

**Department of Public Instruction
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**Title I Training for
Authorized Representatives and Coordinators**

Agenda

- **Title I Authorized Representative/Coordinator Responsibilities**
- **Dissemination Requirements**
- **Oversee Title I Teacher Responsibilities**
- **Ensure the district and school(s) make Adequate Yearly Progress**
- **Title I Fiscal Toolkit**

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Implementing Practices to Ensure Your School Meets Adequate Yearly Progress

▪ **Provide More Direct Services to Struggling Students**

- Summer School Program – Increasing the instructional time for students through a summer school program is one approach that many schools are implementing to help them meet the challenging goals of the *No Child Left Behind Act*. Many students regress over the summer months. An academically rich summer school program can help offset this regression. Many schools and districts are also starting to mandate summer school for non-proficient students.
- After-School Program – The time that most schools deliver instruction is based on tradition, not on the current needs of the student. After-school programs, as well as other extended learning programs, are based on a great deal of research that suggests that quality programs that enhance the regular instruction of the school day improve student learning. Research shows that students who regularly attend top-notch after school programs end up academically further ahead of peers who spend more out of school time in unsupervised activities.
www.policystudeis.com/studies/youth/Promising%20Programs%20FINAL.pdf.

There is a lot of research on what makes after-school programs effective available on the Title I website at www.dpi.stte.nd.us/title1/resource/aftrschl/index.shtm. Make sure that you implement the effective components. Focus on academic enrichment.

- One-on-One Tutoring – Struggling readers benefit enormously from access to tutoring. In fact, the evidence on this is so clear that it is one of only two research findings that have been included to date on the U.S. Department of Education's list of "Gold Standard" findings (www.ed.gov).

▪ **Employ High Quality and Effective Teachers**

- The National Association of Elementary School Principals' publication *Standards for What Principals Should Know and Be Able to Do* (2001) stated that "effective principals do whatever is in their power to ensure that every classroom in the school has a certified, qualified, effective teacher." In a study of high-performing, high quality schools by Samuel Casey Carter (2000), the author reported that "whatever else needs to happen to improve academic outcomes, teacher quality has to improve first."

To be effective, teachers must know both their subject matter and how to teach it to diverse learners. The road to high quality teaching and learning includes providing support and learning opportunities that teachers and staff need to improve instruction.

Additional research on the input of highly qualified teachers can be accessed at www.dpi.state.nd.us/title1/research.shtm on the Title I website.

▪ **Instructional Coaches**

In North Dakota, we are seeing an increased trend in schools utilizing coaches to assist with literacy and math instruction. The use of instructional coaches can be a powerful intervention with great potential to improve teacher performance and raise academic

achievement. Numerous resources on using Title I funds for instructional coaches can be accessed at www.dpi.state.nd.us/title1/coaches.shtml on the Title I website.

▪ **Require Individual Learning Plans (ILPs) on Every Non-Proficient Student**

An Individual Learning Plan or ILP is a (student) strategy that takes into consideration the student's strengths and weaknesses. It is a tool that allows educators to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying research-based interventions based on student needs.

An ILP can be a powerful tool for individualized instruction, promoting a team approach, and collaborative effort in teaching (i.e., teacher, resource staff, and parents all working together to help the student) and subsequently raising the academic achievement of at-risk students.

Some states and districts required the use of ILPs for all students who are not proficient. Access www.dpi.state.nd.us/title1/resource/individual/individual.shtml on the Title I website for additional information on ILP's.

▪ **Create a High Quality Substitute Teaching Pool**

In today's world of high expectations for student achievement, students can not afford to lose a day of instruction when the regular classroom teacher is absent. Every day counts. Students, teachers, and administrators must find ways to ensure that quality learning continues when a substitute teacher takes over a class. To improve student instruction performance, students need to be engaged in effective instruction every day. The expectations for effective instruction must continue on days when the regular teacher is absent. A teacher's absence can not mean a lost day of learning.

In order to ensure that quality instruction for every student in every class occurs every day, districts must develop and maintain a high quality cadre of substitute teachers and include them in the districts professional development trainings. Training of substitute teachers improves the quality of education, lowers school district liability, and reduces the number of student, parent, and faculty complaints.

▪ **Address AYP Subgroup Concerns**

- Accommodations – School districts should carefully consider the use of appropriate accommodations for students with disabilities, those who have a Section 504 Accommodation Plan, and those with limited English proficiency. The use of accommodations, as prescribed in the test coordinators' manual, is currently allowed. The 2007-2008 manual is available online at www.dpi.state.nd.us/testing/assess/manual07.pdf.
- Alternate Assessment – The U.S. Department of Education announced in the spring of 2005 that two percent of all students being tested could take a modified test and have their score count toward adequate yearly progress. This two percent is in addition to the current one percent flexibility policy covering students with the most significant cognitive disabilities. School IEP teams need to carefully review each situation to determine if students should take the regular assessment or the alternate assessment and clearly indicate this in the IEP.

▪ **Provide Quality Early Childhood Education Services (ECE)**

Currently, there is a national focus on early childhood education. Many districts/schools in North Dakota are beginning to use a portion of their Title I funding to pursue ECE programs. These programs can include preschool, jumpstart, or junior kindergarten programs, or full-day kindergarten programs.

Research over the last 20 years (Reynolds 2000) has provided evidence that children who attend high quality Early Childhood Education programs:

- Perform better in reading and math throughout elementary grades;
- Are less likely to be held back a grade;
- Are less likely to require special education;
- Are less likely to present discipline problems; and
- Are more likely to be enthusiastic about school and have good school attendance.

Go to www.promisingpractices.net/research_ready.asp for more ECE information.

▪ **Ensure Knowledge of Grade Level Expectations**

The alignment of curriculum, instruction and assessment has been a primary focus of school improvement efforts since the passage of *No Child Left Behind*. More recently, many states have taken standard implementation one step further by identifying specific grade level expectations for content areas at each grade level.

Quality grade level expectations are aligned vertically, from one grade to the next. They identify the specific skills and strategies all students need, at each grade level, to reach proficiency on the state standards. They allow teachers to know, specifically, what content and knowledge is expected at each grade level and design curriculum and instruction accordingly.

▪ **Make Parental Involvement A School Priority**

Whether or not parental involvement can improve student outcomes is no longer a question. Research on the effects of parental involvement has shown a consistent positive relationship between parents' engagement in their children's education and student outcomes.

The research shows that when parents become involved in children's education, the results include one or more of the following:

- Higher grades and test scores;
- Better attendance and regularly completed homework;
- Fewer placements in special education or remedial classes;
- More positive attitudes and behavior in school;
- Higher graduation rates; and
- Greater enrollment in post-secondary education.

Log on to our parent website at www.dpi.state.nd.us/title1/parent/index.shtm and scroll down to "What Research Says about Parental Involvement." This resource links to an outstanding handout on the Michigan Department of Education's website.

Parental involvement is a valuable, yet largely untapped, resource for schools struggling to provide state-of-the art instruction with diminishing funds. It is a way to instill pride and interest in schooling, increase student achievement, and enhance a sense of community and commitment.

▪ **Establish a Firm Attendance Policy**

Most schools face problems of excessive absenteeism. Many of these schools have an attendance policy; however, given the day-to-day challenges faced by schools, enforcing this policy may fall by the wayside. In Virginia, it was estimated that if schools were to reduce excessive absenteeism by 25%, 22,000 additional students would be able to score above the national average on standardized tests (Thomas Jefferson Institute for Public Policy, 1997). Focusing on increasing attendance and reducing truancy could have a huge impact on the achievement levels of students and the school as a whole.

Oversight of Title I Teacher Responsibilities

The following list summarizes the key Title I responsibilities for teachers. Title I Authorized Representatives/Coordinators/Principals should be providing oversight to ensure all components are in place.

Time Documentation

- I can assure that all Title I personnel have their time and daily duties in Title I documented either through a fixed schedule or time and effort log.
- I can assure that all Title I personnel have signed assurances documenting their time spent in Title I.

Aides

- I can assure that Title I instructional aides work under the direct supervision of a Title I teacher who has the primary responsibility for providing the instructional services to eligible Title I students. Prep time is documented on their schedule to allow teachers and aides to plan effectively.

Student Selection Worksheet

- I can assure that there is a student selection worksheet used to compare and document student data for the selection of who will receive services.

Caseload

- I can assure my teacher's caseload is between 25-35 students for each 1.0 FTE teacher.

Eligible Students

- I can assure that we inform the parents that their children are eligible through a written letter to each family.

Document Communication

- I can assure there is communication between the classroom teacher and Title I teacher so that the teaching done in Title I is directly aligned to the work being done in the classroom. Ideally, regular education and Title I teachers have opportunities to meet and plan together.

Annual Review Meeting

- I can assure there is an Annual Review meeting that is documented with an agenda and minutes. Title I Authorized Representatives should attend the annual review meetings.

Student Progress Reports

- I can assure that we provide regular reports to parents on the individual student progress in the Title I program.

Parent Involvement

- I can assure that our Title I program has the following Parent Involvement regulations in place:
 - The District Parental Involvement Policy
 - The School Parental Involvement Policy
 - The Annual Parent Meeting
 - Opportunities for Training Parents
 - The School-Parent Compact
 - Annual Assessment of Parental Involvement
 - Six Types of Parental Involvement