

BALTIMORE CITY PUBLIC SCHOOLS

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Examining the Impact of Title I Resources and Services

**Presented
By**

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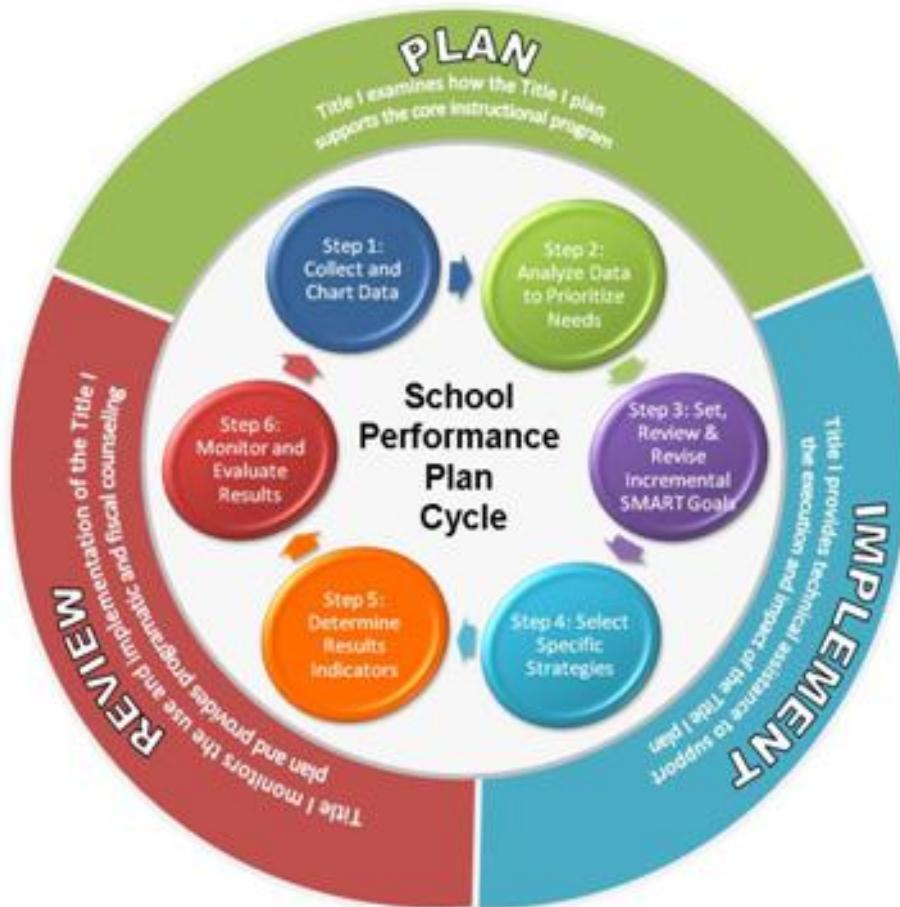
Desired Outcomes

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By the end of this session, participants will have examined:

- Strategies and tools that support Title I schools with strategic planning.
- Highly effective approaches for engaging schools in rigorous conversations on the implementation and impact of Title I resources.

TITLE I Support for Strategic Planning



Title I has made important improvements in the education of disadvantaged children:

- Title I has been essential in reforming schools, especially those in the poorest neighborhoods.
- Since 1994, all states have been raising academic standards, in part because Title I requires states to adopt high standards for disadvantaged children.
- Title I helped to raise the academic achievement of minority and poor children.
- Research shows that additional funding has a greater impact on the achievement of minority and disadvantaged students than on the achievement of more advantaged students.

(Jennings, Education Week, 2000)

The Title I Support for Strategic Planning document supports the School Performance Plan Cycle developed by the Office of Achievement and Accountability and is designed to support Title I efforts at the school level to maximize the academic achievement experience for students who receive Title I.

What is the Work?

TITLE I Support for Strategic Planning

I. PLAN

- Support the work of the school's ILT to ensure:*
- 1.1 The school's comprehensive needs assessment targets root causes and priorities.
 - 1.2 The school's core instructional program is aligned with the school's priorities and City Schools Frameworks.
 - 1.3 Input from families and members of the community is included in the School Performance Plan.
 - 1.4 Title I resources supporting the school's core instructional program and budget are included in the School Performance Plan.
 - 1.5 Fiscal counseling is provided that is aligned to the Federal Cost Principles: supplement not supplant, reasonable and necessary, allocable, and approvable/legal.
 - 1.6 Feedback is provided to assist the ILT in determining the desired impact of the Title I resources as needed.
 - 1.7 The ILT makes final adjustments to the School Performance Plan that comply with appropriate federal requirements.

II. IMPLEMENT

- Assist the work of the school staff to ensure:*
- 2.1 Instruction is provided by highly qualified teachers.
 - 2.2 New practices and research-based strategies are implemented.
 - 2.3 Data is used to monitor the performance of the highest-need students who must meet the state's academic standards for all children.
 - 2.4 Teachers participate in decisions regarding the use of academic assessments.
 - 2.5 Communication occurs between Title I and non-Title I teachers in Title I Target Assistance Programs such that services are appropriate and effective.
 - 2.6 Collaborative planning between Title I and non-Title I teachers guarantees students served under Title I are incorporated into the existing school plan.
 - 2.7 Evidence-based professional development strategies for administrators, teachers, and para-educators are executed.
 - 2.8 School activities build parents' capacity to help their children succeed in school.
 - 2.9 Extended Learning time before/after school, accelerated curriculum, applied learning, and/or minimized removal of Title I students from the core instructional program occur.
 - 2.10 Guidance to assist children and their families in the transition from one school level to the next is provided.

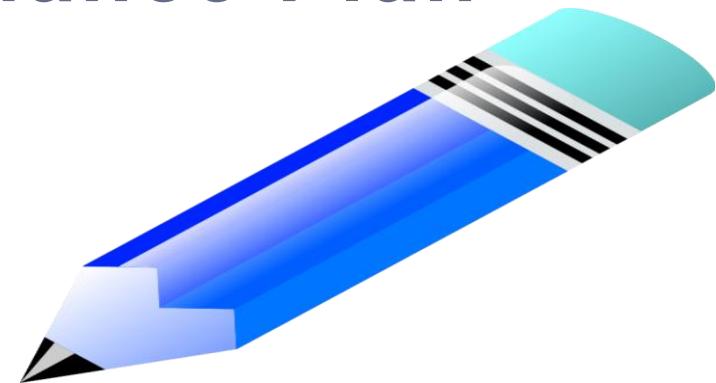
III. REVIEW

- Examine the Title I Plan to ensure:*
- 3.1 Annual measurable objectives target progress for every subgroup.
 - 3.2 Effective teaching and learning result in increased student achievement.
 - 3.3 High-quality ongoing professional development opportunities occur to support teacher effectiveness .
 - 3.4 A teacher mentor program is established.
 - 3.5 Activities for students having difficulty mastering proficient or advanced levels of academic achievement are appropriate.
 - 3.6 Evidence shows that interventions are provided in a timely manner.
 - 3.7 Families and members of the community are provided opportunities to reflect on the plan's effectiveness.
 - 3.8 Policies and practices are adopted which support effective implementation of the core instructional program.
 - 3.9 Funding is aligned to instructional priorities.
 - 3.10 Title I spending occurs in a timely manner and fiscal counseling is provided as needed.
 - 3.11 The responsibilities of the school, LEA, and state are delineated to improve the school.
 - 3.12 Federal, state, and local services and programs are coordinated and integrated.

What is the connection between the act of school improvement and the requirements of the Title I programs?

School Performance Plan

- Priorities
- Strategies
- Monitoring/ Check-ins
- Parent Involvement Strategies
- Targeted Assistance Strategies





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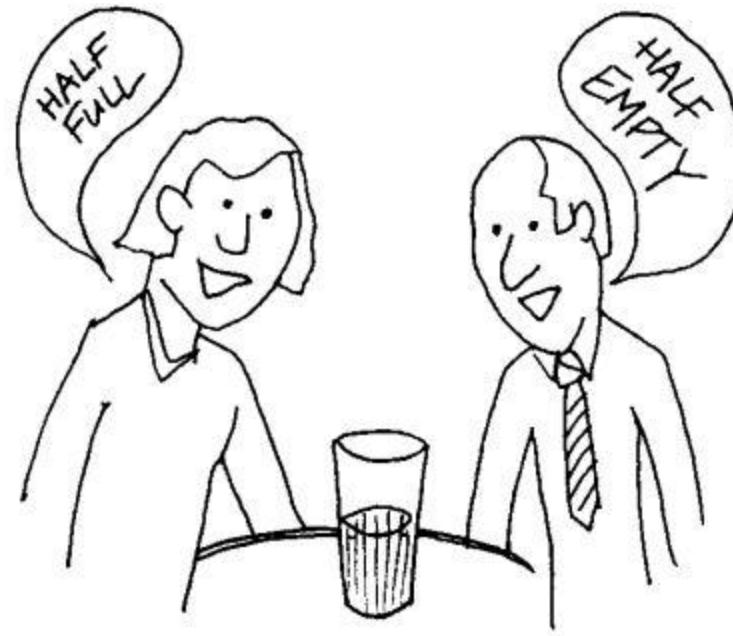
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How can we capture feedback specific to the Title I elements and the spirit of the law?



What data do we collect to determine strengths and weaknesses of Title I Schools?



How do we know that a Title I school is implementing their plan?

What conversations can we conduct that focus on the impact of Title I resources?



A Turn of the Screw

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A Turn of the Screw



There was an industrialist whose production line inexplicably breaks down, costing him millions per day. He finally tracks down an expert who takes out a screwdriver, turns one screw, and then - as the factory cranks back to life - presents a bill for \$10,000.

Affronted, the factory owner demands an itemized version. The expert is happy to oblige: "For turning a screw: \$1. For knowing which screw to turn: \$9,999."

Author: Oliver Burkeman in "The Guardian Weekend", 13 August 2011

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Q and A