Schoolwide Requirements - Title I

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Summary: This document explains the 10 components and other requirements of the law for Title I Schoolwide programs.

What is a Schoolwide program?

A Schoolwide program upgrades the entire instructional program in the school building to enable all children, particularly the lowest achieving students, to reach the state's standards for reading/language arts and mathematics. A Schoolwide program must implement the 10 components required by the No Child Left Behind Act of 2001. A school building is eligible to implement a Schoolwide program if at least 40 percent of the enrolled students are low income (eligible for free and reduced price meals on the National School Lunch Program) and the building staff develop the plan to restructure the total instructional program, during a one-year period, in consultation with the local educational agency and its school support team or other technical assistance provider.

Who can offer technical assistance during the year of Schoolwide program planning?

The one year of planning by the building staff must be done with the district staff and its school support team or other technical assistance provider knowledgeable in scientifically based research and practice on teaching and learning and about successful Schoolwide projects, school reform and improving educational opportunities for low achieving students.

What is the difference between a Schoolwide and Targeted Assistance Program?

While both delivery systems are funded by Title I, the Schoolwide program is very different from the Targeted Assistance building. Targeted Assistance buildings serve only the children who are eligible for services (that is, those determined through academic multi-criteria to be failing or at risk of failing to meet the state standards for reading/language arts and mathematics). Targeted Assistance buildings serve eligible children through a number of delivery methods, such as preschool, supplemental kindergarten, summer school, before- and after-school programs, and in class. Schoolwide programs use the 10 Schoolwide components to provide an enriched and accelerated learning experience necessary for all children in the building, particularly the lowest achieving children, to reach the state's standards for reading/language arts and mathematics.

What are the Schoolwide components?

Each Schoolwide building must have its own building plan. This can be a local plan or, in the case of a new Schoolwide program, must be the Building Action Steps in the online

Comprehensive Continuous Improvement Plan (CCIP). In both, the Schoolwide components must be easily discernable in the plan and the requirements of the Title I law met. The cost of

implementing the required Schoolwide components may be met with Title I funds or other funding sources.

The 10 Schoolwide components are explained below.

1. **Comprehensive Needs Assessment--** A comprehensive needs assessment includes an analysis of the entire school building based on student performance data and information in relation to the state standards for reading/language arts and mathematics, especially using disaggregated data (major racial/ethnic group, Limited English Proficient (LEP) status, children with disabilities compared to nondisabled children, and economically disadvantaged children compared to non-economically disadvantaged children).

   Examples: Ohio Proficiency Test scores; off-grade proficiency test scores; diagnostic results; standardized test scores; grades; locally developed benchmark data; promotion and retention rates; attendance and tardiness rates; mobility rate; suspensions, expulsions, and other discipline data; staff, parent, student, community surveys; and parent involvement data.

2. **Schoolwide Reform Strategies** are activities that--
   - Provide opportunities for all children to meet the State's proficient and advanced levels of student performance on the State assessments for reading and mathematics;
   - Use effective methods and instructional strategies that are scientifically research based that strengthen the core academic program, increase the amount and quality of learning time (such as through extended school year and before-and after-school and summer programs, and enriched and accelerated curricula) and provide strategies for meeting needs of historically underserved populations;
   - Address the needs of all children in the school, but particularly the needs of low-achieving children or those at risk of not meeting the state's academic standards for reading/language arts and mathematics and address how the school will determine if such needs have been met, and;
   - Are consistent with, and are designed to implement the State and local improvement plans and online CCIPs.

   Scientifically based research, as defined in the No Child Left Behind Act of 2001, applies rigorous, objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that—

   - Employs systematic, empirical, methods that draw on observation or experiment;
   - Involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn;
   - Relies on measurements or observational methods that provide valid data across evaluators and observers, across multiple measurements and observations, as well as across studies by the same or different investigators;
   - Is evaluated, using experimental or quasi-experimental designs, in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

   Programs can be evaluated by—

- Determining if an external evaluation of the program was conducted;
- Locating reports on the program in peer-reviewed education journals;
- Researching the proven effectiveness of the program compared to other programs;
- Determining whether the program's effectiveness was compared against a control group;
- Assuring the program is relevant to students and responds to English language arts standards;
- Assuring a reading program responds to the five essential components of reading development (phonemic awareness, phonics, fluency, comprehension, and vocabulary). See the National Reading Panel's recommendations (http://www.nationalreadingpanel.org).

3. Highly Qualified Professional Staff- Teachers and paraprofessionals must meet the ODE Highly Qualified Teacher and Paraprofessional Requirements and Rubrics as explained on the ODE Website: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=134&Content=12051

4. Title I Substitute Teacher Assignments - In accordance with ORC 3319.10, OAC 3301-25-01(E), & NCLB Section 1120, Title I substitute teacher assignments for both public and nonpublic schools shall be equitable and timely. The LEA must provide a teacher replacement and/or a substitute if the current service provider is not able to provide services for an extended period of time.

The nonpublic consultation process should include discussion and budget allowance for substitute cost which would encourage timely initiation of assigning a substitute to provide Title I services.

Title I funded Teacher as a Substitute - In accordance with NCLB Section 1120A(b) and Non-Regulatory Guidance Title I Fiscal Issues: Supplement, Not Supplant-Part C, Title I teachers for both public and nonpublic schools shall not be used as substitute teachers unless other funds are used to pay the Title I teachers their regular daily salary and Title I services are not interrupted.

As a Rule: Title I Targeted Assistance teachers should not be used as substitutes on a regular basis.

5. High Quality and Ongoing Professional Development are activities for teachers, principals, and paraprofessionals, and where appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student performance standards. Professional development should be driven by the comprehensive building needs assessment. The state requirements for professional development are located on the ODE Web site: http://www2.ode.state.oh.us/emis/pdf/HQPDpaths_FH8.pdf

According to the definition in NCLB, Sec. 9101, #34, high quality professional development includes activities that--

- Improve and increase teachers' knowledge of the academic subjects they teach;

- Are an integral part of broad schoolwide and districtwide educational improvement plans (local plans and online CCIPs);
- Give teachers, principals and administrators the knowledge and skills to provide students the opportunity to meet State content and achievement standards;
- Improve classroom management skills;
- Are high-quality, sustained, intensive, and classroom focused;
- Are not one-day or short-term workshops or conferences;
- Support the recruiting, hiring and training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are based on scientific research and improve student academic achievement or substantially increase the knowledge and skills of teachers and are aligned and directly related to state content and achievement standards and assessments and the curricula and programs tied to the standards;
- Are developed with extensive participation of teachers, principals, parents and administrators;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children;
- Provide training for teachers and principals in the use of technology so that it is used effectively in the classroom;
- Are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments, and;
- Include instruction in ways that teachers, principals, pupil services personnel and school administrators may work more effectively with parents.

High quality professional development may also include activities that--

- Involve the forming of partnerships with institutions of higher learning to establish school-based teacher training programs for prospective and beginning teachers;
- Create programs to enable paraprofessionals to become certified and licensed teachers; and
- Provide follow-up training to teachers who have participated in professional development activities to ensure the knowledge and skills learned by the teachers are implemented in the classroom.

6. Strategies to Attract Highly Qualified Teachers- These are strategies that attract highly qualified teachers to high-need schools. Possible strategies may include but are not limited to-

- Merit based performance systems;
- Differential pay;
- Incentive programs;
- Professional development opportunities, including teacher mentoring programs;
- Scholarships; or
- Signing bonuses.

Highly qualified teachers are defined in No. 3 above.

7. Increased Parent Involvement- Title I-funded districts must implement programs, activities, and procedures for the involvement of parents in Title I programs. Such programs must be planned with meaningful consultation with parents of Title I children. See the Parent

Engagement Package on the CCIP Web site:
https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1044

The district and Title I-funded buildings must develop with parents a written parent involvement policy. The policy must describe how the district will build the school's and parent's capacity for strong parental involvement, coordinate and integrate parental involvement strategies with those of other programs (such as Head Start, Reading First, and Even Start Programs), and conduct with parents an annual evaluation of the parental involvement policy. This evaluation should include identifying barriers to greater participation, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Each Title I-funded school must convene an annual Title I meeting to explain the requirements of Title I and the right of parents to be involved. A flexible number of meetings must be offered and schools may use Title I funds to provide transportation, child care or home visits. The school must involve parents in the development and improvement of the parental involvement policy and Schoolwide plan and provide parents with timely information about Title I programs, explanations of the curriculum in the school, the forms of academic assessment, and the proficiency levels students are expected to meet.

As part of the above policy, each Title I-funded school must jointly develop with parents a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. The compact must describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive learning environment and the parent's responsibility to support the child (such as monitoring attendance, homework completion television watching; volunteering in the classroom; and participating in decision making related to the education of their children). The compact must also address the importance of communication between parents and teachers through, at a minimum, parent-teacher conferences, frequent progress reports and reasonable access to school staff.

Each Title I-funded district and school must provide assistance to parents in understanding the state content and achievement standards, academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators; provide materials and training to help parents work with their children to improve achievement; educate teachers, pupil personnel, principals, and other staff in the value and utility of contribution of parents and how to work with parents.

Districts and schools must provide full opportunities for parents with limited English proficiency, parents with disabilities and parents of migratory children; and inform all Title I parents and parent groups of the availability of the Ohio Parent Information and Resource Center (Ohio PIRC). For help with parental involvement planning, call Ohio PIRC, at 1-866-253-1829 (toll free).

Districts are also encouraged to implement family literacy programs which include all four of the following components: 1) parent and child interactive time, 2) parent education and support, 3) adult basic education, and 4) childhood educational assistance. (See more information at the ODE Web site: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=468&Content=7496

8. **Preschool Transitions-** These are activities for assisting preschool children in the transition from early childhood programs (such as Head Start, Early Reading First, Even Start or preschool programs) to local elementary school programs.

Examples- Meetings of building staff with Head Start and other local preschool program staff to coordinate services; early literacy professional development for preschool providers in the school attendance area; shared information on students, such as screening results; working with preschool providers to improve their early literacy curriculum; and ongoing meetings with preschool parents to discuss developmental needs of individual children.

9. **Assessment**- These are measures to ensure teachers are involved in the decisions regarding the use of State assessments to provide information on and to improve the performance of individual students and the overall instructional program.

   In addition, teachers are encouraged to use other assessments to inform classroom instruction. Examples-- Running records, diagnostic tests, individual reading inventories, content-specific achievement tests, portfolio assessments, informal assessments (such as phonological awareness, alphabet recognition, word recognition, observation).

10. **Additional Assistance for Students who are Failing-** These are activities to ensure that students who experience difficulty mastering the state's performance standards for reading/language arts and mathematics during the course of the school year shall be provided with effective timely additional assistance, which must include measures to ensure students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.

    Examples- Additional help that minimizes removing children from the regular classroom during regular school hours, such as summer school, before- or after-school, and Saturday reading and/or mathematics tutoring; supplemental kindergarten; preschool as part of an early literacy approach; coordination with the Reading First and Ohio Reads tutoring to create a continuum of safety net services to best serve individual child needs.

11. **Coordination of Programs-** This refers to the coordination and integration of federal, state, and local services and programs, including programs in the No Child Left Behind Act of 2001; violence prevention, nutrition, and housing programs; Head Start and Even Start; adult education, vocational and technical education, and job training programs.

Are there any other requirements of the Schoolwide plan?

Besides describing how the school will implement the above 10 components, the Schoolwide plan must also--

- Describe how the school building will use Title I and other resources to implement the required components;
- Identify district, state, and other federal programs that will be included in the Schoolwide program; and
- Describe how the school will provide individual student assessment results, including interpretation of these results, to parents in a language the parents can understand.

New Schoolwide Programs

Buildings intending to become new Schoolwide programs need to complete the required year of planning and documentation as outlined in the Title I Schoolwide-New Program Procedure located in the CCIP Doc Library.