

2010 Title I Administrative Meeting Maryland State Department of Education



TARGETED ASSISTANCE SCHOOLS

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April 13, 2010

Overview



- **General Information**
 - Participants
 - Programmatic Requirements
- **Implementation**
 - Most Common Implementation Issues
 - Coordinating Funds
 - Resources
- **Discussion**
 - Evaluation
 - Problem Solving to Support Effective Implementation
 - Future Implementation



In Maryland...

- Total Title I Schools

 - **406**

- Total SWP

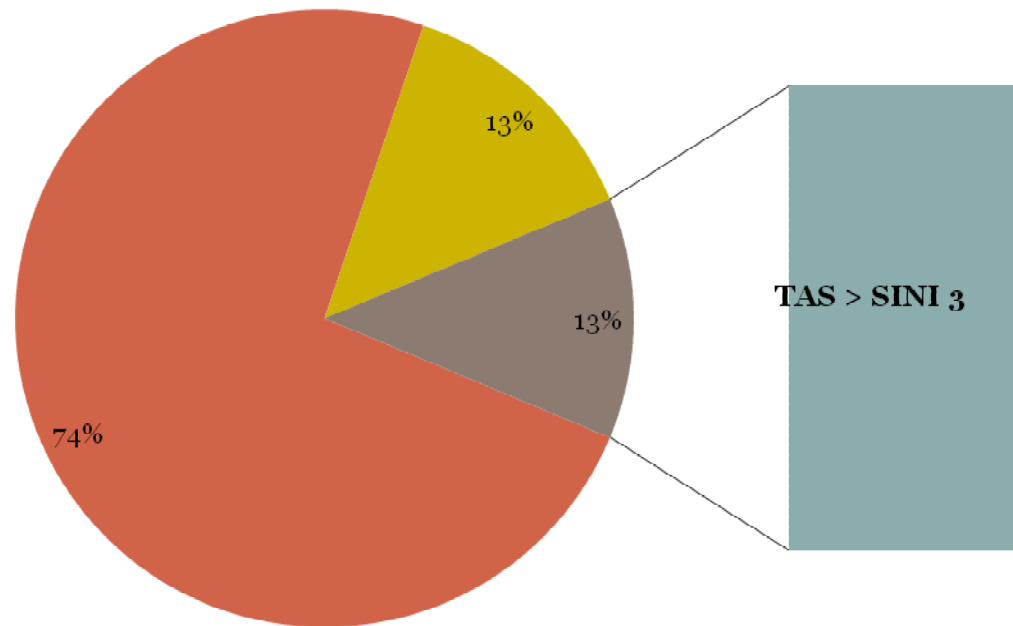
 - **304**

- Total TAS

 - **102**

Distribution of Title I School by Program Type

■ SWP ■ TAS ■ TAS SINI



Maryland Title I Profile

Defining Eligible Population



General Eligibility Criteria

- Not older than age 21
- Entitled to FAPE through grade 12
- Not yet at a grade level at which the LEA provides FAPE

TAS Specific Eligibility Requirements

- Identified as
 - failing or
 - most at risk of failing
- to meet the State's challenging student academic achievement standards

Common Characteristics of Eligible Children



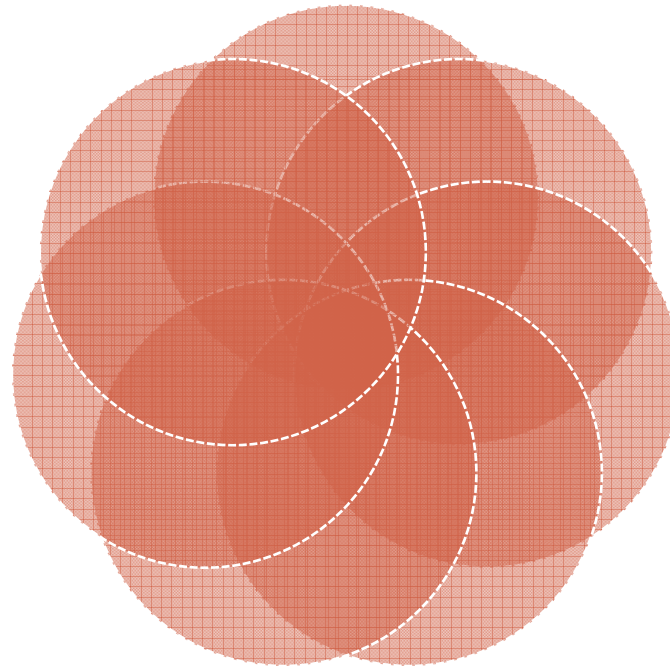
**Economically
Disadvantaged**

Homeless

Identified Disability

**Neglected/Delinquent
Children**

Migrant



**Participated in Head
Start**

**Limited English
Proficient**

Assessing “At Risk”

- Use multiple, educationally related, objective criteria including data from

- State assessments
- criterion-referenced tests
- standardized tests
- end-of-course exams
- portfolios/classroom grades
- teacher judgment*
- interviews with parents*
- developmentally appropriate measures*

*for use with non-school age students

- Use criteria established by the LEA and supplemented by the school that is

- aligned with the State’s academic achievement standards
- coordinated with grade-level expectations in core content areas
- supported by scientifically based research
- consistent with school improvement strategies

Always ensure that the assessments produced data are both reliable and valid.

Components of a TAS Program



- 1. Use program resources to help participating students meet a state's challenging student academic achievement standards**
- 2. Ensure that planning for students is incorporated into existing school plans and programs**
- 3. Use effective methods and instructional strategies that strengthen the core academic program of the school**
- 4. Coordinate with and support the regular education program, which may include services to assist preschool children transition from early childhood programs such as Head Start, Even Start or a state-run preschool program to an elementary school program**

Components of a TAS Program



5. Provide instruction by highly qualified teachers
6. Provide opportunities for professional development for teachers, principals, and paraprofessionals, pupil personnel services personnel, parents, and other staff who work with participating children
7. Provide strategies to increase parental involvement



Implementation



**COMMON MONITORING FINDINGS
COORDINATING FUNDING SOURCES
RESOURCES**

Common Monitoring Findings



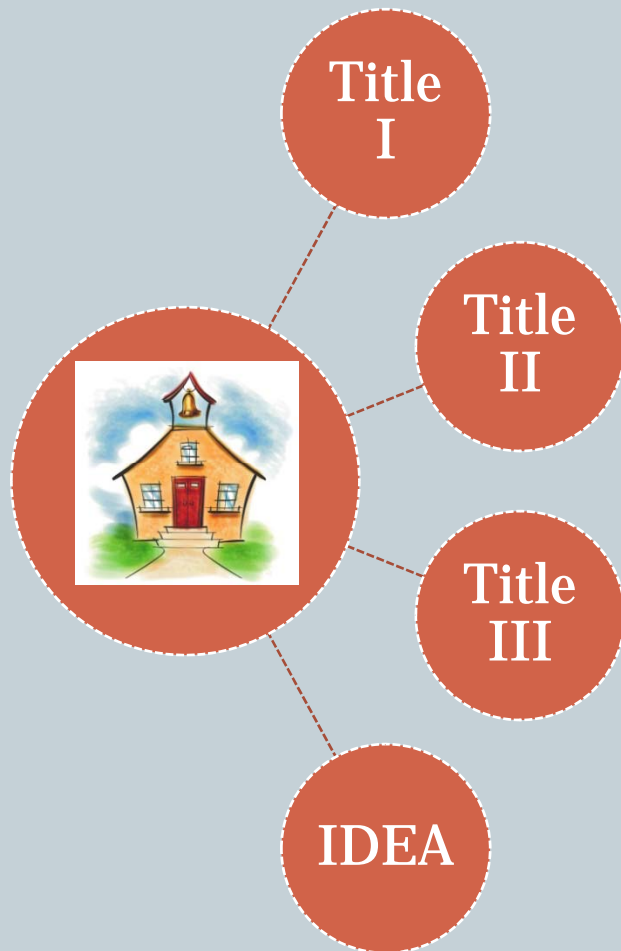
In TAS Schools

- No selection procedure
- Failure to use multiple criteria
- Non-educationally relevant criteria were used in selecting students

In Title I Schools

- Annual parent meeting not held
- Notices do not contain necessary information
- School improvement plans lack necessary information

Considerations when Coordinating Federal Funds



- **Goals**
- **Resource Needs**
- **Expected Outcomes**
- **Measures**
- **Timelines**

*List is not meant to be exhaustive

Example of Federal Fund Coordination: RTI



Using Title I, Title III, and/or CEIS Funds for Interventions in a Targeted Assistance School Consistent with Supplement not Supplant

Can Use Title I, Title III, and CEIS if:

- The interventions are not required by law
- The interventions are in addition to teacher-directed core instruction
- The interventions were not provided with other funds in a prior year

Increasingly Intensive Instructional Interventions for students who need extra help

Interventions provided with Title I, Title III, and/or CEIS funds when students are not otherwise receiving teacher-directed core instruction

Core Curriculum

Resources



States with more substantial information on targeted assistance programs include:

http://www.cde.state.co.us/FedPrograms/NCLB/tia_ta.asp - Colorado

<http://www.dpi.state.nd.us/title1/targeted/index.shtm> - North Dakota

<http://www.ode.state.or.us/search/page/?id=1939> - Oregon

The ED website also contains information and resources on different aspects of Title I implementation:

http://www2.ed.gov/legislation/ESEA/Title_I/target.html

<http://www2.ed.gov/programs/titleiparta/legislation.html>

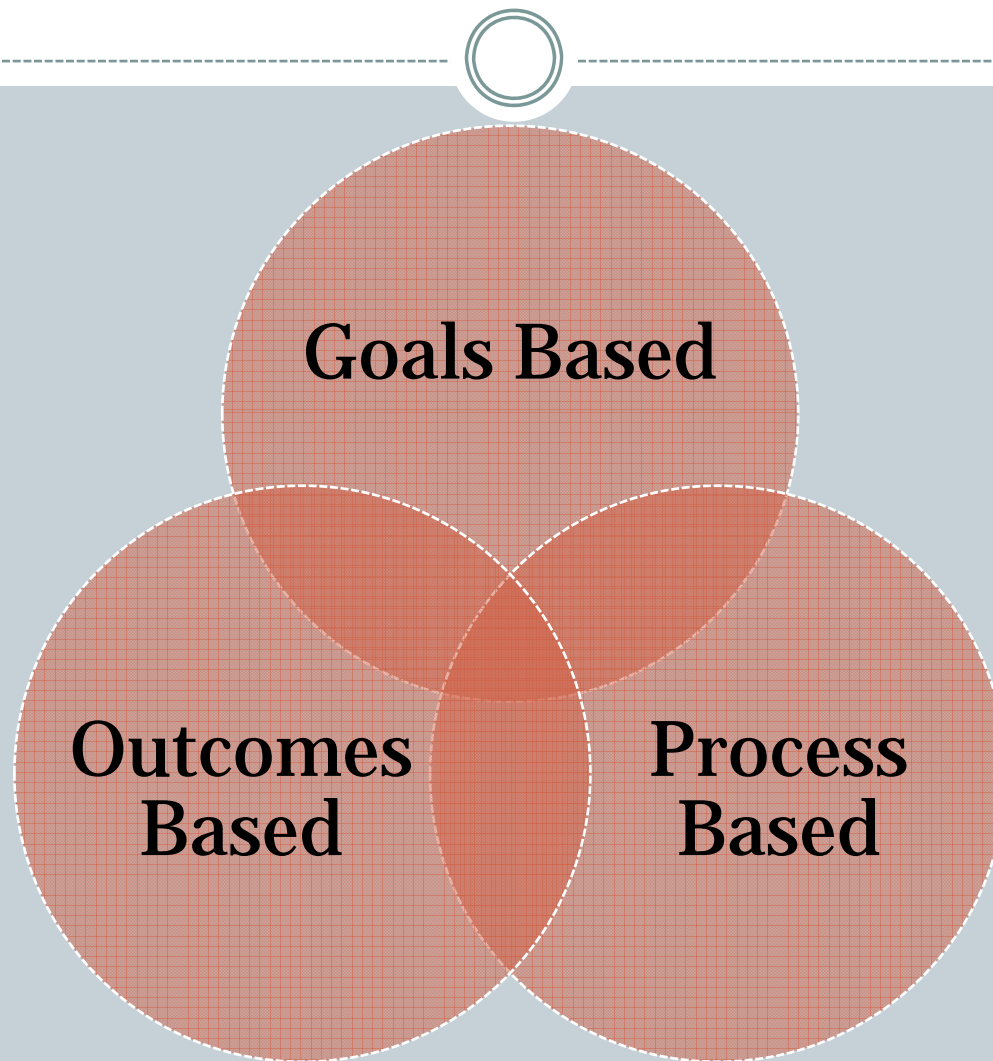
It should be noted that information on many state websites is limited and sometimes only consists of: 1) comparisons between schoolwide programs and targeted assistance programs, and 2) information on paraprofessional hiring requirements

Discussion



**EVALUATION
PROBLEM SOLVING
FUTURE IMPLEMENTATION**

Evaluation Types



Evaluation Activities for TAS programs



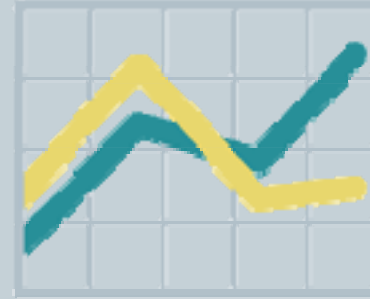
- **Review**
 - Progress of participating students
- **Determine**
 - When additional supports are needed
- **Assess**
 - Effect and impact interventions are having
- **Identify**
 - Other students that would benefit from additional assistance

NOTE: Evaluation should be done on an ongoing basis

Evaluation Tools



- **Templates**
- **Checklists**
- **Timelines**
- **Progress Meetings**
- **Opinion Surveys**
- **Data Review**
- **Interviews**
- **Document Reviews**



Problem Solving



- **What makes it difficult to:**
 - Identify “at risk” students
 - Know if a program is working
 - Determine how long an intervention should be in place
- **How should related services be coordinated through**
 - After school programs
 - Summer programs
- **How can professional development help:**
 - Teachers identify “at risk” students
 - Implementation of academic standards

ESEA Reauthorization – Proposed Priorities



Five Priorities:

- College- and career-ready students
- Great teachers and leaders in every school
- Equity and opportunity for all students
- Raise the bar and reward excellence
- Promote Innovation and Continuous Improvement

Future Implementation Considerations



- Will my TAS program need to be designed differently to meet the needs of students in chronically low performing schools?
- Will professional development in TAS schools need to be designed to support the creation of great teachers and leaders?
- How can Maryland's data system be used to support evaluation of TAS programs?
- What would continuous improvement look like in a TAS school?