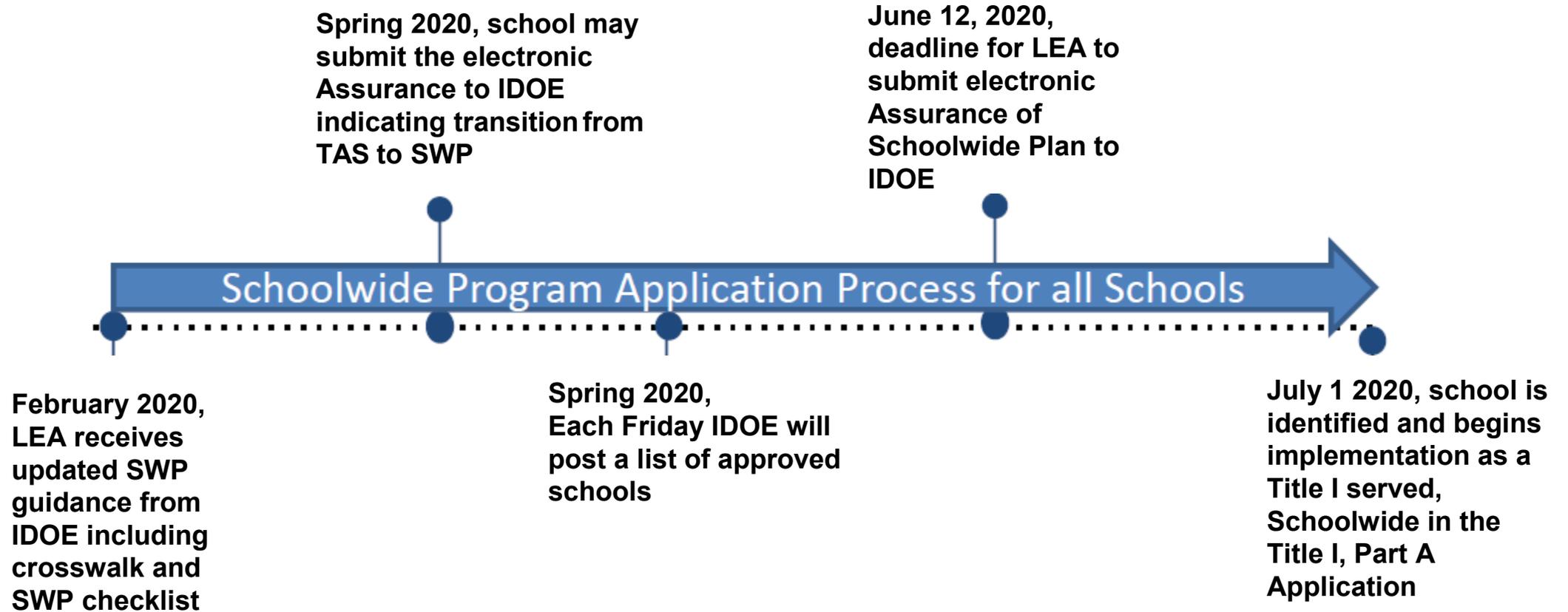
# Section H: Coordination

## CNA Requirement

- Developed in coordination with other programs, services and resources such as:
  - Violence prevention, nutrition, housing, Head Start, Adult Ed, and CTE
- Addressed the needs high risk students through:
  - Mental Health Programs
  - Instructional support and mentoring
  - Non-academic skill improvement strategies
- Describes how Title I funds will be coordinated with local, state and federal programs
- Schools must go above and beyond the SIP to create this section for the CNA



**A Schoolwide program application must be submitted by Friday, June 12, 2020 in order to start operating a schoolwide program for the first time in the 2020-2021 school year.** Below is a recommended timeline for planning and implementation.



# SWP Checklist

- In order to assist with the completion of the additional portions of the SWP, we have compiled a checklist of questions to ask after each section has been completed
- By answering “yes” you are assuring that the plan has been completed fully and accurately



# SWP Checklist

## 1. CNA of whole school

- Has the school reviewed the school vision and school profile to ensure it is up to date?
- Does the plan include student achievement data for the entire school?
- Has the data been analyzed to prioritize needs of the school?
- Was a variety of data used? (Ex: Curriculum and Instruction, Professional Development, Family and Community Involvement, School Context and Organization, Student Achievement Data)

## 2. Implementation of schoolwide reform strategies

- Provides opportunities for all children to meet proficient and advanced levels of student academic achievement?
- Uses effective methods and instructional strategies that are based on scientifically based research that does the following?
  - Strengthens the core academic program
  - Increases the amount of learning time
  - Includes strategies for serving underserved populations
  - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
  - Addresses how the school will determine if those needs of the children have been met
  - Are consistent with and are designed to implement state and local improvement plans, if any



# SWP Checklist

## 3. Effective teachers in all core content area classes

- Does the plan include evidence to show that all students are taught by effective teachers?
- Is the staff roster up to date?

## 4. Effective and ongoing professional development for teachers, principals, and paraprofessionals

- Are the school's professional development activities for the year included in the plan?
- Does the scheduled professional development match the findings from the CNA?



# SWP Checklist

## 5. Strategies to attract effective teachers to this school

- Does the plan include strategies that are being used to recruit and retain effective teachers?
- Are there PD and other activities for teachers, paraprofessionals and other personnel to use data from assessments and to improve instruction?

## 6. Strategies to increase parental involvement, such as literacy services

- Are the strategies to increase parental involvement included in the plan?
- Does the plan state how individual academic results will be shared with parents?
- Does the plan include how the school will involve the parents in the review and improvement of the plan?
- Does the plan state that they evaluate the effectiveness of parental involvement activities?



# SWP Checklist

**7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program**

- Does the plan include the how they will help transition preschool students coming into the school?
- For secondary schools, does the plan include how they will transition new students into the school?

**8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.**

- Does the plan document how teachers are involved in reviewing and analyzing student assessment data?
- Does the plan document what decisions are made based upon the review of student data?



# Other Tips

## **Don't spread yourself too thin!**

- Make sure the plan is realistic and doable
- Don't try to go schoolwide if it would reduce the quality of services to your Title I students

## **How will you make this happen?**

- Have specific steps in mind to make this happen and have staff buy-in
- Use the checklist to make sure everything is complete with your plan
- Don't hesitate to call your specialist for help



# Non-public Schools (no changes)

- Private school children who reside in Title I participating public school attendance areas AND are failing or most at risk of failing to meet student academic achievement standards should receive Title I Services.
- Title I funds may only be used to meet the needs of participating children.
- Non-Title I private school children may not use materials purchased with Title I funds.
- The LEA must retain title to all materials purchased with Title I funds.
- All materials, etc., purchased with Title I funds must be labeled “Property of... School District” and placed in a secured location when not in use.
- Private school officials have no authority to obligate Federal funds.



# Nonpublic Equitable Services

- Provide services that are allowable and comparable to those provided to public school students and teachers participating in the program.
- Services can be different from those provided to public school participants.
- Needs of nonpublic school students and teachers must be assessed and evaluated.
- No funds are provided directly to nonpublic schools.



# What is Consultation?

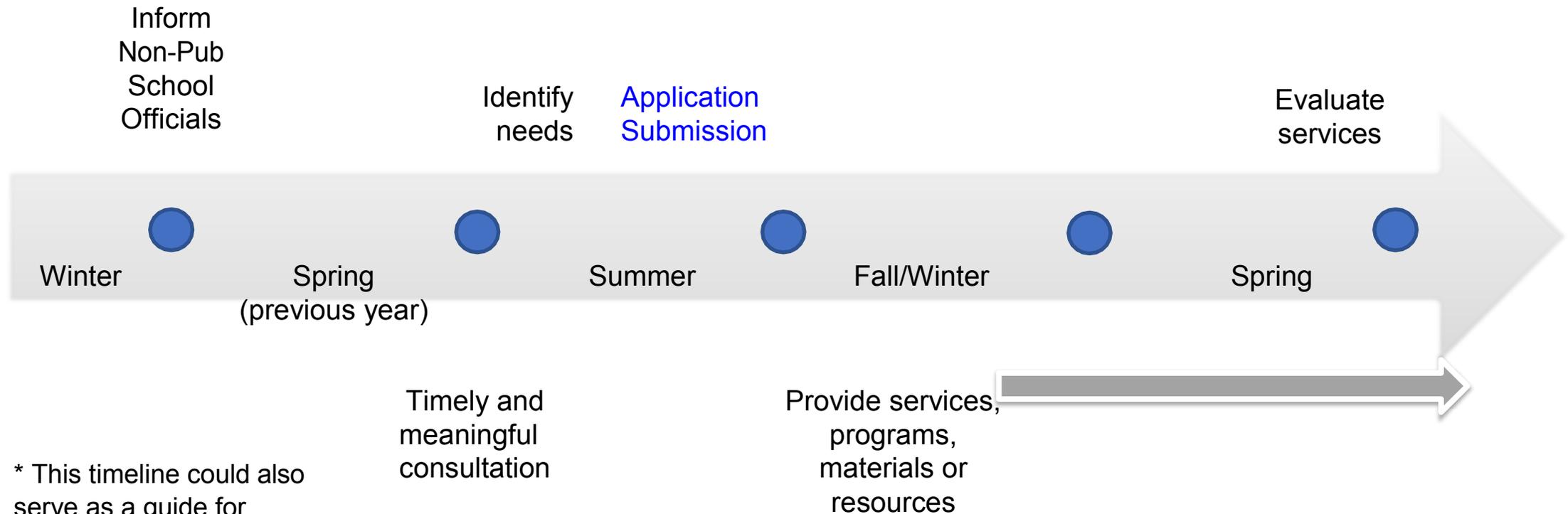
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- Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school students to participate equitably in Title I programs. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation establishes positive and productive working relationships that make planning easier and ensure that the Title I services provided meet the needs of eligible students.

(§1120(b) of the Title I statute and §200.63 of the Title I regulations)



# Suggested Consultation Timeline



\* This timeline could also serve as a guide for district level administration to consult with building level administration



# Questions?

Please email any questions to your Federal Grants Specialist; to find your specialist, please go to:

<https://www.doe.in.gov/grants>

