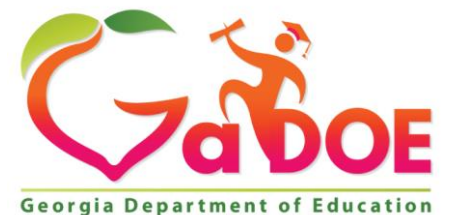


Title I, Part A, Section 1003(a) School Improvement Grants

Georgia Department of Education
Division of School and District Effectiveness



Presentation Objectives

- Provide an overview of funding
- Outline the process for funding
- Provide an overview of resources for selecting evidence-based interventions

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

Purpose:

The Title I, Part A, Section 1003(a) School Improvement Grants provide financial resources to local educational agencies (LEA) on behalf of Title I schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). This grant is awarded to support implementation of **school improvement plans** required by the Elementary and Secondary Education Act (ESEA) and Georgia's Every Student Succeeds Act (ESSA) approved by the United States Department of Education.

Title I, Part A, Section 1003(a)

School Improvement Grants

- Funds are awarded to districts on behalf of the identified schools. Though the LEA acts as the fiscal agent, 1003 funds support the identified school(s).
- Funds are utilized to support goals/priorities identified in the schools' improvement plans.
- Funds must be expended in alignment with the reporting, monitoring, and level of evidence as defined by ESSA.
- Interventions supported with section 1003 school improvement funds must be based on **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 section 1003 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

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.
- SDE staff collaborates with schools and districts to select the best possible evidence-based interventions for the identified needs.
- Federal Programs director (and any other district personnel) collaborate with principals, SDE staff, and RESA staff (where applicable) to complete the justification of expenses (JoE) excel form for the allocation of 1003 school improvement funds.

Justification of Expenses

Justification of Expenses for FY21 Title I-Part A, School Improvement 1003(a) School Improvement Grant Funding								
System Name:				Federal Programs Director:				
School Name:				Principal:				
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:								
Function Code	Object Code	Description (Specific description of item being purchased.)	Justification - Why is this purchase necessary and how will it address identified areas of need? Include goal and page number from SIP	Content Area	Subgroup Need	Evidence Rating (Strong, Moderate, Promising)	Source Link for Evidence-based Intervention	Amount

Changes include:

- Excel document
- Addition of content area and subgroup focus
- Change in language for description and justification
- Dropdowns for codes, content area, subgroup, evidence rating

Justification of Expenses - Example

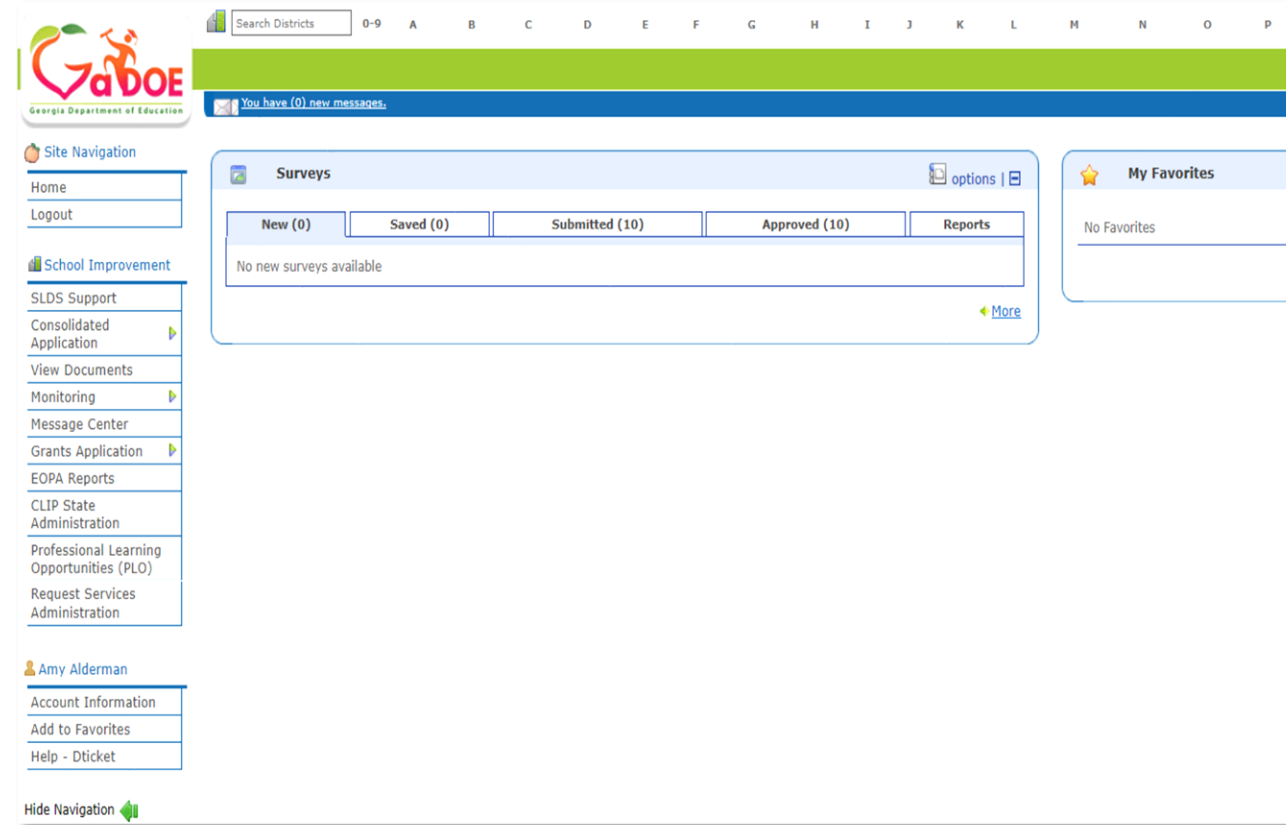
Justification of Expenses for FY21 Title I-Part A, School Improvement 1003(a) School Improvement Grant Funding								
System Name: ABC District					Federal Programs Director: Jane Doe			
School Name: DEF School					Principal: John Smith			
Persons assisting with budget - Please list ALL persons (including GaDOE or RESA personnel) who assisted with the development of the budget portion of the Justification of Expenses: Doug Allen, Jerry Jeff Walker, Betty Goldenfarb								
Function Code	Object Code	Description (Specific description of item being purchased.)	Justification - Why is this purchase necessary and how will it address identified areas of need? Include goal and page number from SIP	Content Area	Subgroup Need	Evidence Rating (Strong, Moderate, Promising)	Source Link for Evidence-based Intervention	Amount
1000	610	Purchase of 10 SpellRead Teacher Kits and 10 SpellRead Student Kits for use in grades 3-5	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	Reading/ELA	Econ. Dis.	Strong	https://ies.ed.gov/ncee/wwc/Intervention/570	\$ 17,300.00

Process for Funding

- 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.

Process for Funding

Federal Programs director imports budget or aggregate of budgets into the Consolidated Application and attaches the justification of expenses for each identified school.



Consolidation of Funds

CONSOLIDATION OF FUNDS – INTENT AND PURPOSE TEMPLATE			
<p align="center">Schoolwide School Improvement Plan-Consolidating Funds How the school will meet the Intent and Purpose of each funding source?</p>			
<ul style="list-style-type: none"> Complete an Intent and Purposes chart for <u>EACH</u> schoolwide school participating in schoolwide consolidation. Sample below. Provide an accurate description of how the intent and purpose will be met for each program to be included in the consolidation. The intent and purpose statements may or may not reflect how the money from each funding source is being spent, but must explain how the school is meeting the intent of the specific program's legislation. Attach template for <u>EACH</u> school consolidating funds in the 'Consolidated Funding' dropdown in the MyGaDOE Portal Consolidated Application Attachments Tab. 			
District Name	Fiscal Year	School Level <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	
School Name	Date Submitted		
Programs	<input type="checkbox"/> IA <input type="checkbox"/> IC <input type="checkbox"/> ID <input type="checkbox"/> 1003(a) <input type="checkbox"/> 1003(g) <input type="checkbox"/> IIA <input type="checkbox"/> IIA (English Learners) <input type="checkbox"/> IIA (Immigrant) <input type="checkbox"/> IVA <input type="checkbox"/> IVB <input type="checkbox"/> VB <input type="checkbox"/> McKinney-Vento <input type="checkbox"/> Sp. Ed. 611 <input type="checkbox"/> Sp. Ed. 619		
	School Intent and Purpose Statements (Required for State Review)		School Level Evidence (Optional – For Local Use Only)
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.	Sign-Off Director Initials
State and Local			
Title I, Part A			
Title I, Part C			
Title I, Part D			
Subpart A			
Title I, 1003 (a)			
Title I, 1003 (g)			
Title II, Part A			
Title III, Part A			
English Learners			
Title III, Part A			
Immigrant Students			
Title IV, Part A*			
Indicate which IFA requirements are funded at this school: <input type="checkbox"/> Safe & Healthy <input type="checkbox"/> Well-Rounded Ed. <input type="checkbox"/> Effective Use of Tech.			
Title IV, Part B			
Title V, Part B			
McKinney-Vento			
IDEA (611 & 619)**			
Superintendent's Signature (or Designee Signature)	Date	Principal Signature	Date

- Districts that consolidate Title I, 1003(a) funds for identified schools are not required to complete a justification of expenses.
- The only requirement is completion of the intent and purpose template in the manual.
- SDE staff will still work with the schools to select the best possible interventions to meet the identified needs outlined in the school's improvement plan.

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 FY20 are true and correct.
- Title I, Part A, 1003 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.

Process for Funding

- SDE operations specialist will review budgets and send a PDF version to the area program manager and DES for review and approval. Once email confirmation is received, budget will be approved in Consolidated Application.
- Funds are available for drawdown.
- If a budget amendment is required, the new items will be added to the existing justification of expenses and must go back through the approval process.



Timeline for FY21

DATE	1003(a) Benchmarks
June 18, 2020	LEA Allocations approved by the State BOE
July 31, 2020	<ul style="list-style-type: none">• School improvement plan(s) for identified schools due• District plan of support due
October 30, 2020	Justification of expenses due
November 30, 2020	Budgets imported into the Consolidated Application
March 31, 2021	50% of FY21 1003a funds expended
June 30, 2021	75% of FY21 1003a funds expended
Sept. 30, 2021	100% of FY21 1003a funds expended



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?

Step 2: Select Intervention



Once at-risk students have been identified through an Early Warning System, LEAs and schools will determine interventions that will best 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 predict how well an evidence-based intervention will work in a local context.

Select Evidence-Based Intervention

Select

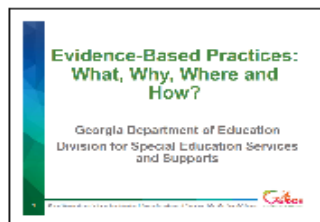
Evidence-Based Interventions (EBI) are strategies, practices, and programs with available research documenting their effectiveness and data suggesting that if used as designed, they will enhance student progress. EBIs are content specific and should be based on the needs of the student. When selecting EBIs it is important to ensure they have been shown to be effective in working with types students (i.e. age, grade, deficit area, etc.) we plan to use them with 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-15 Effective Strategies for Dropout Prevention
- National Implementation Research Network (NIRN) – Active Implementation Hub

Select Evidence-Based Interventions



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

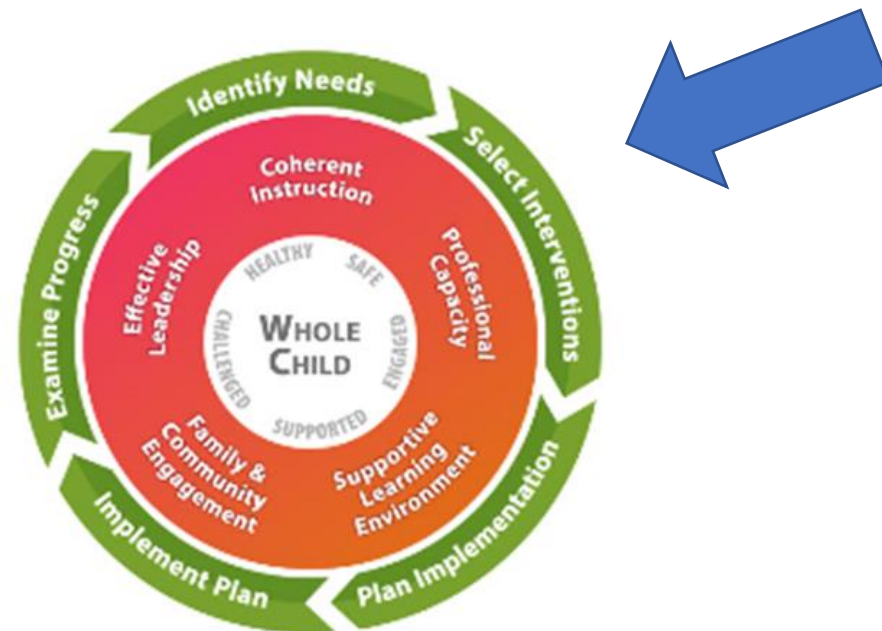


Evidence-Based Practices Resource Links

National Center on Learning Disabilities	National Technical Assistance Center on Transition	What Works Clearinghouse	Promising Practices	National Center for Systemic Improvement
Best Evidence Encyclopedia	National Dropout Prevention Center/Network	Collaborative for Academic, Social, and Emotional Learning	Evidence for ESSA	Student Engagement Project
SAMRIS Evidence				

School Completion Toolkit

Step 2: Select Intervention



School and District Effectiveness Staff

For additional questions, please contact:

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