

Title II, Part A Form Package 284 End-of-Year Report Annual Work Session September 28, 2022

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Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Who Needs to Complete Form Package (FP) 284?

FP 284 Required

- FP 284 must be completed by LEAs who accepted Title IIA funds during SY21-22

Keep in mind: The 2022-23 FP 284 reflects your 2021-22 FP 239 Title IIA application. You will need to refer to FP 239 while completing FP 284.

FP 284 Not Required

- LEAs who REAPed their Title IIA funds complete FP 367 REAP End-of-Year Report
- LEAs who transferred 100% of their Title IIA funds to Title IA (complete FP 244) and/or Title IVA (completed via a survey)
- LEAs who did not accept their Title IIA allocation

Page 1 – Personnel Funded by TIIA

Information Needed

- Contact Info
- Personnel funded by Title IIA counts by FTE and grade level

Common Errors

- At a minimum, the first drop-down response is required
- The FTE on this page should match the 2021-22 FP 239, page 5 information (see object 2).

Personnel Funded With Title IIA

NOTE: FTEs reported below must align with the number of FTEs and Position Title(s) approved on FP 239 (20-21) grant application, Page 7 – Budget Plan. Reported number may not exceed the FTEs approved.

Yes Were Title IIA funds used for personnel as part of the LEA's approved grant application?

- If **NO**, mark this page completed, and proceed to Page 2.
- If **YES**, complete the following table and respond to the question below.
 - No Were FTE approved but not used because of COVID-19?
 - If partially used, complete the following table and provide an explanation for any non COVID-19 circumstances in the space provided below:

- No Were FTE approved but only partially used because of COVID-19?

Positions Funded with Title IIA	Grade Levels	FTE
Curriculum TOSA/Instructional Coach	<input type="text"/>	<input type="text"/>
English Language Arts TOSA/Instructional Coach	<input type="text"/>	<input type="text"/>
Mathematics TOSA/Instructional Coach	6-12	2.00
Reading TOSA/Instructional Coach	<input type="text"/>	<input type="text"/>
Science TOSA/Instructional Coach	<input type="text"/>	<input type="text"/>
Technology TOSA/Instructional Coach	<input type="text"/>	<input type="text"/>
Class Size Reduction	<input type="text"/>	<input type="text"/>
New Teacher Mentor	<input type="text"/>	<input type="text"/>
Other (specify):		
<div style="border: 1px solid black; height: 40px;"></div>	<input type="text"/>	<input type="text"/>
Title II, Part A 10/11/2022 6		
Total FTE		2.00

Page 2 – Equity Gap Data Profiles

- Review your LEAs equity gap data profiles at [OSPI Report Card](#) and [PESB District Workforce Data](#)
- Complete Part 1 - write a narrative regarding the strategies used to support inexperienced (<5 years) and/or out-of-field teachers, if applicable
- Complete Part 2 – only if your LEA had Targeted and/or Comprehensive school(s) in SY21-22

Part 1: Ensuring Equity. District strategies to ensure equitable placement of qualified and experienced teachers [Sec. 1112(c)(1)(L)].

Inexperienced Teachers (INX)

What strategies did the LEA implement to support inexperienced teachers and inexperienced teacher equity gaps?

All year one and year two teachers are assigned a mentor teacher that works with them for two years with our induction program. Mentor-mentees meet weekly in the beginning and later in the year and during the second year they meet bi-weekly. Our program is based on the BEST teacher program protocols and strategies.

Out-of-field Teachers (OTF) How did the LEA support out-of-field teachers and out-of-field teacher equity gaps?

A learning and support plan is created and implemented for all out-of field teachers. They are also given a mentor that assists them in planning and trouble shooting issues.

Part 2: Targeted and Comprehensive Schools

If the LEA used Title II, Part A funds to support targeted student groups and comprehensive schools, please describe how below.

N/A

Page 3 – Class Size Reduction (CSR)

This page is applicable to LEAs who used Title IIA funds for class size reduction in SY21-22:

- Asotin-Anatone
- Cashmere
- Everett
- Grand Coulee
- Mt. Baker
- Tonasket
- Toutle Lake
- Wahkiakum

Class Size Reduction

No Were Title IIA funds approved for class size reduction but then not utilized due to COVID-19?

No Were Title IIA funds used for class size reduction for the 2021-22 school year?

If **YES**, please explain how reducing class size has positively impacted the academic performance of low-performing students.

Please provide pre/post assessment data to demonstrate how reducing class size has positively impacted the academic performance of low-performing students.

DIBELS	MAPS	CBAs	Other
Pre <input type="text"/>	Pre <input type="text"/>	Pre <input type="text"/>	Pre <input type="text"/>
Post <input type="text"/>	Post <input type="text"/>	Post <input type="text"/>	Post <input type="text"/>
<input type="checkbox"/> Post-Unable to assess due to COVID-19	<input type="checkbox"/> Post-Unable to assess due to COVID-19	<input type="checkbox"/> Post-Unable to assess due to COVID-19	<input type="checkbox"/> Post-Unable to assess due to COVID-19

List the name of the school or schools, grade levels and content areas that were served with this CSR. **List school building and select for each content area below:**

Press the "NEW" button to complete information for each NEW record. To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

Page 4 – Teacher / Principal Recruitment, Retention and Induction Plans

See page 7 of your LEA's FP 239 to see if this section is applicable.

The minimum response required for this page is to use the pull-down to mark *all three sections* as yes or no (yes responses will require additional information to be entered).

Teacher/Principal Recruitment, Retention, and Induction Plans

NOTE: This page should align with approved plan on FP 239 (21-22) page 9.

Title IIA funds approved for teacher/principal recruitment in FP 239 (21-22)?

If **YES**, select all the boxes that best describe how Title II, Part A funds were spent for recruitment activities SY20-21:

- In-state teacher recruiting
- Out-of-state teacher recruiting
- In-state principal recruiting
- Out-of-state principal recruiting
- Attended job fairs
- Advertised job postings
- LEA travel for recruitment
- Signing bonuses or other financial incentives for hard to fill positions
- Built partnerships with teacher preparation programs
- Built partnerships with principal preparation programs
- Recruited paraeducators for alternate route to teaching programs
- Financial incentives for alternate route to teaching programs
- Reimbursement for endorsement assessments
- Other:

Other alternative activities due to COVID-19:

If funds were approved but not used, please explain below.

Were funds approved but not used because of COVID-19?

Page 5 – Professional Learning, Part 1

This page needs to align with the LEAs responses in FP 239, page 6, section 3.

Part 1: Enter "1" for each area addressed via PD (multiple PD sessions on the same topic = 1)

Part 1: Content Area Professional Learning Activities

Select ▼ Were Title IIA funds used for professional learning activities?

- If **YES**, record by content area the number of professional learning activities funded. A single activity, such as a class that is extended over a period of time, should be counted as one activity. Include activities such as mentoring, workshops, study groups, TOSAs and coaches providing assistance to teachers, etc.
Count each activity only once. This table must align with the reported Professional Learning plans & Activities approved in FP 239 (20-21).

Professional Learning Activities Provided by Title IIA	Number of Activities
Arts (Music, Drama, Theater, Visual Arts)	<input type="text"/>
Common Core State Standards	<input type="text"/>
English Language Arts (other than Reading)	<input type="text"/>
Foreign (World) Languages	<input type="text"/>
Mathematics	<input type="text"/>
Reading	<input type="text"/>
Science	<input type="text"/>
Social Emotional Learning	<input type="text"/>
Social Studies (History, Economics, Civics/Government, Geography)	<input type="text"/>
TPEP	<input type="text"/>
Other (specify) <input type="text"/>	<input type="text"/>
Total:	0

Page 5 – Professional Learning, Part 2

This page needs to align with the LEAs responses in FP 239, page 6, section 3.

Part 2: Enter the count for the number of educators who participated in high quality professional learning activities funded by Title IIA.

	Elementary	Middle/ Jr. High	High School	Total
Teachers	175	66	87	328
Principals	15	3	3	21
Other School Leaders				0
Paraeducators	153	10	5	168
Other (specify)				
Community Members	3			3
Total:				520

Page 5 – Professional Learning, Part 3

Part 3

- Enter the name of each professional learning plan shown on FP 239, page 6, section 3.
- Use the checkboxes, pull-down options and text boxes to indicate changes from the original plan.

Professional Learning Plan 1

Plan Title:

Social Emotional Learning

Activities/Descriptions Plan 1:

Check box if LEA **did not** provide approved professional learning activities for this plan.

No Were professional learning activities not provided because of COVID-19 circumstances?

If LEA **did not** provide professional learning activities for reasons other than COVID-19, please provide an explanation of why below.

Yes If the LEA did provide professional learning activities, were any activities modified due to COVID-19 circumstances?

If **YES**, please include details in the Description field in the table below.

Trainings were all delivered remotely- both synchronously and asynchronously.

Page 5 – Professional Learning, Part 3 continued

☐ Press “new” to enter each activity in the professional learning plan.

The examples provided shows the level of detail to provide (what, how many, duration).

Press the "NEW" button to complete information for each NEW record.
 To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

New

SAVE each activity before pressing the **NEW** button again to avoid losing data.

Title of Activity	Description
Reading Strategies and Curriculum PD	1) All K-5 classroom teachers and several Title and SPED teachers participated in two self-selected half-day sessions on different aspects of FPC Reading Program . 2) Most K-3 and several 4-5 teachers participated in a curriculum-specific 1-day session.

REMEMBER: Allow **SAVE** to complete *before* hitting the **NEW** button again.

Delete

SAVE each activity before pressing the **NEW** button again to avoid losing data.

Title of Activity	Description
Math Content & Pedagogy (Eureka Math)	K-2 Teachers: All K-2 teams met with a consultant 3 times over the course of the year to refine curriculum and assessments with a focus on differentiating instruction (sub-release time and consultant fees). 3-5 Teachers: All 3-5 teachers had two 6-hour trainings on new curriculum with a focus on increasing understanding of content and pedagogy and adapting and differentiating curriculum (sub-release time and facilitation stipend for classroom teacher). Bi-monthly after-school support sessions were offered (facilitation stipend for classroom teacher).

Page 5 – Professional Learning, Part 3, cont. 2

Describe how Title II, Part A professional learning activities has a **substantial, measurable,** and **positive impact** on student achievement.

The most common error in this section is submitting a response that does *not* focus on the impact on student achievement.

--Was the activity successful?

--How do you know?

The professional development led by Title 2A funded teachers on special assignment (TOSA) (including studio classrooms, backward planning from assessment items, standards-aligned instruction, formative assessment use, and teacher leader training for leading effective PLCs) resulted in increases in the state assessment passing percentages as listed below:

3rd grade math = 5% increase, ELA = 3% increase

5th grade ELA = 5% increase

6th grade math = 2% increase, ELA = 3% increase

7th grade math = 3% increase, ELA = 3% increase

8th grade ELA = 2% increase

Smarter Balanced results indicate the LEA's 1-year change in percent meeting standard resulted in students' academic performance being higher than the state average for both ELA and Math in all elementary grades. These results will focus our work in the upcoming school year.

Page 6 – Private Schools

Not sure if your LEA served private schools? See 2020-21 FP 239 page 8:

Choose the appropriate response:

- The LEA does not have any private schools participating in our LEA's Title II, Part A equitable services. *(Check and mark page completed.)*
- There are private schools in this LEA and at least one chooses to participate in Title II, Part A.

If private schools were served, select "new" to enter the name of the school.

If any of the private schools served did not spend the entire amount, enter an explanation (if there is no carryover, enter NA).

Activities/Equitable Services

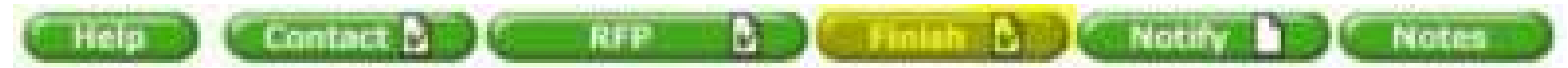
**Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

<input type="button" value="New"/>	
<input type="button" value="New"/>	

If a private school did not use the entire amount of equitable services, please explain why below.

Final Steps!

1. Select "Finish"



2. Select "Notify" which will trigger a pop-up email

3. Send email



What's Next?



The Title IIA team will review the EOY Report.



LEAs will receive either an approval email, or a needs more work email.

Needs more work emails will include specific information regarding the changes needed, so be sure to scroll down. Be sure to notify us when the edits are completed.

Contact Us!



Title2A@k12.wa.us



360-725-6340



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Connect With Us!

Be sure to select Title II, Part A to receive our announcements and updates.



Questions?

The Title 2A Team will stay on the webinar until all questions are answered, even if we go past our ending time.



THANK YOU!

YOU
GOT
THIS

