



MILWAUKEE
PUBLIC SCHOOLS

Title I
Every Student Succeeds

**Milwaukee Public Schools
Title I
Targeted Assistance Schools
A Principal's Guide
2016 - 2017**

Title I Targeted Assistance Schools

Title I, Part A is intended to help ensure that all students have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education (funded at approximately \$69 million in FY16), Title I targets these resources to the schools where the needs are greatest. Title I provides funding that may be used to provide additional (supplemental to state and locally-funded programs and services) instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

The Title I program focuses on promoting schoolwide reform in high-poverty schools and ensuring students' access to scientifically-based instructional strategies and challenging academic content. Title I provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students and turning around low-performing schools, while providing alternatives to students in such schools to enable those students to receive a high-quality education.

Targeted Assistance Programs

A targeted assistance school, primarily addressed in section 1114 of Title I, Part A, is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I schoolwide program. The term "targeted assistance" signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards--rather than for overall school improvement, as in schoolwide programs. Like schoolwide program schools, the goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging state performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participating children; use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

A targeted assistance school differs from a schoolwide program school in several significant respects:

- Part A funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance.
- Part A funds must be used for services that supplement, and do not supplant, the services that would be provided, in the absence of the Part A funds, from non-Federal sources.
- Records must be maintained that document that Part A funds are spent on activities and services for only Part A participating students

Eligible Students

One of the primary differences between schoolwide program schools and targeted assistance schools is the requirement that the latter may use Title I, Part A funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Targeted assistance schools, therefore, may not provide services to all children in the school or in particular grades.

In the new Title I, schools play the key role in selecting children to participate in Part A programs. No longer is there a requirement for a district wide needs assessment in which children are selected on the basis of uniform criteria across the LEA as a whole. Rather, as described below, an LEA establishes multiple, educationally related, objective criteria to determine which children are eligible to participate in Part A. Each targeted assistance school may supplement these criteria and selects, from among its eligible children, those who are in greatest need for Part A assistance.

- **Children eligible for Part A services must be from the following populations:**
 - Children not older than age 21 who are entitled to a free public education through grade 12.
 - Children who are not yet at a grade level where the LEA provides free public education yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting.
- **Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards.**
 - A **targeted assistance school** generally identifies eligible children within the school on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.
 - Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for Part A services on the same basis as other children that are selected for services. Thus, schools are no longer required to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency. Similarly, schools are no longer required to demonstrate that the needs of children with disabilities stem from educational deprivation and not solely from their disabilities.
 - Children from preschool through grade two must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.
- **Certain children are considered at risk of failing to meet the State's student performance standards and are thus eligible for Part A services by virtue of their status:**
 - Children who participated in a Head Start or Even Start program at any time in the two preceding years.
 - Children who received services under a program for youth who are neglected, delinquent, or at risk of dropping out under Part D of Title I (or its predecessor authority) at any time in the two preceding years.
 - Children in a local institution for neglected or delinquent children or attending a community day program.
 - Homeless children attending any school in the LEA.

- **From the universe of eligible children in a targeted assistance school, the school selects those children who have the greatest need for special assistance to receive Part A services.** Because it is likely that a school will not have sufficient Part A resources to provide services to all eligible children, the school must obviously make some informed choices concerning which children to serve. These choices are difficult because they inevitably result in some children being selected before other children who may also have significant needs.

School staff, in consultation with the MPS Title I Office and based on a review of all the information available about the performance of eligible children, must use their best professional judgment in making these choices. It is not as simple as merely selecting a cut-off score on an assessment measure. School staff will necessarily need to balance the needs of different populations. For example, most schools will likely need to concentrate Title I resources in certain grades or in certain subjects to the exclusion of children in the grades or subjects not being served. Similarly, a school may decide that some children who are homeless have greater needs because, for instance, homeless children may likely face problems of attendance and homework completion due to recurrent moves and, therefore, may be at greater risk of failure than some other children who are not faced with the disruption associated with homelessness. Furthermore, schools that focus strongly on family literacy, for example, may add the additional educationally-related criterion of the educational level of parents when selecting those children who are most in need of Title I assistance from the eligible pool of students to be served.

Other target populations, such as children with disabilities and English Language Learners (ELL), present similar choices. Those children are now eligible for Title I services on the same basis as other eligible children. However, they may also be entitled to additional services required by law because of their disability or their limited proficiency in English. A school may decide that the non-Title I services those children are receiving are sufficient to enable them to meet the State's challenging standards. However, children with disabilities or limited-English proficiency who are performing more poorly than other Title I-eligible children, even with the benefit of the non-Title I services they receive, may still be among those in greatest need and thus should receive Title I services also.

Targeted Assistance Schools Today

TAS Schools Today

- ◇ TAS schools required to use models other than pull out
- ◇ TAS schools to give primary consideration to acceleration of TAS students and use of extended learning activities
- ◇ TAS students are identified on the basis of two or more academic measures that show they are “most at-risk of failing”
- ◇ Poverty threshold for eligibility to apply as a Schoolwide Program now 40%
- ◇ TAS schools held accountable for all statistically significant sub-groups

Advantages of TAS Model

- Can target small numbers of students to concentrate Title I services on students most at risk of failing
- Allows the Title I funds to be concentrated on the most needy students

Disadvantages of TAS Model

- Title I cannot be combined with other categorical monies
- Only identified students and their parents receive the Title I services
- Programs may be segregated or

- Parents of TAS students have their own programs and may be targeted for assistance
- disconnected to the regular program unless great care is taken to coordinate the Title I program with the baseline program
 - Increased risk for audit exception, especially supplanting, if the Title I plan is not well articulated and designed
 - Increased paper work to identify TAS students, articulate the program design, and track all expenditures and services to TAS only
 - AYP focuses on all students advancing to proficiency or advanced proficiency, yet TAS design is required to focus only on the most at-risk of failing, which means that certain groups of students may be excluded from services
 - Research indicates that student achievement is linked to schoolwide reform. Title I may not be used as a leverage for schoolwide reform in a TAS only a piece of the reform

TAS Requirements (section 1114, Title I NCLB)

TAS schools must show the following in order to avoid audit exceptions:

- Annual identification by school learning team of their TAS students using **two or more** objective educational measures, to identify the students most at-risk of failing
- Assure that all TAS students, receiving Title I services, are first provided all other categorically-funded and baseline services for all students before they receive Title I services (supplement and not supplant). Title I either provides “more of” or “more in-depth”; it is never combined with other funds for the same services provided schoolwide
- Develop processes and procedures to track the Title I services to the TAS students and the parents of TAS students only. Schools must identify TAS students in eSIS
- Focus their Title I funds on services based on a data based needs assessment of the TAS students
- Involve Title I parents in the development of the written plan for Title I interventions for TAS, as well as in the Title I parent involvement plan.
- Develop the written Title I plan, as part of the regular school plan, to provide supplemental services that:
 - Discuss how Targeted Assistance Students are identified (district and school level criteria)
 - Use data to determine who of the TAS students are targeted
 - Use effective methods for instructional strategies that are based on scientifically based research
 - Give *primary consideration* to providing extended learning time
 - Provide accelerated high quality curriculum
 - Minimize pull out
 - Coordinate with the regular program
 - Provide highly qualified teachers, as defined by NCLB

- Provide opportunities for professionals, who work with the participating TAS children, to receive high quality training
- Include monitoring of TAS student progress and revision of the services to assure that TAS students reach state standards
- Assure that Title I funds are not used for any required activities.

In addition, the following students are automatically eligible as TAS students per section 1115 of Title I:

- Homeless children
- Neglected or delinquent children living in group homes/institutions
- Students who received services through Migrant Education for any time in the preceding two years for which determination is made
- Children who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, Early Reading First Program, or in preschool services under Title I

Once TAS students are identified, the school is required to do the following:

- Establish criteria based on the student achievement data, to determine if all, or only a specified group of identified TAS students, are to be served
- Review and Update if needed the School Parent Compact in collaboration with school staff, students and Title I parents
- Use the 2% reservation off the top of the school's Title I allocation as a *base* for funding TAS parent involvement activities
- Provide for professional development in the educational plan
- Conduct, at minimum, an Annual Title I parent meeting to: discuss what Title I is, what is provided at the school, and solicit parent input into the Title I plan, including what assistance they need (offer a flexible number of meetings at a time convenient for parents)
- Provide parents with *timely* and *understandable* information in a *uniform format* (and as practicable, in a translated format) regarding their child's progress in school, test results, and in the Title I program
- Provide, for parents of migrant or ELL students and parents with disabilities, full opportunities to equally participate in all Title I parent activities as necessary; designing the teacher training to help teachers include parents as equal partners; and the Title I parent compact, site parent involvement policy
- Follow all federal, state and district policies, timelines and procedures related to designation of Program Improvement status
 - Parent notification School
 - transfer options Supplemental
 - Education Services
 - Parent input into the Program Improvement Plan
- Assure that Title I never takes the place of general funded activities or *any other categorical funding source that all other students receive* (e.g. always supplemental and never supplants)
- Provide a system of inventory control at the site that includes computer security, reporting of any lost or stolen equipment and check out systems so that the location of capital outlay is known
- Keep all documentation (including site Ed Plans, TAS lists, purchases, invoices, parent meeting agendas and minutes, etc.) for a minimum of five years.

What the MPS Title I Office will want to see at a TAS school

- Lists of targeted assistance students
- Schedules and equipment, and material check out systems that show that services and materials are accessed only by students on the TAS lists
- Objective measures selected by the school to augment the district criteria for TAS selection
- A defined Title I program that is separate from, and yet coordinated with, all other programs at the school
- Evidence that parents and teachers are involved in the development of the compact and school parent policy
- Evidence that parents give informed consent for their children to receive Title I services
- Evidence that Title I parents have been given the school level and district level Title I parent Involvement Policies
- Evidence that the Title I program is based on scientific research and that there is primary consideration given to extended learning
- Site personnel should be able to clearly describe what Title I does

Monitoring “Red Flags” for TAS

- School personnel and parents are unable to state in detail what Title I does that is differentiated and above and beyond other programs for all other students
- Lack of site inventory control, e.g. no sign out lists for Title I purchased materials/equipment, or evidence that persons who do not serve Title I students use the materials
- Title I is used to purchase the same service as other categorical budgets to “fill in”.

Examples:

- Board funds pay for one day a week of after school tutoring for all students except Title I TAS students. Title I picks up the same amount and type of service for the TAS students only because there is not enough Board funds to cover program costs
- Title I picks up training for non Title I funded teachers or staff who do not work directly with Title I students. (Example: the SAGE teacher does not have any TAS students in her class but Title I covers the substitute teacher costs so that teacher can work on the educational plan)
- Oral interviews indicate that Title I is used to purchase materials “when we run out of Board funds”
- A service or purchase is split funded without any proof to show how the Title I portion is above and beyond what the other fund purchases. For example a requisition for 200 reams of paper is split between Title I and Board funds.
- Title I picks up a large portion of the Literacy Coach’s salary, yet there is no evidence that the work related to TAS students is proportionate to the funding amount and/or TAS students needs.
- The Title I Parent Newsletter contains information that is of schoolwide interest and not focused on Title I parents programs or Title I students

Examples of Appropriate TAS Interventions Expenditures

- All students receive a day of after school tutoring funded by Board funds. Title I students receive an additional day of tutoring over and above what they receive through Board funds or receive an extra half hour on top of what all students are provided through board funding
- Title I funds an intercession for TAS students only. Non TAS students do not have an intercession program.
- All students have textbooks and library books to check out for home use. In addition, the Title I resource teacher purchases appropriate level supplemental titles that are available

only for Title I parents to use with their Title I TAS students at home through a book bag program. Title I parents receive training, on how to stimulate their child's reading, that is above and beyond what the regular program offers.

- Certificated tutors are used in a “push in model” to tutor small groups of Title I TAS students during the regular reading period, after they have received their regular small group instruction from the classroom teacher (not allowed in private schools).

For Additional Information

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