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CCIP Note #280

Keywords: Title I, Schoolwide, Schoolwide Pool, Fiscal
Attention: Superintendents, Treasurers, and Consolidated Application Contacts
Summary: Schools that operate Title I Schoolwide buildings must evaluate annually the outcomes; Overview of all Title I Schoolwide requirements.

Eligible applicants for the SDFS Sustainability Plus Grant Application are Ohio public school districts, educational service centers, and career-technical centers.

Overview of all Title I Schoolwide requirements

Superintendents, Treasurers, and Consolidated Application Contacts

FYI

Schools that operate Title I Schoolwide buildings must engage in continuous self-assessment and improvement. They must evaluate annually the outcomes and the schoolwide plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. The purpose of this CCIP Note is to remind districts of this particular requirement and to provide an overview of all schoolwide requirements. If you have not already done so, please review your schoolwide plans accordingly. *[Section 1114, Elementary and Secondary Education Act]*

Schoolwide Program Overview

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. This schoolwide reform strategy requires that a school –

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan *(*parent and other stakeholder input required)*; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

There are three core elements of a schoolwide program, each of which is discussed in more detail in the document Designing Schoolwide Programs Non-Regulatory Guidance.

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.

2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must –
    a. Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the state's proficient or advanced levels of academic achievement;
    b. Provide instruction by highly qualified teachers;
    c. Offer high-quality, ongoing professional development;
    d. Create strategies to attract highly qualified teachers;
    e. Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
    f. Identify measures to include teachers in decisions regarding the use of academic assessments;
    g. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
    h. Coordinate and integrate federal, state and local services and programs.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated if it chooses to consolidate funds from Title I, Part A, and other Federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory and regulatory requirements of those programs. [Section 1114(b)(1) of Title I of ESEA].

3. The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Eligibility/Poverty Determination

A school may use its Title I funds in a schoolwide program if at least 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. If a school's poverty threshold falls below 40 percent in any subsequent year, may the school continue as a schoolwide program?

Yes. If the population of a school that operates a schoolwide program drops below the required eligibility threshold in any subsequent year, the school may continue to operate as a schoolwide program.

CCIP Instructions for Schools Dropping Below 40% Low-Income

Enter a notation in the CCIP History Log citing original date of schoolwide status and low-income percent at the time. If a schoolwide building's low-income percent has dropped below 40 percent, the building still maintains general Title I eligibility by being at or above district average low-income percentage, at or above district average low-income, at or above district-wide grade span poverty average for the relevant grade span, or 35 percent, whichever is less.

Ohio | Department of Education

Schoolwide Pooling of Funds

Section 1114 of Title I of the ESEA authorizes eligible schools to consolidate Title I funds, along with other federal, state and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design.

Helpful Schoolwide Resources

- *Designing Schoolwide Programs*
- *Schoolwide Requirements*
- *Schoolwide-New Program Procedure-Title I*
- *Schoolwide Pool Business Rules*
- *Title I Fiscal Issues*
- *Auditor of State Bulletin – 2007-003*
- *Elementary and Secondary Education Act (Section 1114, Schoolwide Programs)*

If you have questions, please contact your consultant in the Office of Federal Programs at (614) 466-4161.

Superintendents, Treasurers, and Consolidated Application Contacts

Eligible applicants for the SDFS Sustainability Plus Grant Application are Ohio public school districts, educational service centers, and career-technical centers. Recipients of the Safe and Drug-free Schools Sustainability Grant (awarded July 22 – Sept. 30, 2011) are not eligible for the SDFS Sustainability Plus Grant.

The SDFS Sustainability Plus grant will offer grantees the opportunity to:

1. Review their local discipline data and non-academic needs;
2. Identify school and community partners;
3. Develop a comprehensive sustainability plan addressing student discipline, non-academic needs and school safety plans;
4. Offer a positive school climate and a system of learning supports;
5. Purchase an evidence-based prevention program to address identified needs.

Click the link below to access the SDFS Sustainability Plus Grant Application.

http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=431&ContentID=2355&Content=122783