

Schoolwide Programs Definition and Details

The purpose of schoolwide Title I programs is to improve the entire educational program in a school, which should result in improving the academic achievement of all students, particularly the lowest-achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards. A school is eligible to be a schoolwide program:

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.¹
- If, for the first year of the schoolwide program, the school serves a school attendance area in which not less than 40-percent of the students enrolled in the school are from low-income families.
- If the school consults with stakeholders and makes the decision to become schoolwide.

Using Title I Schoolwide Programs to Support School Reform

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school with a poverty percentage of 40 percent or more in order to improve the achievement of the lowest-achieving students (ESEA section 1114(a)(1)).

- Any Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves, may operate a schoolwide program.
- An SEA may request a waiver for certain schools to operate a schoolwide program without meeting the 40 percent poverty threshold through a specific request via the Title I, Part Program Manager Office.

¹ Refer to Eligible School Attendance Areas

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Benefiting from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- Serving all students. A school operating a schoolwide program does not need to identify particular students as eligible to participate (ESEA section 1114(a)(2)(A)(i)).
- Providing services that need not be supplemental. A school operating a schoolwide program does not need to provide specific services that supplement the services participating students would otherwise receive (ESEA section 1114(a)(2)(A)(ii)).
- Consolidating Federal, State, and local funds. A school operating a schoolwide program may consolidate Federal, State, and local funds to better address the needs of students in the school (ESEA section 1114(a)(1)(A)).

Implementing a Schoolwide Program

There are three basic components of a schoolwide program that are essential to effective implementation:

- Conducting a **comprehensive needs assessment** of the entire school, using academic achievement data and perception data from school staff, parents, and others in the community. Using a systematic method, such as root-cause analysis, the comprehensive needs assessment should identify the major problem areas that the school needs to address. The comprehensive needs assessment should take 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 LEA.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the major problem areas identified in the comprehensive needs assessment. **This plan may be integrated into an existing improvement plan.** The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title),



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the local educational agency, to the extent feasible, tribes and

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tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

- **Annually reviewing the schoolwide plan**, using data from the State's assessments, other indicators of academic achievement, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. The plan remains in effect for the duration of the school's participation under Title I, Schoolwide, except that the plan and its 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.

Safeguarding the Interests of Historically Underserved Populations

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students (ESSA section 1114).
- A comprehensive schoolwide plan must include strategies that will–
 - ✓ provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
 - ✓ use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - ✓ address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;



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- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and

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broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- 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 the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
- In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners
- An LEA operating a schoolwide program must comply with all other applicable requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.
- If a school wide program school consolidates funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.
- Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parents, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met (ESSA section 1306(b)).
- Before a schoolwide program school may consolidate Title VII, Part A, Subpart 1 Indian Education Program funds, the LEA's parent committee must approve the



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inclusion of those funds (ESEA section 7115(c)).

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Using Federal Funds Flexibly in a Schoolwide Program

Consistent with the benefits identified above, a school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. In implementing the schoolwide plan, a school must, among other things, use effective methods and instructional strategies that are based on evidence, ongoing professional development, and increase parent involvement. The specifics of the schoolwide plan, including which evidence-based strategies and instructional methods will be used, are at the discretion of the school (and other LEA officials).

Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)

- Increased learning time
- High-quality preschool or full-day kindergarten
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners
- Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- Instructional coaches to provide high-quality school-based professional development
- Evidence-based activities to prepare low-achieving students to participate successfully in advanced coursework
- School climate intervention, e.g., anti-bullying strategies, positive behavior interventions and supports
- Activities that have been shown to be effective at increasing family and community engagement in the school
- Family literacy programs

Existing Guidance on Schoolwide Programs

The following guidance documents contain additional information on operating schoolwide programs:

- *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program* (Sept. 2016) (available at <https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>), (Provides information on how a schoolwide program under Title I can be beneficial to LEAs and schools as they explore how to most effectively leverage their local, State, and Federal funds to promote school reforms and raise student achievement.)
- *Title I Fiscal Issues* (Feb. 2008) (available at



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<http://www2.ed.gov/programs/titleiparta/fiscalgui.pdf> (provides

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information on how supplement not supplant operates in a school wide program and information on consolidating funds in a schoolwide program).

- *Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs*, 69 FR 40360-64 (July 2, 2004) (available at <http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf>) (provides information regarding what Federal education programs may be consolidated in a schoolwide program and how a school can ensure that it meets the intent and purposes of the Federal programs included in the consolidated schoolwide program).
- *Serving Preschool Children Through Title I Part A of the Elementary and Secondary Education Act of 1965, as Amended* (Oct. 2012) (available at <http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>)

Schoolwide Programs (SWP) Tools and Resources

All resources listed below and more are provided via this link:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Resources.aspx>

- Local Educational Agency (LEA) Form for Initial Implementation of Schoolwide Programs. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Georgia Department of Education (Department) Title Programs Schoolwide Planning Timeline. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide Program Checklist for Use by Local Educational Agency (LEA) Coordinator and Title I Education Program Specialist. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide, Targeted Assistance and School Improvement **Plan Template** for Use by Local Educational Agency (LEA) Coordinator and schools. *Under the Resource heading, select Schoolwide, Targeted Assistance and School Improvement Plan Template*.
 - Under Schoolwide Program Resources heading select *Updated Schoolwide Guidance—Supporting School Reform by Leveraging Federal Funds in A Schoolwide Program*.