

Title I Program Quality

Title I Office Hours

12.20.12

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Goals



Successful students

Prepare students to thrive in their education and in a globally competitive workforce.

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase national and international competitiveness for all students.

Great teachers and leaders

Ensure effective educators for every student and effective leaders for every school and district.

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Outstanding schools and districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- Increase school and district performance.
- Turnaround the state's lowest performing districts and schools.
- Foster innovation and expand access to a rich array of high quality school choices for students.

Best education system in the nation

Build the best education system in the nation.

- Lead the nation in policy, innovation, and positive outcomes for students.
- Operate with excellence, efficiency, and effectiveness to become the best SEA in the nation.
- Attract and retain outstanding talent to CDE.

Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

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|-------------------------------|-----------------------------|--|---|
| Students | Colorado Academic Standards | Assessments | <ul style="list-style-type: none"> • RTI • PBIS • Targeted interventions • IEPs |
| Educators | Educator quality standards | Educator evaluations | <ul style="list-style-type: none"> • Induction • Mentoring • Professional development plans • Remediation plans |
| Schools/ Districts | Performance indicators | School and district performance frameworks | <ul style="list-style-type: none"> • Unified planning • Priority • Turnaround |

Expanding Student Learning



When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

We can personalize learning and ignite the potential of every student.

Purpose of Program Quality Work

The major purpose of the *Program Quality Tool* is to promote continuous improvement that will result in positive outcomes for all students. It was developed after careful examination of the research, but particularly borrowed from Colorado's *Standards and Indicators for Continuous School Improvement* ([hyperlink to this](#)) and the Colorado Federal Integrated Review System (CFIRS) indicators for Title I. The questions in the document are designed to ascertain whether the instructional methods and strategies are implemented at a quality level.

Key Assumptions of This Work

- Title I is supplementary to the regular classroom programs;
- “Best first instruction” is occurring in all classrooms;
- Students in Title I programs are being taught and held accountable to mastery of the Colorado Academic Standards

Use of the Tool

Local schools and districts can use the tool as a self-or facilitated self-assessment to:

- better understand current program functioning;
- identify areas of strength, weakness, and opportunity;
- begin taking action for achieving quality programming in one or more targeted areas; and
- reassess the progress of improvement efforts at regular intervals.

NCLB Homeless Support

Quality Marker

How are the academic and emotional needs of students experiencing homelessness met?

Example of Quality Implementation (LEA)

LEA has a comprehensive program that supports the provides both academic and emotional needs of students

Students experiencing homelessness are achieving on par with other students

LEA has a well-defined process for assessing the necessary homeless set-aside to meet the need.

Needs Assessments: Building Level

Quality Marker

How does data evaluation go beyond the School Performance Framework to further identify needs?

Example of Quality Implementation

The school plan reveals that the school has conducted a thorough root cause analysis (having used multiple data sources) and identified the reasons for the achievement gaps.

Needs Assessments: District Level

Quality Marker

How does the LEA collect, analyze and use data to inform needs for educational strategies including professional development? How does the LEA use data to prioritize these needs?

Example of Quality Implementation

The LEA plan reveals that the district has conducted a thorough root cause analysis (having used multiple data sources), identified the reasons for the achievement gaps, and implemented strategies aligned with performance challenges.

Academic Assessments: Accommodations (SpEd)

Quality Marker

How are the protocols modified for student use?

Example of Quality Implementation

The protocol for reasonable accommodations is consistently applied in all classrooms

There is a clear understanding by staff about why the accommodations adopted are necessary.

Staff ensures that parents understand the accommodations in place.

Staff has received sufficient training in how to deliver accommodations.

Academic Assessments: Accommodations (EL)

Quality Marker

What types of accommodations are staff using that support acquisition of both language and academic content?

How are parents provided information about their students' accommodations?

Example of Quality Implementation

Linguistic modifications have been accomplished to test the content rather than understanding of the language.

Student plans for Ells reveal that students receive adequate accommodations, so that each is developing English language in addition to content.

The protocol for reasonable accommodations is consistently applied in all classrooms. There is a clear understanding by staff about why the accommodations adopted are necessary.

Staff ensures that parents understand the accommodations in place.

Staff has received sufficient training in how to deliver, and there is evidence that full implementation has occurred.

LEA Accountability

Quality Marker

What is the district doing to ensure that the Title I plan is fully implemented?

How are stakeholders involved throughout the development and evaluation of the district's plan?

Example of Quality Implementation

The district has a process to assess regular, periodic implementation of its plan.

A variety of stakeholders are meaningfully involved in the development and evaluation of the district's plan. The district has modified its plan based on feedback from stakeholders.

Schoolwide Programs

Quality Marker

- How is the district assisting schools in identifying achievement gaps within their Focus Schools?
- How can the LEA demonstrate that activities funded with Title I monies have had an impact on accelerating student achievement?
- Who is involved in the development of the Title I Schoolwide plan and how is it evaluated?

Schoolwide Programs, cont.

Example of Quality Implementation

- Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/ or department, and then beyond the classroom.
- Instructional staff places primary focus on the best first instruction of all students.
- Support structures and programs (e.g. Title I, ESL, and Special Education) are aligned with the programs and instruction in the general education classroom.
- The school offers a range of extended learning opportunities within and beyond the school day and the school year.
- The district works integrally with its Title I schools in order to ensure that plans are implemented with fidelity and updated as interim and progress monitoring data dictate.
- Schools are providing opportunities for all students to meet the Colorado Academic standards.

Schoolwide Programs, cont.

Example of Quality Implementation

- School leadership routinely monitors tiered supports and interventions to ensure that they are delivered with fidelity and provide feedback regarding effective implementation.
- Staff provides intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
- Intervention materials include opportunities for students to work with visual representations of mathematical ideas.
- Support structures and programs (e.g. Title I, ESL, Special Education) are integrated into the school's intervention process to provide collaborative support for student learning.
- Teachers collaborate with grade level, content area and specialists to identify common themes, focus on specific academic skills, develop common assessments and share ideas for sheltering instruction.

Targeted Assistance Programs

Quality Marker

- How does the Targeted Assistance program accelerate learning to close the achievement gaps?
- How does the district support the Title I school(s)?
- How are students given additional instructional activities/time?

Example of Quality Implementation

- Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/ or department, and then beyond the classroom.
- Instructional staff places primary focus on the best first instruction of all students.
- Support structures and programs (e.g. Title I, ESL, and Special Education) are aligned with the programs and instruction in the general education classroom.

Targeted Assistance Programs, cont.

Example of Quality Implementation

- The school offers a range of extended learning opportunities within and beyond the school day and the school year.
- Data from the Title I program show that students served experience accelerated, high quality curriculum, including applied learning
- School leadership routinely monitors tiered supports and interventions to ensure that they are delivered with fidelity and provide feedback regarding effective implementation.
- Support structures and programs (e.g. Title I, ESL, Special Education) are integrated into the school's intervention process to provide collaborative support for student learning. Els have access to both language and academic supports that are working.
- Teachers collaborate with grade level, content area and specialists to identify common themes, focus on specific academic skills, develop common assessments and share ideas for sheltering instruction.

LEA Accountability

Quality Marker

- How is the district assisting schools in identifying achievement gaps within their Focus and other Title I Schools?
- Can the LEA demonstrate that activities funded with set aside monies have made an impact on accelerating student achievement?
- In what ways does the district ensure that Title I schools with special populations are receiving adequate services that result in closing achievement gaps?

Example of Quality Implementation

- The district has implemented a comprehensive plan for working with its Focus Schools, so that these schools' plans reflect action steps to reduce the achievement gaps.
- The district has sufficient data to demonstrate that funds set aside for professional development or other district managed activities is resulting in accelerated student achievement.

Technical Assistance and Support

Quality Marker

- In what ways does the district ensure that Title I schools with special populations are receiving adequate services that result in closing achievement gaps?
- What evidence suggests that Title I schools that operate Targeted Assistance programs have data that demonstrate that the students in the program are experiencing growth that results in closing achievement gaps?
- If applicable, how does the district ensure that Title I programs operating in nonpublic schools result in accelerated academic growth for Title I students?
- How does the district ensure that parents of served students have a genuine opportunity to be involved with decisions about how Title I funds for parent involvement activities are used?
- In what ways does the district ensure that a schoolwide program plan is annually evaluated with the participation of parents?
- In what ways does the district ensure that a schoolwide program plan is annually evaluated with the participation of parents?
- In what ways does the district ensure that schoolwide program budgets its resources in a manner that results in improved achievement for all students and accelerated growth for students not yet proficient?

Technical Assistance and Support, cont.

Example of Quality Implementation

- Title I schools have data that demonstrates that achievement gaps are closing in a manner that is commensurate with the state's accountability process (catch-up, keep-up).
- The district's program data for nonpublic school students demonstrates that these students are showing accelerated growth.
- The district has procedures in place that demonstrate parents were afforded multiple opportunities to participate meaningfully in the evaluation of the Title I program.
- The district works closely with its Title I schools to ensure that funds are used in support of accelerated growth by students not yet proficient. Program revisions are consistently made when data suggests that accelerated growth is not occurring.

Parent Involvement: LEA Level

Quality Marker

- Beyond the district parent involvement policy, what are other ways in which the district is assisting parents?
- In what ways has the district promoted shared responsibility for student achievement?

Example of Quality Implementation

- The LEA has a parent involvement plan that clearly shows how the district provides support and assistance for parents to help their children achieve.
- The LEA has evidence to indicate that procedures to promote shared responsibility for student achievement are in place.

Parent Involvement: School Level

Quality Marker

- Describe the school's process for setting targets for parent involvement.
- How is school assessing the quality of its parent involvement?

Example of Quality Implementation

- The school has established targets for increased parental.
- The school has evidence to indicate that established targets are being met.
- The school demonstrates the use of multiple strategies to increase parental participation.
- Information about students' needs, status changes, and progress are communicated to both students and their families effectively.
- All families are involved in helping their children master grade level expectations

Next Steps

- Share with the field
- Post on the CDE website
- Develop protocol for use in Title I schools that are struggling
- Other Suggestions????