Schoolwide Programs

Every Student Succeeds Act

March 15, 2016

Outline

- **Basics of a schoolwide program**
- **Transition from NCLB to ESSA Schoolwide Plan**
- **ESSA Schoolwide Plan Requirements**
  - NCLB/ESSA Crosswalk
- **Conducting a Comprehensive Needs Assessment**
- **Myths About Schoolwide Programs**
- **Plan to Plan**
- **How can CDE help?**

Targeted vs. Schoolwide

Targeted Assistance	Schoolwide
Only identified students receive services	Title I funds used to upgrade the entire educational program
Submit data to Title I Interchange	Students not identified/reported to CDE
Must involve teachers and parents of students served in the planning process	Must involve all teachers and parents in the planning process

Schoolwide Programs

A schoolwide school:

- **Has a poverty rate of 40% or higher (minimum requirement can be waived by CDE)**

- **Represents a primary means to maximize flexibility in using Federal funds**

- **Serves as a vehicle to upgrade the entire educational program of a school**

- **Allows for easier leveraging of non-Federal and Federal funds to work together to improve educational performance of the entire school**

- **Addresses student needs through a schoolwide plan based on a comprehensive needs assessment**

Benefits of a Schoolwide Program

- **An opportunity to serve all students**

- **Services that need not be supplemental**

- **Consolidating Federal, State, and local funds**

Safeguarding Historically Underserved Populations

- **A comprehensive schoolwide plan must include strategies for —**
  - ✓ meeting the educational needs of historically underserved populations; and
  - ✓ addressing the needs of all students but particularly the needs of low-achieving students and those at risk of not meeting the State's standards who are members of the target population of any program included in the schoolwide plan.

- **A schoolwide program must provide effective, timely additional assistance to students who experience difficulty mastering the State's academic achievement standards.**

Safeguarding Historically Underserved Populations

An LEA operating a schoolwide program must:

- Ensure that each school receives a basic level of funds or resources from non-Federal sources to provide services that are <u>required by law</u> for students with disabilities and English Learners before using Title I funds in the school.
- Comply with all other applicable laws, including: civil rights laws; laws affecting the education of English Learners; and laws affecting the education of students with disabilities, such as the IDEA and Section 504 of the Rehabilitation Act of 1973.

- **If a schoolwide program consolidates Federal funds, it must ensure that it meets the intent and purposes of each Federal program whose funds it consolidates.**

Making a Difference: Supplement School Reform

- **The three traditional presumptions used to determine if supplanting has occurred do not apply to the use of Title I funds in a schoolwide program school.**

  - Are the expenditures or activities required by state law?

  - Were the expenditures or activities funded in previous years by nonfederal funds?

  - Would the expenditures or activities happen in the absence of federal funds?

- **However, in order for Federal funds to make a difference in supporting school reform in a schoolwide program, they must supplement those state and local funds the school would otherwise receive.**

Program Requirements

- **Title I schoolwide programs**
  - The schoolwide plan must be based on a comprehensive needs assessment of the entire school, particularly the achievement and needs of students most at risk
  - There are three basic components of a schoolwide program that are essential to effective implementation:
    - Conducting a comprehensive needs assessment of the entire school
    - Preparing a comprehensive schoolwide plan; and
    - Annually reviewing the schoolwide plan

ESSA Schoolwide Transition

- **Timeline**
  - Current NCLB schoolwide plans implemented in 2016-2017
    - Transition year for updating schoolwide plans
  - ESSA schoolwide plans implemented in 2017-2018
  - CDE will support implementation of current schoolwide plans or development of plans that transition early to ESSA requirements
- **Distribution of Responsibilities**
  - SEA – provide technical assistance and support to LEAs
  - LEA – ensure plans are fully developed and implemented with fidelity
  - Schools – implement, monitor, and continuously improve plan to support most at-risk students

Schoolwide Plan Requirements of Elementary and Secondary Education Act

No Child Left Behind	Every Student Succeeds Act
Comprehensive Needs Assessment	**Must be based** on a comprehensive needs assessment of the entire school, particularly the achievement and needs of students most at risk
Schoolwide Reform Strategies	**Must provide** opportunities for all students, increases the amount and quality of learning time, addresses the needs of all students, particularly those most at risk
	• **May include** preparation for and awareness of opportunities for postsecondary education and the workforce – careers and technical education, A.P., I.B., concurrent enrollment, or early college high schools
	• **May include** implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA
	• **May include** counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside academic subject areas

Schoolwide Plan Requirements
of Elementary and Secondary Education Act

No Child Left Behind	Every Student Succeeds Act
* Instruction by highly qualified teachers	• **May include** professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and to recruit and retain effective teachers, particularly in high-need subjects
High-quality and ongoing professional development	
Strategies to attract high-quality highly qualified teachers to high-needs schools	
Strategies to increase parental involvement	**Must be developed** with the involvement of parents and members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, tribes and tribal organizations present in the community, specialized instructional support personnel, technical assistance providers, school staff, and students (secondary)
	Must be available to the LEA, parents, and the public, in an understandable format, in a language the parents can understand

Note: Each local educational agency plan shall provide assurances that the local educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification 1112(c)(6)

Schoolwide Plan Requirements
of Elementary and Secondary Education Act

No Child Left Behind	Every Student Succeeds Act
Plans for assisting preschool children in the transition from early childhood programs	• **May include** strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
	• **May use funds** to establish or enhance preschool programs for children who are under six years of age
Measures to include teachers in the decisions regarding the use of academic assessments	Not stated as a requirement – teachers are listed as stakeholders to be included in plan development
Activities to ensure students who struggle are provided effective, timely, additional assistance, including measures to identify difficulties on a timely basis	Not stated as a requirement – included in CNA; opportunities for all students, particularly those most at risk; monitoring and evaluation
Coordination and integration of Federal, State, and local services and programs	Coordination and integration with other Federal, State, and local services, resources, and programs
Annually evaluate implementation and achievement of most at-risk students and revise the plan (Regulations)	Plan and implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards

Schoolwide Needs Assessment

An eligible school operating a schoolwide program shall develop a comprehensive plan that

(6) is based on a ==comprehensive needs assessment== of the entire school that takes into account information on the ==academic achievement of children== in relation to the challenging State academic standards, particularly the needs of those ==children who are failing,== or are at-risk of failing, to meet the challenging State academic standards and ==any other factors== as determined by the local educational agency...

Needs Assessment and UIP

- **Dual Purpose in Improvement Planning and meeting ESSA requirements:**
  - A needs assessment is the best way to identify what the school needs (documented through the improvement planning process), then determine how federal program funds can be used to add value.
    - Academic
    - Behavior
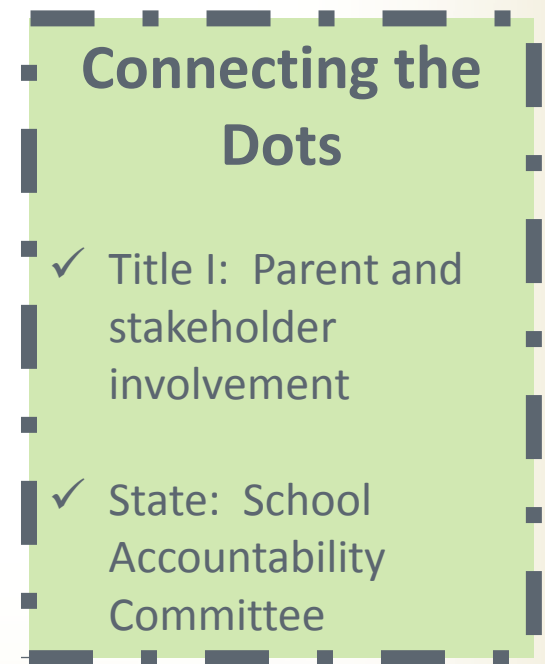   - Systems/Processes

Step 1: Pre-Planning

- Identify key stakeholders to be involved, including:
  - School Accountability Committee
  - District leadership
  - Teachers
  - Paraprofessional
  - School office staff
  - Parent/guardians of students who will be served
  - Community members to be involved
  - Students
- Schedule meeting dates
- Share schedule with all stakeholders

Connecting the Dots

- ✓ Title I: Parent and stakeholder involvement

- ✓ State: School Accountability Committee

Examples of Data Sources

Performance Data	Demographic Data	Process Data	Perception Data
• Local (district) summative and interim assessment results • Student work samples • Classroom assessment results • K-3 reading assessment results (required by the READ Act)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover)	• External school/district reviews • Curriculum documents • Instructional materials • Observations of Instructional Practice • Academic interventions available to students • Student attendance • Discipline referrals and suspension rates • Schedules and class sizes • Family/community involvement policies/practices • Professional development (structure, participation, focus) • Services and/or programs (e.g., Title	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment results

UIP: Trends, PPCs, Targets, Interim Measures

UIP: Root Cause, Action Planning Implementation Benchmarks

Tools to Help with Data Analysis/Needs Assessments

- **UIP Tools**
 - DISH: School Dashboard
    www.schoolview.org/dish.asp
  - UIP Website:
    http://www.cde.state.co.us/uip
  - TELL Survey Data:
    www.tellcolorado.org

- **ESEA Tools**
  - ESSA Needs Assessment Website:
    http://www.cde.state.co.us/fedprograms/consapp/na
  - Standards & Indicators
  - Self-Assessment for Healthy Human Capital
  - ELL Walkthrough Tool – (Appendix L in the Guidebook on Designing, Delivering and Evaluating Services for English Learners)

Achievement: Percentage of Students Scoring Proficient or Above
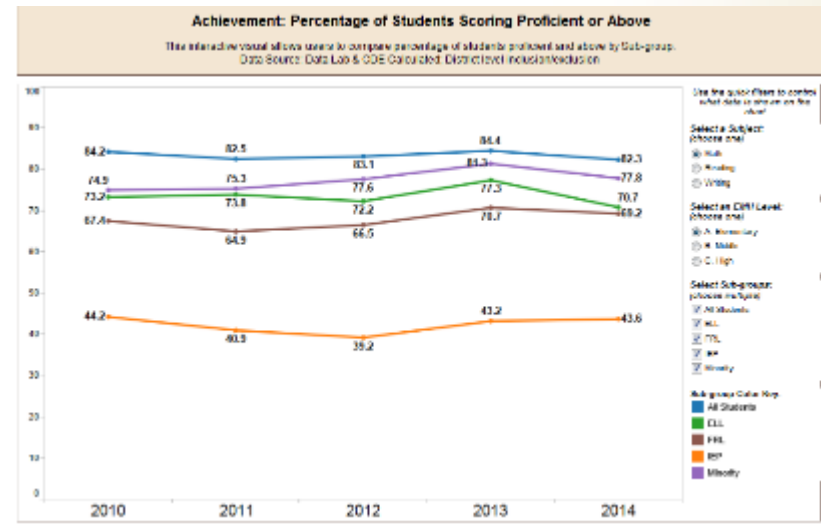
Notable Trends: Beginning to Narrow
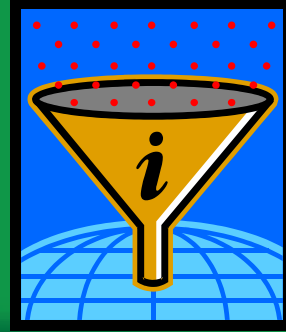
- **Analyze trends in achievement and growth data by:**
  - Content Area (Reading/Writing/ELA, math, language acquisition)
  - Disaggregated groups (race/ethnicity, FRL, ELL, IEP, gender)
  - School levels (grade levels, cohorts)
- **Identify the notable trends**
  - Positive trends
  - Negative trends
  - Narrow down to the ones that help you tell your story

Magnitude

The magnitude of school or district performance challenges should be **proportionate to the degree of underperformance** being demonstrated.

This is why a systems focus is critical.

Break it down: Title I Schoolwide Expectations for CNA

Key Words from Rubric	UIP Step in Data Narrative
Variety of data sources	All of them
Student performance data	Trends, PPCs,
Non-academic student data	Trends, PPCs, Root Cause Analysis
Process data about the school and perception data	Root Cause Analysis
Student strengths and needs (performance)	Trends, PPCs
Teacher, school and community strengths and needs	Root Cause Analysis
Manageable number of priorities and at the right level of magnitude	PPCs

Available Tools and Resources

- **Self-Assessment for Healthy Human Capital Systems: http://www.cde.state.co.us/fedprograms/tii/a**

- **Guidelines for Conducting a Needs Assessment (Title II specific): http://www.cde.state.co.us/fedprograms/tii/a**

- **Guidebook for Comprehensive Needs Assessment: http://www.cde.state.co.us/fedprograms/consapp/na**

- **English Learner Data Dig Tool: http://www.cde.state.co.us/cde_english/elau_pubsresources**

Dispelling Myths Regarding

Use of Title I Funds

Dispelling the Myth

Myth	Explanation of Law
Title I funds may only be used to support reading and math instruction.	Title I funds may be used in a schoolwide program to support academic areas that the school's needs assessment identifies as needing improvement.

Dispelling the Myth

Myth	Explanation of Law
Title I funds may only be used to provide remedial instruction.	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. At times, this may be best achieved by 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 the Myth

Myth	Explanation of Law
Title I funds may only be used to serve low-achieving students.	Title I funds may be used to upgrade the entire educational program in a school and, in doing so, all students may benefit from the use of Title I funds. However, consistent with the purpose of Title I, the reason to upgrade the entire educational program in a school is to improve the achievement of the lowest-achieving students.

Dispelling the Myth

Myth	Explanation of Law
If a school does not consolidate funds, Title I funds may only be used to provide services in a pull-out setting.	A school need not use Title I funds to provide services only in a pull-out setting, although this practice is not prohibited either. 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. However, the primary purpose of a schoolwide program is to raise the achievement of the lowest-achieving students by upgrading the entire educational program.

Dispelling the Myth

Myth	Explanation of Law
Title I funds may only be used for instruction.	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 the school's comprehensive schoolwide plan. For example, Title I funds may be used to improve attendance, improve school climate, counteract bullying, or provide positive behavioral interventions and supports.

Dispelling the Myth

Myth	Explanation of Law
Title I funds may not be used to support activities that are "required by law," were previously supported with State or local funds, or are provided to non-Title I students with State or local funds.	A schoolwide program school does not need to demonstrate that Title I funds are used only for activities that supplement, and do not supplant, those the school would otherwise provide with non-Federal funds. Accordingly, the presumptions used to determine if supplanting has occurred (i.e., if the activity is required by law; if the activity was provided in prior years with non-Federal funds; or if the activity is provided to non-Title I students with non-Federal funds) do not apply to uses of Title I funds in a schoolwide program school.

Dispelling the Myth

Myth	Explanation of Law
Title I funds may not be used to support children below kindergarten or the age of compulsory education.	A schoolwide program school 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. Such a program is designed to prepare children with the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences. All preschool children who reside in the school's attendance area are eligible to participate.

Plan to Plan

- **Where will your SW plan reside?**
  - Where does your plan (or plan requirements) currently reside?
  - What makes sense for your school?
- **How will you select implementation strategies to strengthen your schoolwide program?**
  - Engage Stakeholders
  - Based on your Comprehensive Needs Assessment
  - High Achieving Schools study findings
  - Improve the entire school, with particular attention the most at-risk students

How can CDE help?

- **Resources**
  - CDE Support
    - Connect for Success Team, Federal Programs, ESSU, MTSS, UIP
  - SW Toolkit
    - High Achieving Schools Study Findings
    - SW Requirements and Rubric
    - Quick References
    - Root cause resources
    - Self-Assessment for Healthy Human Capital
    - Promising Partnership Practices and SACPIE website
    - MTSS Resources

Questions?

Contacts

Name	Phone Number	E-mail Address
Jennifer Simons	303.866.3905	simons_j@cde.state.co.us
Jeff Klein	303.866.6700	Klein_j@cde.state.co.us

UFPA Contacts listed here:
http://www.cde.state.co.us/fedprograms/ov/contacts