

Requirements of Title I Improvement

Transition Year 2016-17

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TRANSITION YEAR INFORMATION

As part of Wyoming's transition to the Every Student Succeeds Act (ESSA), the Wyoming Department of Education (WDE) will not be calculating Adequate Yearly Progress (AYP) during the 2016-17 school year. Schools and districts identified as being in improvement under No Child Left Behind (NCLB) in 2015-16 will remain in their current improvement status during the transition year.

Schools and districts are not required to provide public school choice, Supplemental Educational Services (SES), or the related notice to parents beginning with the 2016-17 school year. To ensure an orderly transition to the ESSA, Wyoming school/districts will provide alternative supports for students eligible for SES.

Families will be notified that a student who previously transferred to another public school under the No Child Left Behind Act of 2001 (NCLB) is permitted to remain in that school until the child has completed the highest grade in that school. This information will be provided via:

- Title I Parent Compacts,
- District/school websites,
- Title I meetings with families, and
- Other methods as determined by the district.

ALTERNATE SUPPORT ACTIVITIES FOR STUDENTS

All Wyoming Title I schools will focus their efforts on improving the overall quality of their student interventions and enrichments framework such as Multi-Tier System of Supports (MTSS) which include school-wide academic and behavioral supports.

REQUIRED DOCUMENTATION

The following interventions and enrichments policies must be documented:

1. Interventions available at the school for at-risk students: Tier II and Tier III instructional programs, extended day and extended year programs, certified tutors, etc. As available, descriptions or links to policies and procedures for identifying and intervening with at-risk students (such as the universal screening, progress monitoring, data evaluation, professional learning communities, and decision making tools/process in place).
2. Enrichment programs (such as advanced or challenging courses, extension periods, etc) for the needs of gifted and talented students.
3. Low-income students who are on-track academically (ie, not identified for remediation or enrichment programs) will also be allowed to opt-in to these programs offered in all Title I schools.

The primary source of documentation will be within the [Wyoming School Comprehensive Plan](#) (WSCP): Learning Support Services (3.12) - The school provides and coordinates learning support services to meet the unique learning needs of students:

1. The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
2. The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
3. The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
4. Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
5. The school meets the educational needs of historically underserved populations. (Federal)

Title I students and families will be made aware of the availability of the intervention and enrichment programs at the school via:

- Title I Parent Compacts
- District/school websites
- Title I meetings with families
- Additional methods as determined by the school or district.

Additional methods of dissemination are encouraged through parent/teacher conferences, newsletters, direct communications with families, and other forms of communications available at the school. As available, links to program evaluations will be available as a method to enable both public awareness and monitoring.

MONITORING AND EVALUATION

WDE evaluation and feedback of Sec 3.12 will follow the existing WDE Accreditation team's process with an additional review by the WDE staff for Title I schools. Title I monitoring will include the collection of school/district dissemination of the required documentation outlined above.

Local evaluations of school's intervention and enrichment programs will be submitted to the WDE at the end of the school year and disseminated to the state for review as a resource. Minimal requirements for these local evaluation are:

- Total count of students served with breakout of students served per intervention/enrichment
- Total count of students opting-in (ie, low-income students who are on-track academically) with a breakout per intervention/enrichment
- Program cost with breakout for opt-in students
- Aggregate student achievement outcomes, no student level data

Through technical assistance and on-site visits by the WDE, descriptions of local policies and procedures for identifying/intervening with at-risk and accelerated students will be reviewed and refined as necessary. Through analysis of the quality of their implementation and effectiveness, tiered interventions for instruction will be improved.

Optional peer reviews and collaborative work will be available by request.

FUNDING AND SET-ASIDE

Under NCLB, districts were required to set aside an amount equal to 20% of their district's total Title I allocation for Choice and SES. Moving forward, this set-aside for alternate supports will be at the discretion of the local schools and districts. The individual schools intervention and enrichment framework will be funded using existing local budgets. The purpose of the optional district-level Title I set-aside would be to ensure academically on-track low-income students can opt-in for these interventions and/or to supplement the existing framework with additional staffing/tutoring, professional development, resources, etc.

SET-ASIDES FOR PROFESSIONAL DEVELOPMENT

10 PERCENT AT THE ATTENDANCE CENTER

Schools in improvement years 1 and 2 are required to set-aside 10% of their building allocation (per building in improvement) for staff professional development related to the school identification. These funds must be taken from Title I-A funding and the whole set-aside must be spent on professional development.

These funds may be carried over provided that the total Title I carryover is under 15% (or the district is eligible for a waiver) and the balance of the 10% attendance center set-aside is still dedicated to professional development next year.

10 PERCENT AT THE DISTRICT

Districts in improvement must commit to spending at least 10 percent of their Title I Part A funds to address the professional development needs of the staff. When calculating this obligation, the district may include any amount of funds reserved for PD in schools that have been identified for school improvement, however, the total must amount to 10 percent of the total district allocation. The amount committed at the district level may be used to provide PD to the instructional staff across the District (even those schools not participating in the Title I program), however, the specific amount that is committed at the school level must be spent at the respective school.

CORRECTIVE ACTION

Schools that remain in Improvement Year 3 will be required to sustain their corrective action plan implemented in the previous year.

RESTRUCTURING

Schools that remain in Improvement Year 4 will implement the restructuring interventions selected and planned for last year. These interventions will be included in the relevant sections of the Wyoming School Comprehensive Plan next year for review and feedback by WDE staff.

IMPROVEMENT PLANS

SCHOOL

All schools identified as being in improvement will follow the existing WDE Accreditation team's process with an additional review by the WDE staff for Title I schools. A new two-year School Improvement Plan or revisions to an existing one, as part of the WSCP, that addresses the academic issues that caused it to be identified for school improvement is to be approved by the district prior to November 1. The plan must include all Title I required components. Please see USED's [LEA and School Improvement Non-Regulatory Guidance](#) for all requirements.

DISTRICT

All districts identified as being in improvement will develop a new two-year District Improvement Plan or revise an existing one that addresses the academic issues that caused it to be identified for district improvement. Please see USED's [LEA and School Improvement Non-Regulatory Guidance](#) for all requirements.

TECHNICAL ASSISTANCE

PROVIDED BY THE DISTRICT

The district bears the primary responsibility for ensuring that the school in improvement receives technical assistance. The district is not required to provide the technical assistance directly, although it may choose to do

so. Both the school improvement plan and the district assistance plan should be based on a close analysis of the school’s demographic, achievement data, and a comprehensive needs assessment that identifies both strengths and weaknesses. Components of the technical assistance must include:

- Data analysis: use of data (State assessment system, relevant examples of student work) to identify and develop solutions to problems in (1) instruction; (2) implementing the requirements for parental involvement and professional development; and (3) implementing the school plan.
- Identification and implementation of strategies: choose effective instructional strategies and methods, ensure that the school staff receives high-quality professional development relevant to their implementation.
- Budget analysis: analyzing and revising its budget to fund activities most likely to increase student achievement, reallocating resources to support improved student achievement

The district must:

- Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan’s implementation.
- Align its assistance with the improvement plan being developed by the school.

Dependent on local needs assessments of the existing interventions and enrichment programs (eg, self-evaluation on section 3.12), district and school level supports will be put in place as necessary.

PROVIDED BY THE WDE

The WDE is required to provide technical assistance or any other assistance to the district when requested. The assistance provided varies but may include areas such as:

- Assistance in helping the district better develop and implement its improvement plan;
- Assistance in addressing problems with parental involvement; and
- Assistance in addressing professional development activities.

The WDE will gather best practices and exemplars from Wyoming schools to compile a interventions and enrichments library of best practices and processes for use at Title I schools. Wyoming’s Statewide System of Support (SSOS) will deliver technical assistance and support to all schools for interventions and enrichments via MTSS during the transition period. Both resources will be made available on the WDE’s “[Title I LEA/School Improvement Resources](#)” webpage.

SCHOOL IMPROVEMENT MONITORING

All identified schools will be required to complete the WDE’s school improvement monitoring on an annual basis. This monitoring protocol will be made available to all schools and districts.