



Designing a Quality Title I Program

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WEST VIRGINIA DEPARTMENT OF EDUCATION

Overview of Day

- **Why am I here?**
- **What is Title I?**
- **School Program Resources**
- **SW vs. Targeted Assistance Program**
- **Core Elements of a Title I Program**
- **Developing a Comprehensive Strategic Plan**
- **Monitoring Expectations and Preparation**
- **Questions**

Why Am I Here?

To provide technical assistance to . .

- new **Title I *principals and teachers*** in the understanding and development of a quality Title I program; and
- support **Title I directors** in assisting new Title I school teams in the understanding and development of a quality Title I program.

Why Am I Here?

Since the inception of Title I in 1965 two main model programs have emerged for serving students in a Title I school:

- **Targeted Assistance Program**
- **Schoolwide Program**

Why Am I Here?

Targeted Assistance Program: Schools with less than an overall school poverty rate of 40% OR those choosing not to operate a schoolwide program may use funds to provide services to eligible children identified as having the greatest need for academic services.

Schoolwide Program: Schools with more than 40% overall poverty may use Title I funds to upgrade the entire educational program of a school serving an eligible school attendance area



Why am I here?



Any eligible school that desires to operate a schoolwide program shall, with the assistance of the LEA (local education agency) **first develop or amend a comprehensive plan for reforming the total instructional program in the school.**

NCLB, Section 1114(b)(2)(A)(i-iv)



Why am I here?



The comprehensive (schoolwide) plan shall be developed during a one-year period, **unless the LEA (local education agency) determines that less time is needed to develop and implement the plan.**

NCLB, Section 1114(b)(2)(B)(i)(I)



What is Title I?

- Established by the Elementary and Secondary Education Act of 1965
- Currently authorized through the *No Child Left Behind Act of 2001*

Title I, Part A provides federal funding to more than 90% of the nation's school districts to offset the effects of poverty on the educational opportunities of low performing children in high-poverty schools.

What is Title I?

The true test of our progress is not whether we add more to the abundance of those who have much, it is whether we provide enough for those who have little.

~ Franklin D. Roosevelt



WV Title I Statistics

Recent WV Title I Funding

Fiscal Year	Title I, Part A Allocation	*ARRA Allocation	Total Allocation
FY09	\$99,604,055	N/A	\$99,604,055
FY10	\$93,325,896	\$60,854,109	\$154,180,005
FY 11	\$87,207,863	N/A	\$87,207,863
FY 12	\$90,254,997	N/A	\$90,254,997

*Funding supported through the American Recovery and Relief Act

WV Title I Statistics

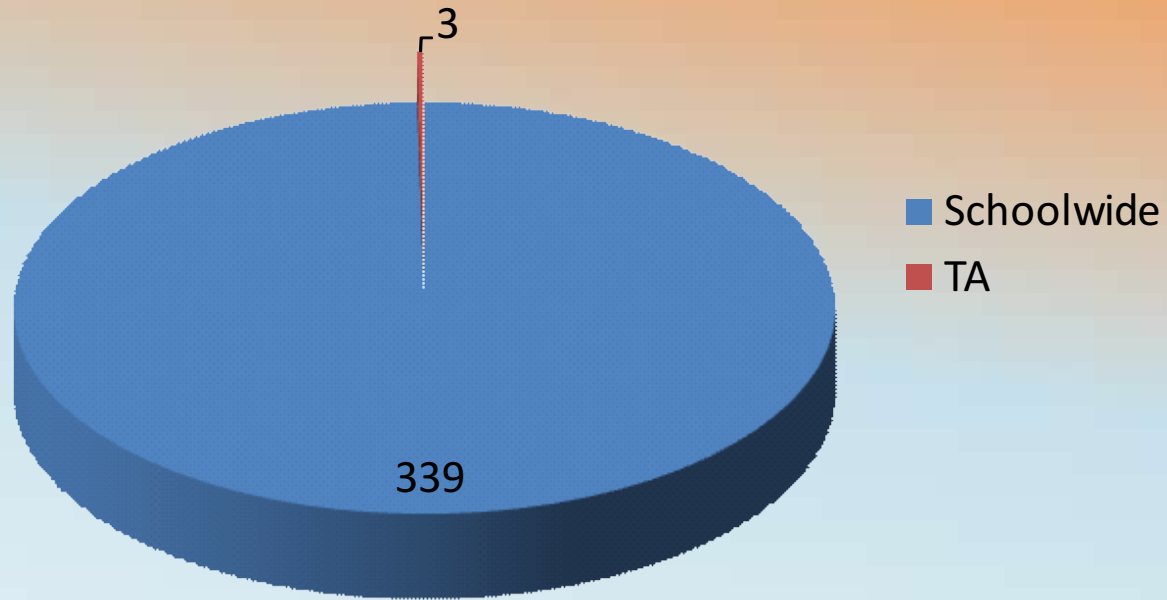
WV Title I Schools by Grade Span



*Schools are some configuration of grades PK,K,1,2,3,4,5,6

WV Title I Statistics

WV Title I Public Schools by Program



Schools must have a threshold of at least 40% poverty to operate as a schoolwide program

Title I Program Resources

- ***No Child Left Behind Act of 2001***
 - Section 1114 Schoolwide Program
 - Section 1115 Targeted Assistance Program

- **Title I Monitor. (September 2004). “*The Benefits of Schoolwide Implementation*” , Volume 1, Issue II, pp. 1-3.**

- **Cowen, K. (January 2009). *The New Title I: The Changing Landscape of Accountability*, 6th Ed., Chapter 4 Program Design.**

Title I Program Resources

- **Nonregulatory Guidance**

- **Designing Schoolwide Programs** , *March 2006*

- www.ed.gov/policy/elsec/guid/designingswpguid.doc

Targeted Assistance Schools

www.ed.gov/legislation/ESEA/Title_I/target.html

Parent Involvement Guidance , *April 2004*

www2.ed.gov/programs/titleiparta/parentinvguid.pdf

Title I Programs

Two program designs:

- **Targeted Assistance**
- **Schoolwide**

The requirement to specifically link Title I funds to eligible children and services is the **critical distinction** between a targeted assistance and a schoolwide program.

What are the pros and cons of schoolwide implementation?

Activity:

Individually read the article *“Pros and Cons of Switching from Targeted to Schoolwide”*. Then with a partner, discuss the pros and cons of switching to a schoolwide program. Record your responses in T-graph form.

What are the pros and cons of schoolwide implementation?

- Pros

- Cons

Title I Schoolwide Programs

- Seek to close the achievement gap for all students
- Plan for comprehensive, long term improvement
- Provide continuous learning for all entities
- Seek to strengthen the school's internal structures
- Consolidate resources to achieve the goals
- Engage in continuous self-assessment for the purpose of improvement

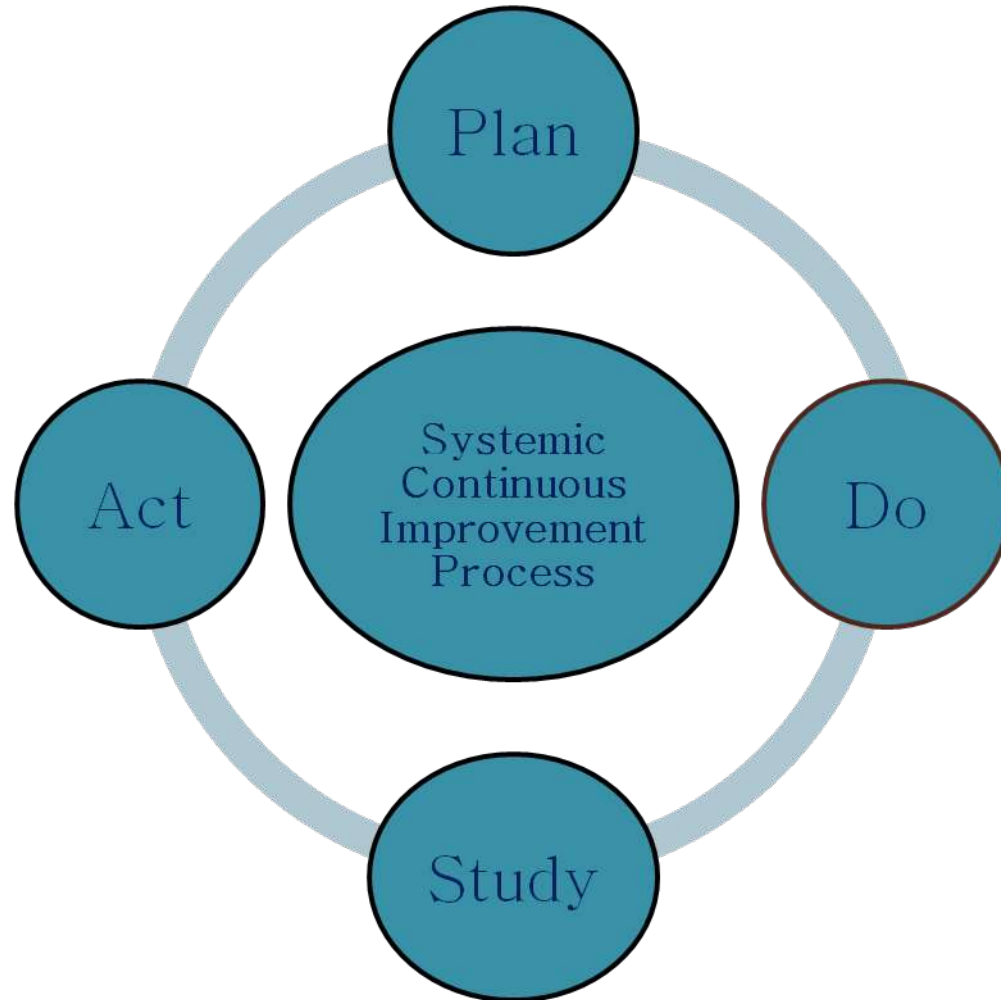
Three Core Elements of Schoolwide Programming

- Comprehensive needs assessment
- Comprehensive strategic plan
- Evaluation of the plan implementation



Planning Process for a Schoolwide Project

Systemic Continuous Improvement Process



Establish a Schoolwide Planning Team

Suggested membership

- Teacher representatives from the school's grade span
- Special education teacher
- Related arts teacher
- Paraprofessional
- Parents
- Community representative
- Business partner

Establish Team Norms

Questions for consideration

- How are members selected?
- What is the term of membership?
- What are the roles and responsibilities of the team members?
- How will consensus be defined?
- How will the members communicate with the stakeholder groups they represent?
- How much autonomy will the team have for decision making?

Clarify the Core Beliefs, Vision and Mission

- Why do we exist?
- What must we become to fulfill our purpose?
- What are our expectations for staff and students?
- How do we demonstrate a collaborative learning environment focused on learning?
- How do we demonstrate that we are committed to continuous improvement?



Comprehensive Needs Assessment

Create a School Profile/Needs Assessment

- Review and analyze all facets of the school's operation
- Identify strengths
- Identify deficiencies and determine root causes
- Formulate recommendations

Identifying Data Sources

Analyzing Data

Types of data to be examined:

- Key Outcome Indicators
- External Trends
- Achievement Data
- Other Outcome Data
- Data about Culture/Conditions

External Trends

- Outside factors that affect achievement
- Age distribution of county population
- Socio economic status of district
- Family structures
- Drug abuse
- Crime rate
- Technology trends

Achievement

- Summative tests
- Benchmark tests
- Formative assessments OF learning
- Formative assessments FOR learning

Other Outcome Data

- Attendance
- Discipline
- Drop out rates
- Graduation rates

Culture-Conditions-Practices

- Monitoring reports
- Walk through summaries
- OEPA Reports
- School self assessment of high yield strategies
- Questionnaires/surveys

Determining Root Causes

Examine Possible Reasons for Not Meeting Objectives			
Teacher	Learner	Curriculum	Classroom
Teaching strategies	Student engagement	Aligned with test	Instructional materials
Expectations	Self-efficacy	Mapping sequence	Physical environment
Understanding of CSOs and content area	Understanding of CSOs	Appropriate to grade level	Daily interruptions
Teaching experience	Prior learning experiences	Test administration	Learning climate
Classroom management skills	Parental support	Accommodation for learning styles	Disciplinary problems

Establish Priorities

- Review the root causes
- Prioritize the major concerns
- Focus on what you can actually change

Let's Summarize the Utilization of Data

Student Achievement Data	Goals and Objectives
External Trend Data	Strategies
Other Student Outcome Data	Strategies
Culture, Conditions, and Practices	Strategies

Let's Summarize

WHAT to Improve	HOW to Improve
GOALS	STRATEGY
Objective	Action step
Objective	Action step



Comprehensive Strategic Plan (Title I Compliance Sections)

Statute Requires 10 Components

These 10 components are grouped into 5 broad categories:

- Schoolwide reform strategies – goals/objectives/action steps
- Instruction by highly qualified teachers
- Parent involvement
- Additional support for students
- Monitoring and evaluation of the program

Statute Requires 10 Components

- 1a. Instruction by highly qualified teachers
- 1b. How to attract and retain highly qualified teachers
- 2. Staff Utilization
- 3. Program Overview
- 4. Transition Plan (for PreK to K)
- 5. Parent Involvement
- 6a. Parent Involvement Policy
- 6b. School-Parent Compact

Statute Requires 10 Components

7. Parent Involvement in planning, implementation and evaluation of the program
8. Coordination and integration of federal, state and local services
9. Academic assessment procedures
10. Evaluation of the schoolwide program
11. Professional development – including training teachers to work with parents



**MONITORING AND
EVALUATION OF THE TITLE
I SCHOOLWIDE PROGRAM**

Monitoring and Evaluation of the Title I Schoolwide Program

Main Purpose

- Title I regulations require a school operating a schoolwide program to annually evaluate the implementation of, and results achieved by, the schoolwide program.

Monitoring and Evaluation of the Title I Schoolwide Program

Main Purpose

- The annual evaluation must determine whether the schoolwide program was effective in increasing the achievement of students in meeting the State's academic standards.

Monitoring and Evaluation of the Title I Schoolwide Program

Additional Purposes

- Assist school leaders in making informed decisions
- Answer stakeholder questions
- Increase understanding of specific strategies
- Promote interest in and support of a program or activity

Identifying Questions to Ask

Two Types of Questions

- Is the program/strategy/action step being implemented as intended?
- Did the achievement of students increase to the desired level?

Example Goal and Objective

- Goal: Mayberry Elementary School will increase the percentage of students attaining mastery in reading /language arts.
- Objective: The percentage of students obtaining mastery in reading/language arts will increase 2% annually as evidenced by the WESTEST 2.

Example Strategies/Action Steps

- 1) Organize the school staff into PLCs with daily common planning periods.
- 2) Provide professional development for teachers in deconstructing CSOs and developing common assessments.
- 3) Deconstruct the CSOs and develop common assessments.
- 4) Administer Acuity benchmark assessments quarterly.

Determine Person(s) Responsible

- School must decide collaboratively with the district how the evaluation will be conducted.
- Choices of method of evaluation
 - Internally
 - Externally



Evaluation/Review Process

Step 1

- Identify the school's main purpose and intended audiences

Evaluation/Review Process

Step 2

- Identify the review questions based on goals, objectives, and strategies
- Key review points
 - Input
 - Activities
 - Short term impacts
 - Long term impacts

Evaluation/Review Process

Step 3

- Identify data collection instruments
 - Quantitative
 - Qualitative

Evaluation/Review Process

Step 4

- Collect data

Evaluation/Review Process

Step 5

- Analyze and interpret results



Evaluation/Review Process

Step 6

- Develop a written report

(continued)

Evaluation/Review Process

Step 6 (continued)

- Content of report
 - Background information about the school
 - Evaluation questions
 - Procedures for gathering data
 - Findings from data analysis
 - Conclusion and recommendations for improvement (continued)

Evaluation/Review Process

Step 6 (continued)

- Present the report to staff, parents and community members

Utilization of the Program Evaluation/Review

- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- Solicit the input of all stakeholders in identifying more effective strategies to achieve identified goals.

Utilization of the Program Evaluation/Review

- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.

Utilization of the Program Evaluation/Review

- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.
- Review the implementation review design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's evaluation.



SEA MONITORING OF THE TITLE I SCHOOL PROGRAM

Additional Support

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