

Agenda

- **Welcome and Introductions**

(Dr. Anthony Wright, Title I Program Specialist)

- **Title I-Historical Background, Federal Requirements**

(Dr. Anthony Wright, Title I Program Specialist)

- **Fiscal Accountability**

(Anthony Hearn, Title I Fiscal Specialist)

- **Stakeholder Engagement**

(Dr. Anthony, Title I Program Specialist)

- **Schoolwide Program Design**

(Dr. Anthony Wright, Title I Program Specialist)

Title I

- Established in 1965 as part of the War on Poverty
- Largest federal elementary and secondary education program
- Provides supplemental funds for students in schools with concentrations of low-income students to have an equal opportunity to achieve levels of proficiency.

Title I, Part A: Intent and Purpose

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Public Law 107-110 Section 1111-1127 : *Improving the Academic Achievement of the Disadvantaged*

Improving Basic Programs Operated by Local Education Agencies (LEA) provides supplemental funding to state and LEAs for resources to help schools with high concentrations of students from low-income families provide a high quality education that will enable all children to meet the state's student performance standards.

Transition From Targeted Assistance to Schoolwide

TARGETED ASSISTANCE (TA) ESEA §1115

- Title I funds “target” lowest-performing students.
- Entrance and exit criteria based on multiple, objective, and uniform criteria
 - Children who have the greatest academic need receive Title I services
 - Districts may need to prioritize the student selection to provide a meaningful program

SCHOOLWIDE (SW) ESEA §1114

- Title I funds upgrade school’s educational program to meet the state’s academic standards.
- ***40 percent*** of students must be from low-income families.
- A comprehensive needs assessment must be conducted.
- The school must engage its stakeholder group when developing the schoolwide plan

Purpose of Title I Schoolwide Programs

34 *CFR* 200.25

“[t]he purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards . . .”

Schoolwide Programs

ESEA § 1114 & 34 CFR §§200.25-200.29

- Authorizes a school to consolidate its federal, state, and local funds to upgrade the entire educational program within the school.
- The school is **NOT** required to identify or “target” certain children as being eligible for services based upon multiple, educationally-related criteria.

Why Schoolwide?

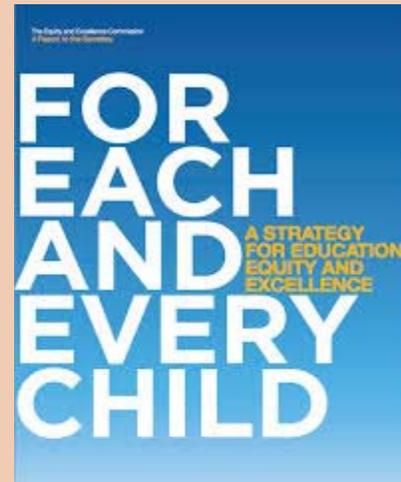


Research shows that schools with high poverty, student needs are more widespread throughout the school population as opposed to concentrating on a select group of "*targeted*" and/or intended beneficiaries.

Why Schoolwide?



- High Standards
- Career Exploration
- Real Engagement
- Everyone Ready



https://www.youtube.com/watch?v=ROpHjE2DB5Y&feature=player_embedded

Why Schoolwide Programs?

- Incorporate reform strategies into overall instructional program
- Improving academic achievement of lowest-performing students while upgrading the educational program of the entire school

Why Schoolwide Programs?

- ▣ Services benefit **ALL** students
 - more service delivery options for Title I and other federal program services.
 - Title I students are not singled out.
 - Student needs met more effectively.
 - Federal program resources are available to all students.
 - greater staffing flexibility.
 - Professional development extended to **ALL** staff.

Going Schoolwide...

- **Does not** result in schools receiving additional Title I funds.
- **Does** enable schools to utilize their Title I funds more flexibly than is permitted in a targeted assistance program.
- **Must** meet all the intents and purposes of the Title I legislation.

Schoolwide: Eligibility Criteria

- A school must receive Title I funds.
- A school's poverty rate must be at least 40% (except priority and focus schools).
- 100% of instructional paraprofessionals must meet the requirements in *ESEA* §1119.
- The school must demonstrate that it provides additional learning opportunities for their low-performing students.

Schoolwide: Eligibility Criteria

- The school must implement a planning year to focus on transitioning from a targeted assistance to a schoolwide program.
- The school must submit an *'Intent to Operate a Title I Schoolwide Program'* application .
- The school must maintain and submit documentation of stakeholder engagement and the comprehensive needs assessment.
- The school must submit a 2016-2017 Schoolwide Plan.

Benefits of Operating a Schoolwide Program ESEA § 1114(a)(2)(A)(i-iii); ESEA § 1114(a)(3)

- Serving all students. A school operating a schoolwide program does not need to identify particular students as their “Title I students”, establish entrance and exit criteria, nor devise/send ‘Parent Notification Letters’
- Providing services that need to be supplemental. A school operating a schoolwide program does not need to provide specific services that supplement the services participating students would ordinarily receive.
- Consolidating Federal, State, and local funds. A school operating a schoolwide program may consolidate its federal, state, and local funds as a means of better addressing the needs of all students in a schoolwide school.

FISCAL ACCOUNTABILITY: SCHOOLWIDE PROGRAMS

ESEA §1114 (2)(B)

Schoolwide Programs

ESEA § 1114 & 34 CFR §§200.25-200.29

A schoolwide program school must use Title I funds only to supplement the amount of **funds** that would, in the absence of the Title I funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

Examples of Uses of Funds in a Schoolwide Program(based on Comprehensive Needs Assessment)

Using Federal Funds Flexibly in a Schoolwide Program

- Increased learning time
- High-quality preschool or full-day kindergarten
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners
- Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators.
- Instructional coaches to provide “high-quality”, school based professional development.

Examples of Uses of Funds in a Schoolwide Program (based on Comprehensive Needs Assessment)

cont'd

Using Federal Funds Flexibly in a Schoolwide Program

- Evidence-based activities to prepare low-achieving students to participate successfully in advanced coursework.
- School climate interventions. (i.e. anti-bullying strategies, positive behavior, interventions and supports).
- Activities that have been shown to be effective at increasing family and community engagement in school.
- Family literacy programs.

Dispelling “Misunderstandings” about Allowable Uses of Title I Funds in a Schoolwide Program

Misunderstandings

- Title I funds may only be used to support reading and math instructions.
- Title I funds may only be used to provide remedial instruction.

Explanation of Law

- Title I funds may be used in a schoolwide program to support academic areas that the school’s needs assessment identifies as needing improvement.
- The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students. (i.e. preparing low-achieving students to take advanced courses- for example, providing an intensive summer school course designed to accelerate their knowledge and skills, offering an elective course to prepare them to take advanced courses, or providing after-school tutoring while they are taking advanced courses.

Dispelling “Misunderstandings” about Allowable Uses of Title I Funds in a Schoolwide Program cont’d

Misunderstandings

- Title I funds may only be used to serve low-achieving students.
- If a school does not consolidate funds, Title I funds may only be used to provide services in a pull-out setting.
- Title I funds may only be used for instruction

Explanation of Law

- Title I funds may be used to upgrade the entire educational program in a school, and in doing so, **ALL** students benefit.
- Title I funds may be used to upgrade the entire educational program in a school and serve ALL students, even if the school does not consolidate Title I funds with its other funds.
- Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a school’s needs assessment and articulated in its schoolwide plan (i.e. improving attendance, improving school climate, counteracting bullying, or providing positive behavior interventions and supports.

Dispelling “Misunderstandings” about Allowable Uses of Title I Funds in a Schoolwide Program cont’d

Misunderstandings

- Title I funds may not be used to support activities that are “required by law”, were previously supported with State or local funds, or provided to non-Title I students with State or local funds.
- Title I funds may not be used to support children below kindergarten or the age of compulsory education.
- Individuals with Disabilities Education Act (IDEA) Part B funds may not be consolidated in a schoolwide program

Explanation of Law

- A school operating a schoolwide program does not need to demonstrate that Title I funds are used only for activities that supplement and do not supplant.
- A schoolwide program may use Title I funds to operate, in whole or in part, a preschool program to improve cognitive, health, and social-emotional outcomes for children below the grade at which the LEA provides a free public elementary education.
- A school operating a schoolwide program may consolidate funds received under Part B of the IDEA. Further, a school that consolidates funds under Part B may use those funds in its schoolwide program for any activities outlined/articulated in its schoolwide plan but **MUST** comply with **ALL** other requirements of Part B of the IDEA.

Supplement Not Supplant

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Schoolwide Programs

Programs and services do not have to be supplemental; Title I funds used to support the program must be supplemental.

- District cannot reduce schools' state/local funding based on an increased Title I allocation.
- School's state/local funding must be sufficient to support the school's basic educational program.
- Documentation that schools have enough state/local funds to fully operate without federal funds.
- District must be able isolate the state/local funds needed for schools in current year and prior years.

Tracking of Funds

- Funds must be Tracked by Location (normally in NJ schools there is no need and mechanism to track expenses by location)
- Regular School in a district must figure out “School Level Costs” – Not Counting expenses deemed district level
- Charter Schools/Single School Districts must separate school and district costs and determine the percentage of each.

Tracking of Funds

Charter/Single Building Districts get more complicated

State/Local Funds (Received from other district if a Charter School), except:

- Lead Person
- Business Admin Salary
- Utilities
- Repairs/maintenance
- Janitorial
- Security

State and Local School Level Expenses

State and local School Level/State and Local Funds from District

ALLOWABLE USES of TITLE I FUNDS

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Necessary and Reasonable

Uniform Guidance 2 CFR 200.404

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

ALLOWABLE USES of TITLE I FUNDS

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Credit Recovery? Possibly.

- ▶ Ordinarily, use of Title I funds for courses that provide credit needed to meet graduation requirements violates the supplement not supplant requirement in
- ▶ § 1120A(b) of the *ESEA*. In the absence of Title I funds, an LEA would have to provide sufficient opportunities for students to earn the requisite credits for graduation.
- ▶ May be used for courses not required for graduation.

ALLOWABLE USES of TITLE I FUNDS

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Advanced Placement Courses? Possibly.

- ▶ In a schoolwide program, Title I funds can be used to pay the cost of taking an AP or IB exam for low-income students only.
- ▶ In a Targeted Assistance Program, Title I funds may be used to pay the cost of taking an AP or IB exam for students coming from low income families who are participating in the Title I program.

ALLOWABLE USES of TITLE I FUNDS

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College Courses for Enrichment? Dual Enrollment Courses?

- ▶ Possibly. Courses must be above and beyond “existing” state requirements. Hence, providing “supplemental” activities designed to prepare low-achieving students to participate successfully in advanced coursework, such as AP or IB courses, early-college high schools, or dual enrollment in postsecondary credit-bearing courses.

i.e. Title I Part A funds can be used to provide intensive summer school classes for low-achieving high school freshmen and sophomores to prepare them for the rigors of taking advanced courses in their sophomore and junior years

ALLOWABLE USES of TITLE I FUNDS

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Entertainment

Uniform Guidance 200.438

Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.

ALLOWABLE USES of TITLE I FUNDS

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Student Incentives

- ▶ The USDE has indicated that an LEA may use Title I funds to provide “*non-monetary*” rewards of “*nominal*” value (e.g., Plaque, gift certificate, or book, etc.) in an effort recognize Title I students for academic achievement.
- ▶ Title I funds may NOT be used to pay students a stipend or provide some other type of award as an incentive for student participation in a Title I program.

ALLOWABLE USES of TITLE I FUNDS

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Parent Incentives

- ▶ To encourage parents of Title I students to participate in school activities in the evening, an LEA may use Title I funds to provide light refreshments.
- ▶ Note, *ESEA* § 1118(e)(8) authorizes school districts to use Title I funds for “*parent-related*” activities that are reasonable and necessary for expenses associated with parental involvement activities, including child care and transportation to enable parents to attend “*school-related*” meetings and training sessions

ALLOWABLE USES of TITLE I FUNDS

Examples of Allowable Incentives Using Title I Funds

- ▶ Providing copies of randomly distributed “nominal” door prizes as an incentive for parents to attend a Title I meeting
- ▶ Distributing ice cream or pizza as an incentive for increased attendance
- ▶ Distributing gift certificates to a bookstore as an incentive for students to read. If a book certificate is provided, it must be reasonable and nominal. A \$15 or \$25 gift card is reasonable, a \$50 or \$75 gift card would **NOT** be reasonable

Examples of Non-Allowable Incentives Using Title I Funds

- ▶ Giving away bikes, CD players or other high priced items as an incentive for increased attendance
- ▶ Giving cash to students who read a specific number of books or complete a project. It is **NEVER** allowable to distribute cash to students or parents using Title I funds.
- ▶ Using multiple incentives for many different activities.

Expending Funds

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- ▶ Documentation required for both school-level and district-level expenditures
- ▶ Documentation must explain:
 1. *How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?*
 2. *What need, as identified in the comprehensive needs assessment, does the expenditure address?*
 3. *How would the program, activity, or strategy be funded if the Title I, Part A funds are not available?*

Expending Funds

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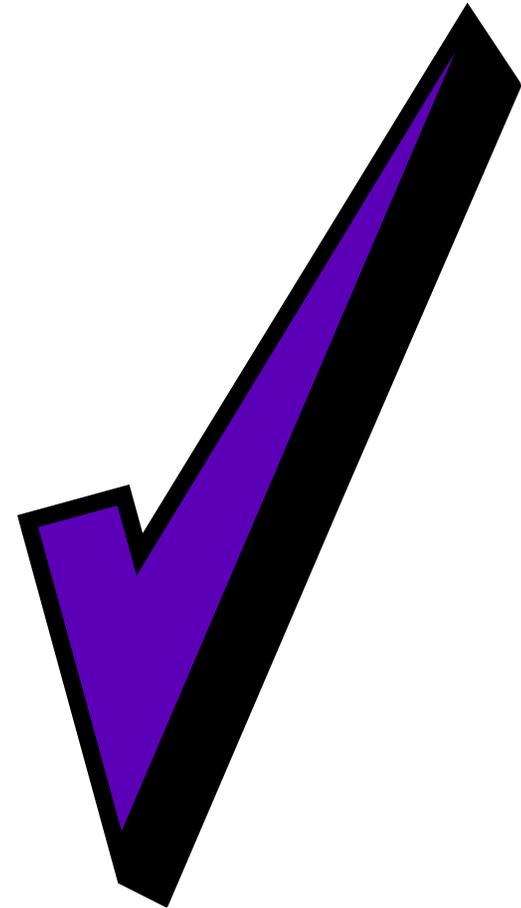
Documentation must explain:

- ▶ *In a schoolwide program, how will the expenditure upgrade the entire educational program on the campus?*
- ▶ *How is the expenditure supplemental to other nonfederal funding?*
- ▶ *How will the expenditure be evaluated to measure a positive impact on student achievement?*

Allowable Costs

All Costs must be:

- Necessary
- Reasonable
- Allocable
- Legal under state and local law



Use of Funds

Supplement vs. Supplant for Schoolwide Programs

All students may participate in Title I funded activities (consistent with the schoolwide program plan). *The school does not need to demonstrate that those activities are supplemental to ones that would otherwise be provided by the school.*

- When a schoolwide program does not consolidate Title I funds with other Federal, State, and local funds, the school and district must account for and track Title I funds separately, identifying the activities that the Part A funds support; and
- A district must be able to show its method for allocating state and local funds is neutral with regard to Title I funds and does NOT reduce state and local allocations in light of its Title I funds

Supplement vs. Supplant for Schoolwide Programs

Example

If School A would normally receive \$1,000,000 of state and local funds under the school district's regular allocation procedures, the district could not reduce School A's state and local allocation because it also receives Title I funds.

For example, if the school receives \$200,000 of Title I funds, reducing the school's state and local allocation by \$200,000 to \$800,000 would violate the "supplemental funds" test.

Schoolwide Programs



A school operating a schoolwide program does not have to:

- Show that Federal funds used in the school are paying for additional services that would not otherwise be provided;
- Demonstrate that Federal funds are used only for specific target populations; or

Schoolwide Programs

- MUST have an approved plan that addresses all schoolwide components.
- Time sheets are required for all Title I funded staff:
 - 100% funded staff may complete semi-annually
 - Partially funded staff must complete monthly
 - Sample timesheets can be found at:
 - <http://www.state.nj.us/education/title1/accountability/monitor/>

Fiscal News from Washington

New Haven Audit Report from Office of Inspector General

- Supplanting in a Schoolwide Program

<http://www.ed.gov/about/offices/list/oig/auditreports/a02f0005.pdf>

Fiscal News from Washington

Policy Letter 4/15/1998 (G-2608)

Request to have Title I partially fund the expansion of an innovative laptop computer classroom and at-home computer initiative through a leasing contract. Title I funds, in combination with other funding sources, should not be used to provide services to children not eligible for Title I assistance; this would result in supplanting state and local funds and is not permissible.

If the LEA was a schoolwide program district, this approach would generally be allowed as long as it meets full schoolwide plan objectives.

Fiscal Options In New Jersey



Two Options

- Consolidate Funds
- Not Consolidate

Consolidation of Funds

Financial Implications

- Schools do not have to associate each expenditure with individual funding sources.
- Districts must list by function and object code how Title I funds are used.
- Thusly, combining programmatic flexibility at the school level with fiscal accountability at the district level.
- Districts must be able to show that Title I schools received at least as much state and local resources as non-Title I schools.

Title I Schoolwide: Requirements

Monitoring Implications

The district must:

- Be able to demonstrate that the intent and purposes of the Federal programs whose funds are met at each schoolwide school using funding consolidation.
- Meet the reasonable and necessary test as articulated in the Uniform Grant Guidance at each schoolwide school using funding flexibility.
- Show that schoolwide schools using this flexibility received at least as much state and local resources as non- Title I schools.
- Continue to maintain inventories and track time and effort for all federally funded staff.

Title I Schoolwide: Requirements

Necessary and Reasonable Standard ***Uniform Guidance 2 CFR 200.404***

- Title I funds may only be for expenditures that are *necessary and reasonable* to achieve the legislative and regulatory requirements as articulated in the schoolwide plan/School Improvement Plan(SIP).
- The use of Title I funds for activities not included in the schoolwide plan/ SIP are not allowable, and are therefore subject to recovery

What to Ask When Analyzing Costs

- Is the proposed cost consistent with federal cost principles? Uniform Guidance(UG), 2 CFR 200
- Is the proposed cost allowable under the relevant program? (Title I, IDEA, etc)
- Is the proposed cost consistent with an approved program plan and budget? (Schoolwide Plan/SIP, EWEG)
- Is the proposed cost consistent with program specific fiscal rules? (Supplement not Supplant)
- Is the proposed cost consistent with EDGAR?

STAKEHOLDER ENGAGEMENT

ESEA § 1114(b)(2)(B)(ii)

Stakeholder Engagement



- A complete and thorough engagement of the school and district's stakeholder group in planning to implement Title I schoolwide programs.
- Documentation must substantiate that the school engaged all relevant stakeholder groups.

Schoolwide Planning Team/Stakeholder Group

The planning team should reflect the demographics of the school and community. The team must include:

- ▣ Faculty & Staff
- ▣ Parents & Family Members (not affiliated with the school)
- ▣ School & Division Administrators
- ▣ Community Partners (local businesses, police)
- ▣ Students at Secondary Levels

Recruiting Community Committee Members

- ❑ Local Businesses
- ❑ Local Churches
- ❑ Community Centers
- ❑ Youth Organizations
- ❑ Local Police/Fire department



Stakeholder Engagement Meetings

Meetings should be held quarterly and must focus on the school's transition from a targeted assistance to a schoolwide program.

- **October 2015** – Convene first meeting of Schoolwide Planning Team.
- **January 2016** – Convene second meeting of Schoolwide Planning Team.
- **April 2016** - Convene third meeting of Schoolwide Planning Team.
- **June 2016** – Convene fourth meeting of Schoolwide Planning Team.



Sample Meeting Agenda- October



- Provide reasons “why” it would be beneficial for school to transition to a Title I Schoolwide Program.
- Clarify the roles and responsibilities of the Schoolwide Planning Team.
- Clarify and develop the school’s vision.
- Prepare and submit the *2016-2017 Intent to Operate a Schoolwide Program* form to the NJDOE.

Sample Meeting Agenda- January

- Conducting the Comprehensive Needs Assessment (CNA).
 - What is the purpose of the CNA?
 - How will the CNA help the school reach its vision?
 - What areas should the school address?
 - What type of data does the school need to assess?

- Analyzing CNA Data
 - What are the school's strengths and weaknesses?
 - Does the student achievement data align with our school's vision?
 - What gaps in student achievement have we identified?

Sample Meeting Agenda- April



- Finalize CNA Process.
- Identify scientifically research-based strategies to address identified needs.
- Begin developing the Schoolwide Plan.
- Develop the Evaluation Plan.
- Submit Stakeholder Engagement & CNA Documentation to the NJDOE.

Sample Meeting Agenda- June

- **Finalize the Schoolwide Plan**
 - Does our plan address/describe/explain all required components?
- **Finalize the Evaluation Plan**
 - Does our plan have enough detail describing how our program will be evaluated?
- **Submit the final Schoolwide Plan** NJDOE Homeroom or Online Application.
 - What is the deadline for submission?
 - Who in the district's central office needs to review our plan for submission via the EWEG system?

Documentation of Stakeholder Engagement should include the following:

1

- **Meeting notices, agendas, minutes, and sign-in sheets:**

- Quarterly stakeholder meetings pertaining specifically to the school's transition from a targeted assistance to a schoolwide program.
- Sample meeting agendas can be found online under "Title I Schoolwide Transition Process" via the following link: <http://www.state.nj.us/education/title1/program/schoolwide.shtml>

2

- Samples of district communication distributed to schools on the Title I schoolwide program requirements, or charts demonstrating how Title I schoolwide requirements align with intended goals, objectives, and needs of each school.

3

- Evidence of district communications with schools on consolidating and using funds with other federal, state, and local funds in a Title I schoolwide program, to include identifying fiscal and accounting barriers to combining/blending said funds (if applicable).

SCHOOLWIDE PROGRAM DESIGN

ESEA §1114(b)(1)(A)

Developing and Implementing a Schoolwide Program

ESEA § 1114 & 34 CFR §200.25-200.29

A schoolwide program consists of the following three core elements:

1. A Comprehensive Needs Assessment;
2. Comprehensive Plan; and
3. Evaluation

Schoolwide Requirement Comprehensive Needs Assessment

ESEA §1114(b)(1)(A)

- Comprehensive Needs Assessment (CNA) –
 - ***A process, not an event***
 - Centerpiece for planning
 - Framework for development of schoolwide plan

- Organized & systematic set of procedures used to determine needs, examine root causes, and set priorities for future action

Schoolwide Requirement Comprehensive Needs Assessment

ESEA §1114(b)(1)(A)

Purpose:

- ▣ Examine multiple sources of data to identify priority academic needs and direction for a school
- ▣ Collect data related to student achievement
- ▣ Identify strengths and challenges in key areas that impact student achievement
- ▣ Specify priorities to address students' academic achievement on meeting challenging state academic standards

Schoolwide Requirement Comprehensive Needs Assessment

ESEA §1114(b)(1)(A)

MUST be based on academic achievement data for **All** students in the school, including the following subgroups:

- ▣ Economically disadvantaged;
- ▣ Students from major racial & ethnic groups;
- ▣ Students with disabilities;
- ▣ Limited English Proficient; and
- ▣ Migrant students.

Schoolwide Requirement

Comprehensive Needs Assessment

ESEA §1114(b)(1)(A)

- **MUST** be developed with participation of relevant stakeholders who will implement schoolwide program
- **MUST** assess needs of school relative to each component of the SW program (§200.28)
- **MUST** document how CNA was conducted, the obtained results, & conclusions drawn from the results

Schoolwide Requirement Comprehensive Needs Assessment

ESEA §1114(b)(1)(A)

Five-Step Process:

- Establish a Schoolwide Planning Team/Stakeholder Group
- Clarify Vision for Reform
- Create School Profile
- Identify Data Sources (and collect data)
- Analyze Data

Establish Schoolwide Planning Team/ Stakeholder Group

- **Sufficiently diverse**
 - Representative of school and community demographics

- **Responsibilities:**
 - Clarify mission of committee
 - Develop timeline for completing tasks
 - Create a structure for collecting & analyzing data
 - Establish means of communication with all stakeholders
 - Review district vision & school mission statements
 - At a minimum, meet quarterly to review progress towards established goals & objectives

Establish Schoolwide Planning Team/ Stakeholder Group



Member Composition:

- ▣ Faculty & Staff
- ▣ Parents & Family Members (not affiliated with the school)
- ▣ School & Division Administrators
- ▣ Community Partners (local businesses, police)
- ▣ Students at Secondary Levels

Clarify Vision for Reform

The Vision:

- Serves as the 'navigation' system
- Defines what the school will look like in terms of student success
- Provides direction to decision making process by answering the question 'what'
- Captures school's response to several important questions:
 - What is our purpose?
 - What are our expectations for ALL students?
 - What are responsibilities of ALL adults working in the school?
 - How important are collaboration & partnership in needs assessment process?
 - How is school staff committed to continuous improvement?

Create School Profile

□ Purpose:

- Snapshot of present status of a school in order to identify gaps between present status and where school should be after reform

□ Function:

- Identifies five areas of focus in CNA to address in schoolwide plan
 - Student Achievement
 - Curriculum & Instruction
 - Professional Development
 - Family & Community Engagement
 - School Context & Organization
- Provides structure for on-going, data driven decision making
- Provides baseline information for measuring progress & accountability

Identify Data Sources

Quantitative & qualitative data related to 5 focus areas in school profile

Types of Data

- Student Demographics
- School Culture & Climate
- Academic Achievement
- College & Career Readiness
- Instructional Data
- Family & Community Engagement
- School Operations & Management

Sources of Data

- Surveys
- Focus Groups
- State & Local Assessments
- Lesson Plans & Student Work
- Curriculum & Assessment Materials
- Observation Reports

Analyze Data

Final Step in Comprehensive Needs Assessment Process

- Discover 'Root' causes
 - ▣ Patterns, trends, & anomalies/outliers
- Identify gaps, needs, and goals
- Identify emergent needs in five focus areas
 - ▣ Draw conclusions

Analyze Data

- Disaggregate data –
 - Gender
 - Race & ethnicity
 - Economically disadvantaged
 - Limited English proficiency
- Triangulate data when possible (at least 3 data sources)
 - Example: When analyzing student achievement results, triangulate test scores with:
 - Lesson Plans
 - Curriculum Materials
 - Assessment Materials
- Establish process for other stakeholders to review data and team's findings

Comprehensive Plan

Schoolwide Reform Strategies: Integrating Scientifically Based Research(SBR) Strategies Step-by-Step

- **Step 1**-School collects data that gives a complete, accurate picture of the current state of the school.
- **Step 2**-School community analyzes data to determine and prioritize needs.
- **Step 3**- After prioritizing needs, school writes goal statements to address prioritized needs.
- **Step 4**- School develops potential strategies to achieve stated goals.

Schoolwide Reform Strategies: Integrating Scientifically Based Research(SBR) Strategies Step-by-Step (cont'd)

Step 5- School begins topical literature review, identifying research base of potential strategies.

Step 6- School uses abstracts to determine if the research addresses the theoretical bases of a program or practice; issues of implementation; and evidence of the effects of that program or practice on student achievement.

Step 7- If the examination of the abstracts reveal to relevant to the needs of the individual school(s), the study should be further examined in full detail.

Step 9- School must determine if the examined research is of high quality, replicable, and relevant.

Schoolwide Reform Strategies: Essential Questions

Is there a theoretical base for the practice or program being considered?

Questions about the theoretical base

- What are the ideas behind this practice or program?
- What are its guiding principles?
- How does it work?
- Why does it work?

Judging quality of the theoretical base

- Is there a clear, non-technical description of the central idea and goals of the practice or program?
- Is there a clear description of the instructional activities that are central to this program or practice?
- Is the practice clearly tied to an established learning theory (i.e., language acquisition, child development)?

Schoolwide Reform Strategies: Essential Questions

Is there evidence that this practice or program has been successfully implemented and has produced positive outcomes in a variety of situations? Has it been successful in a context similar to that of the school considering this practice?

Questions about implementation and replicability

- Has the program or practice been widely used?
- Where is the reform likely to work?
- Under what circumstances is it most effective?

Judging quality of implementation and replicability

- How many schools have used this practice or program?
- Did the schools using it fully implement the practice or program?
- In what settings has it been implemented?
- How has the program improved student achievement in a variety of settings?

Schoolwide Component- Evaluation

34 CFR § 200.26 (c)

A school operating a schoolwide program must—

- (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;*
- (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and*
- (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Schoolwide Component- Evaluation

34 CFR § 200.26 (c)

Planning the Annual Evaluation:

- Is the school implementing the SW Program Plan as it was intended?
- Did the school improve student achievement in meeting the State's academic standards?
 - at desired level, particularly for students furthest from achieving these standards?
- Who will conduct the evaluation?

Schoolwide Component- Evaluation

34 CFR § 200.26 (c)

Identification of Purpose and Intended Audience:

- Percentage of students reaching proficiency on State's academic assessments
- Operation of the school:
 - Instructional strategies, participation of stakeholders, degree of parental involvement, & other elements as detailed in SW Plan
- All stakeholders with an investment in the success of the school

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Identification of Issues & Development of Guiding Questions:

- **Program Review** (begins at same time SW Plan is being designed):
 - While developing measurable goals & strategies, consider how success of those strategies would be determined
 - Envision what progress toward short- & long-term goals would 'look like' at the end of school year
 - Key review points:
 - Inputs- Activities
 - Short-term impacts - Longer-term impacts

- **Guiding Questions:**
 - Relevant to SW Program Plan's goals & objectives
 - Important to a significant number of stakeholders
 - Of continuing relevance & interest
 - Attainable, given time, resources, & staff constraints

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□ **Identification of Data Collection Instruments:**

- Data sources answering each guiding question & aligned to goals
 - Quantitative Data
 - Qualitative Data

□ **Collection of Data:**

- Everyone must understand why evaluation is being conducted
- Consider specific needs of subjects (anonymity; interpreter)
- Obtain any required clearance or permission
- Gather information from as many members of a sample group as possible to ensure results are statistically significant

Schoolwide Component- Evaluation

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Analysis & Interpretation of Results:

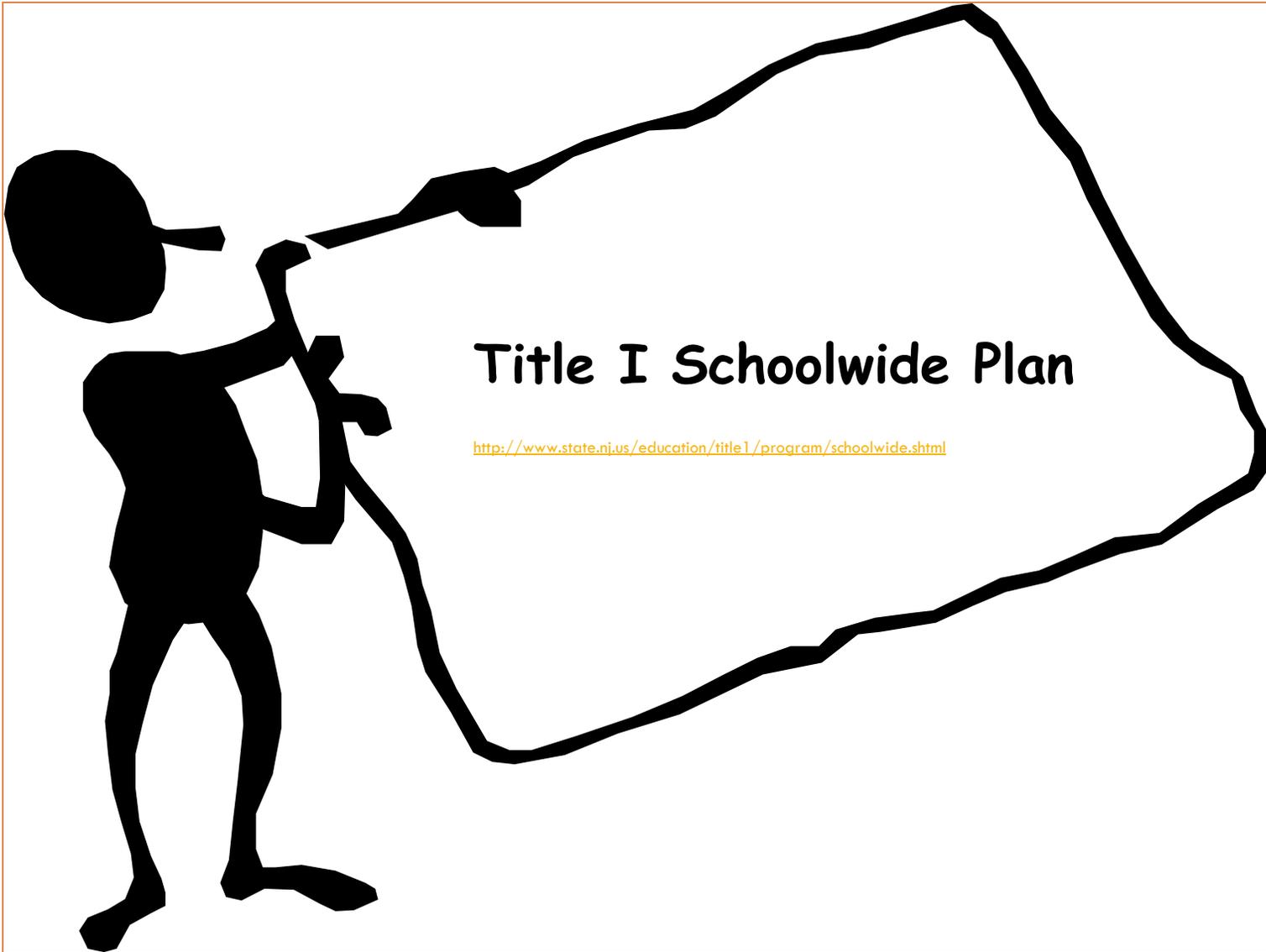
- First step after data are collected – *Check for Accuracy*
- Analyze on different levels, as appropriate
- Clearly describe the school's progress in implementing the SW Program Plan and increasing student achievement
- Indicate areas of improvement/revision

Schoolwide Component- Evaluation

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Reporting:

- ▣ Clear and concise terminology
- ▣ Format (text and visuals)
- ▣ Include:
 - Background information
 - Guiding questions
 - Description of evaluation procedures
 - Explanation of how data was analyzed
 - Findings
 - Conclusions with recommendations



Title I Schoolwide Plan

<http://www.state.nj.us/education/title1/program/schoolwide.shtml>

Schoolwide Program Evaluation

What were the staff's perceptions of the plan?

- **School's response:** The staff was very supportive. They became familiar with the plan and implemented the best practices.
- **NJDOE's response:** Expand this response to include the measurement instrument the school used to determine that staff were supportive about implementing the program.

Schoolwide Program Evaluation

Example from 2013-2014 Plan

State Assessments-Partially Proficient: *Describe why the interventions did or did not result in proficiency.*

- **School's response:** Students did not reach proficiency, however growth was demonstrated.
- **NJDOE response:** In the past (2011-2012), data was provided. Please provide 2012-2013 data that supports growth was demonstrated. Note: In the 2014-2015 plan, this evaluation requires formative data on the impact of each specific intervention.

Web Site Resources

“Designing Schoolwide Programs” addresses the program requirements: <http://www.nj.gov/education/title1/leg/>

“Schoolwide Programs” addresses the general schoolwide requirements:

[http://www2.ed.gov/legislation/ESEA/Title I/swpguide.htm](http://www2.ed.gov/legislation/ESEA/Title%20I/swpguide.htm)
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“Title I Fiscal Issues” addresses consolidating funds in schoolwide programs:

□ <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>

US Dept. of Education

□ <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>

□ [http://www2.ed.gov/legislation/ESEA/Title I/swpguide.html](http://www2.ed.gov/legislation/ESEA/Title%20I/swpguide.html)

Next Steps: Required Stakeholder Engagement Documentation & Comprehensive Needs Assessment

1. Submit Stakeholder Engagement Documentation for each school by **Friday, March 18, 2016**;
2. Submit Comprehensive Needs Assessment for each school by **Friday, March 18, 2016**;
3. Receive notification of approval from the Office of Supplemental Educational Programs by **Friday, April 29, 2016**; and
4. Submit the final Schoolwide Plan to NJDOE Homeroom: School Application Folders or "Newly" Online Application (TBD).

CONTACT US...



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