FY22 Title I, Part A, Section 1003(a) School Improvement Grants

Georgia Department of Education
Division of School and District Effectiveness
Presentation Objectives

• Provide an overview of funding
• Outline the process for funding
• Share resources for selecting evidence-based interventions
Offering a holistic education to each and every child in our state.

Overview

Title I, Part A, Section 1003(a) School Improvement Grants
FY22 Title I, Part A, Section 1003(a) School Improvement Grants

• Available **July 1, 2021, to September 30, 2022**
• Awarded to districts on behalf of identified schools. Though the LEA acts as the fiscal agent, 1003 funds support the identified school(s)
• Utilized to support goals and priorities identified in the schools’ improvement plans
• Expended in alignment with the reporting, monitoring, and level of evidence as defined by ESSA
• Used for interventions that demonstrate **strong, moderate, or promising** evidence of a statistically significant effect on improving student outcomes or other relevant outcomes, as defined in ESEA section 8101(21)(A)(i)
Title I, Part A, Section 1003(a) School Improvement Grants

To receive these funds, an LEA will:

- Ensure that all identified schools have conducted comprehensive needs assessments to create school improvement plans
- Monitor schools receiving funds under ESEA section 1003
- Align other federal, state, and local resources to carry out the activities supported with school improvement funds
- As appropriate, modify practices and policies to provide flexibility that enables effective implementation of comprehensive or targeted support and improvement plans
Title I, Part A, Section 1003(a)
School Improvement Grants

Alignment

- Comprehensive Needs Assessments
- District/School Improvement Plans
- Budgets
## Allocations

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum 1003 Allotment</th>
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<tbody>
<tr>
<td>CSI – Lowest 5% or former TSI schools</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>CSI – Graduation Rate less than or equal to 67%; only identification</td>
<td>$75,000.00</td>
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<tr>
<td>CSI – Alternative Education schools</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>CSI – Promise Schools – Lowest 5.1%-10%</td>
<td>$20,000.00</td>
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<tr>
<td>TSI – Subgroup performing in bottom 5% of at least 50% of CCRPI components</td>
<td>$75,000.00</td>
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<tr>
<td>ATSI – Subgroup performing in bottom 5% of all CCRPI components</td>
<td>$100,000.00</td>
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<tr>
<td>Tier 4 schools will receive supplemental funds</td>
<td>$25,000.00</td>
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<tr>
<td><strong>Subgroup Supplement – (Data reported by GOSA – FTE Count October 2020)</strong></td>
<td></td>
</tr>
<tr>
<td>Supplements will be considered for the percent enrolled of the following subgroups: Economically Disadvantaged, Students with Disabilities, and Limited English Proficient</td>
<td></td>
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<tr>
<td>1% - 24%</td>
<td>$5,000</td>
</tr>
<tr>
<td>25% - 49%</td>
<td>$10,000</td>
</tr>
<tr>
<td>50% - 74%</td>
<td>$15,000</td>
</tr>
<tr>
<td>75% - 100%</td>
<td>$20,000</td>
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</tbody>
</table>
Consolidation of Funds

- No justification of expenses required
- Intent and purpose template required
- SDE still provides support in selecting the best possible intervention to meet the identified needs outlined in the school’s improvement plan
Process for Funding
Process for Funding

• School and District Effectiveness (SDE) staff provide support to schools and districts in reviewing school improvement plans and identifying any additional needs that can be funded by Title I, Part A, Section 1003(a) School Improvement Grants.

• SDE staff collaborates with schools and districts to select the best possible evidence-based interventions for the identified needs.
Allowable Expenses

- SALARIES AND BENEFITS
- SUPPLEMENTAL INSTRUCTIONAL MATERIALS AND SUPPLIES
- INSTRUCTIONAL ASSESSMENT AND DATA COLLECTION AND ANALYSIS
- INSTRUCTIONAL TECHNOLOGY
- PROFESSIONAL LEARNING OPPORTUNITIES FOR INSTRUCTION
- EXTENDED LEARNING PROGRAMS
Impermissible Expenses

- Indirect costs
- Internet connectivity
- Supplies not related to selected evidence-based interventions
- Furniture or playground equipment
- Rewards and incentives
- Marketing items
- Personal items
Process for Submission and Approval

1. Identify needs that can be supported by 1003 funds
2. Research and select evidence-based interventions/practices that meet the identified needs
3. Complete the justification of expenses (JoE)
4. District submits the JoE to the DES by October 29, 2021

- DES submits the JoE excel document to Atlanta office staff
- Budget reviewed by SDE Atlanta office staff
- District imports approved budget in Consolidated Application by November 30, 2021
- Superintendent reviews and signs off on budget and assurances

- Operations specialist downloads budget and sends to DES and program manager to review alignment to JoE and approve
- Once approved operations specialist approves in Consolidated Application
# Justification of Expenses

## Justification of Expenses for FY22

**Title I-Part A, School Improvement 1003(a)**

**School Improvement Grant Funding**

<table>
<thead>
<tr>
<th>System Name:</th>
<th>Federal Programs Director:</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>Principal:</td>
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</tbody>
</table>

**Persons assisting with budget** - Please list ALL persons (including GaDOE or RESA personnel) who assisted with the development of the budget portion of the Justification of Expenses:

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description (Specific description of item being purchased.)</th>
<th>Justification - Why is this purchase necessary and how will it address identified areas of need? Include goal and page number from SIP</th>
<th>Content Area(s)</th>
<th>Subgroup Need</th>
<th>Evidence Rating (Strong, Moderate, Promising)</th>
<th>Source Link for Evidence-based Intervention</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
# Justification of Expenses - Example

<table>
<thead>
<tr>
<th>Function Code</th>
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<th>Content Area</th>
<th>Subgroup Need</th>
<th>Evidence Rating (Strong, Moderate, Promising)</th>
<th>Source Link for Evidence-based Intervention</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>610</td>
<td>Purchase of 10 SpellRead Teacher Kits and 10 SpellRead Student Kits for use in grades 3-5</td>
<td>From 2017-2019, our school's literacy scores dropped by 17 points. In the same time frame, our 3rd and 5th grade ELA beginning learners percent grew by 33 percentage points. Purchasing and implementing SpellRead will give teachers specific instructional strategies and tools to positively impact struggling readers, resulting in improved student literacy and ELA content mastery scores. Goal - Decrease the percentage of beginning readers in grades 3-5 by 6% as measured by the Georgia Milestones, p. 4</td>
<td>Reading/ELA</td>
<td>Econ. Dis.</td>
<td>Strong</td>
<td><a href="https://fes.ed.gov/acce/ywc/Intervention/520">https://fes.ed.gov/acce/ywc/Intervention/520</a></td>
<td>$17,300.00</td>
</tr>
</tbody>
</table>

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Budget Amendments

If a budget needs to be amended, the changes must be recorded on the existing justification of expenses excel document. (Please note that simple changes that involve function or object codes do not need to go through this process.)

• If an item is no longer being purchased the school/district should strike through the entry.
• If an item is being added, the school/district should add the item at the bottom of the spreadsheet in red.
• Once the spreadsheet has been updated it will go back through the approval process
Monitoring Funds and Expenditures

- Critical work

- Plan for implementation
  - How will funds be:
    - Implemented
    - Monitored
    - Evaluated for impact

- Reviewing data on intervention implementation and outcomes is ongoing

- Program managers and DES monitor drawdowns

- Districts follow local written inventory management processes
Superintendent Assurances

• The superintendent reviews and approves the budget in the Consolidated Application, which certifies that each of the statements below concerning the use of funds allocated through the Title I, Part A, 1003 School Improvement Grants for FY22 are true and correct.

• Title I, Part A, Section 1003(a) School Improvement Grant funds will be used to support the following:
  • Improved student achievement in the target areas and subgroups to be addressed regarding status as a Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) school;
  • Costs directly associated with schools developing required school improvement plans; the school is awarded the funds and the principal with the leadership team will create the budget and justification of expenses with the support of a school effectiveness specialist;
  • Specific content areas and/or subgroups to be addressed regarding status as a CSI or TSI school and the degree that a direct connection between the budget and the areas of need must be evident;
  • Instruction or to support instruction; and
  • Personnel services and benefits that are non-recurring since the funds are for a period of one year.
## Timeline for FY22

<table>
<thead>
<tr>
<th>DATE</th>
<th>Timeline/1003(a) Drawdown Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 17, 2021</td>
<td>FY22 LEA Allocations approved by the State BOE</td>
</tr>
<tr>
<td>July 16, 2021</td>
<td>1003(a) School Improvement funds webinar</td>
</tr>
<tr>
<td>July 30, 2021</td>
<td>• School improvement plan(s) for identified schools due</td>
</tr>
<tr>
<td></td>
<td>• District plan of support due</td>
</tr>
<tr>
<td>October 29, 2021</td>
<td>Justification of expenses due</td>
</tr>
<tr>
<td>November 29, 2021</td>
<td>Budgets imported into the Consolidated Application</td>
</tr>
<tr>
<td>March 8-9, 2022</td>
<td>SDE Instructional Leadership Conference</td>
</tr>
<tr>
<td>March 31, 2022</td>
<td>50% of FY22 1003a funds expended</td>
</tr>
<tr>
<td>June 30, 2022</td>
<td>75% of FY22 1003a funds expended</td>
</tr>
<tr>
<td>Sept. 30, 2022</td>
<td>100% of FY22 1003a funds expended</td>
</tr>
</tbody>
</table>
Required Documentation

• District completes a district plan of support for identified schools to describe and commit to district-level resources and supports that go above and beyond supports provided to other non-identified school in the LEA. The goals and priorities outlined in the district plan of support should align to those identified in the school(s) improvement plan(s).

• District submits the following documents to the DES:
  • District plan of support for identified school(s)
  • School improvement plan(s) for identified school(s)
  • Justification of expenses for evidence-based interventions

• SDE staff reviews the documents and provides feedback to districts as needed.
Evidence-Based Intervention Selection Resources
Evidence-Based Defined
20 USC 7801 (21)(A)

Evidence-based refers to an activity, strategy, or intervention that:

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

1. **strong evidence** from at least one well-designed and well-implemented experimental study;

2. **moderate evidence** from at least one well-designed and well-implemented quasi-experimental study; or

3. **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias

Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Evidence-Based Interventions

• The essential purpose of selecting evidence-based interventions is to ensure that federal funds are spent on policies, strategies, activities, and services that have a proven impact on student achievement.

• Without an evidenced-based rating, federal funds cannot be used to support the initiative.

• The work of the SDE staff is to support and coach schools and districts in selecting (and planning implementation of) effective interventions that positively impact student achievement.
Evidence-Based Interventions

Selected interventions must:

- Connect to a specific goal that is well-defined, observable, and measurable
- Have specific, defined, step-by-step plans for implementation
- Include ongoing progress monitoring of the student’s response to the intervention
- Be implemented with fidelity
Examining Published Evidence

**Type/Source**
- Is the source reputable? Can it be trusted?

**Population**
- Were the students included in the study similar to our students?

**Desired Outcomes**
- Were the outcomes of interest relevant to our students?

**Effect Size (for group design studies)**
- Does the evidence suggest that the intervention can produce the result we expect?
Evidence-Based Interventions

Things to Consider:

Inappropriately cited evidence includes:

- **Articles** (if an article cites a study, then find the study on an approved site)
- **Books** (if a book cites a study, then find the study on an approved site)
- **No citation** (if no evidence is cited, then the item cannot be approved)

Consider if a “promising” rating is the best possible vehicle to maximize the impact on student achievement. While “promising” is acceptable, are there more effective interventions that could be selected?
School Completion Toolkit
Step 2: Select Intervention

Upon arrival, students have been identified through an Early Warning System. EWS and schools will determine interventions that will meet the student’s needs. The relevance of the evidence, specifically the setting and/or population of the evidence, as well as local capacity to support interventions may result in a local context.

Select Evidence-Based Intervention

Evidence-Based Interventions (EBIs) are strategies, practices, and programs with available research documenting their effectiveness and data suggesting that if used as designed, they will enhance student progress. EBIs are context-specific and should be based on the needs of the student. When selecting EBIs, it is important to ensure they have been shown to be effective in working with typical students (i.e., same grade, district, area, etc.) prior to use with students, and that there is adequate research evidence to support their effectiveness. Click each image to access resource, presentation, or full document:

- National Dropout Prevention Center: 8 Effective Strategies for Dropout Prevention
- National Implementation Research Network (NIRN) – Active Implementation Hub

Evidence-Based Practices: What, Why, Where and How?

Evidence-Based Practice Resource Links

- National Dropout Prevention Center
- National Implementation Research Network
- Coherent Instruction
- Whole Child
- Plan Implementation
- Family & Community Support
- Safe Learning Environment
- Professional Development

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Evidence-Based Interventions Resources

This [link](#) takes you to a GaDOE site that outlines the process for selecting evidence-based interventions as well as valuable resources for implementation. In addition, these links may be helpful in finding an activity/practice/intervention that has the highest level of evidence that meets the identified need(s):

- **What Works Clearinghouse**, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- **Results First Clearinghouse Database**, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- **Best Evidence Encyclopedia**, developed by the Center for Data-Driven Reform in Education at Johns Hopkins (not categorized in ESSA evidence tiers)
- **Evidence for ESSA**, available February/March 2017 (categorized in ESSA evidence tiers)
- **RAND report on school leadership interventions under ESSA** (categorized in ESSA evidence tiers)
- **Using Evidence to Create Next Generation High Schools**, developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- **Roadmap to Evidence Based Reform for Low Graduation Rate High Schools**, developed by the Every Student Graduates Center at Johns Hopkins
- **National Center on Intensive Intervention**, housed at the American Institutes for Research, and funded by the U.S. Department of Education’s Office of Special Education Programs to support implementation of intensive intervention
Questions are the path to learning
School and District Effectiveness Staff

For additional questions, please contact:

- Dr. Stephanie Johnson, Deputy Superintendent – stjohnson@doe.k12.ga.us
- Amy Alderman, Atlanta Program Manager – aalderman@doe.k12.ga.us
- Janie Fields, South Program Manager – jfields@doe.k12.ga.us
- Martha Jo Johnson, Interim North Program Manager – mjjohnson@doe.k12.ga.us
- Susan Patrick, Metro Program Manager – spatrick@doe.k12.ga.us
- Dr. Sam Taylor, Alternative Education Program Manager – staylor@doe.k12.ga.us
- Dr. Gary Wenzel, Operations Specialist – gwenzel@doe.k12.ga.us
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youtube.com/c/GeorgiaDepartmentofEducation