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

## 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

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Justification</th>
<th>Content Area</th>
<th>Subgroup Need</th>
<th>Evidence Rating</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/ncee/wwc/intervention/520">https://fes.ed.gov/ncee/wwc/intervention/520</a></td>
<td>$17,300.00</td>
</tr>
</tbody>
</table>
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

- 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

<table>
<thead>
<tr>
<th>Date</th>
<th>1003(a) Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18, 2020</td>
<td>LEA Allocations approved by the State BOE</td>
</tr>
<tr>
<td>July 31, 2020</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 30, 2020</td>
<td>Justification of expenses due</td>
</tr>
<tr>
<td>November 30, 2020</td>
<td>Budgets imported into the Consolidated Application</td>
</tr>
<tr>
<td>March 31, 2021</td>
<td>50% of FY21 1003a funds expended</td>
</tr>
<tr>
<td>June 30, 2021</td>
<td>75% of FY21 1003a funds expended</td>
</tr>
<tr>
<td>Sept. 30, 2021</td>
<td>100% of FY21 1003a funds expended</td>
</tr>
</tbody>
</table>
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

Evidence-Based Interventions (EBIs) are strategies, practices, and programs with available research documenting their effectiveness and data suggesting that if properly 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 students (e.g., age, gender, childcare 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 Center for School Improvement
- National Center for Research on Evaluation, Standards, and Student Testing

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

Evidence-Based Practices Resource Links

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
School and District Effectiveness Staff

For additional questions, please contact:

Dr. Stephanie Johnson, Deputy Superintendent – stjohnson@doe.k12.ga.us
Dr. Faya Paul, Director – fpaul@doe.k12.ga.us
Susan Patrick, Metro Program Manager – spatrick@doe.k12.ga.us
Martha Jo Johnson, North Program Manger – mjjohnson@doe.k12.ga.us
Janie Fields, South Program Manager – jfields@doe.k12.ga.us
Dr. Sam Taylor, Alternative Program Manager – staylor@doe.k12.ga.us
Amy Alderman, Atlanta Office Program Manager – aalderman@doe.k12.ga.us
Dr. Gary Wenzel, Operations Specialist – gwenzel@doe.k12.ga.us
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www.gadoe.org
@georgiadeptofed
youtube.com/c/GeorgiaDepartmentofEducation