

Wisconsin Title I Guidelines

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Elizabeth Burmaster, State Superintendent

This publication can be obtained by contacting:

Marcia Meyers
Educational Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-3608

or

website at: <http://www.dpi.wi.gov/title1/ti11b.html>

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability

Table of Contents

1.	Allocation of Title I Funds	1
	State Allocations	1
	District Allocations	1
	School Allocations	1
2.	Charter Schools.....	2
	Overview	2
	A charter school	2
	Charter Schools in Wisconsin.....	2
	Resources	3
3.	Needs Assessment.....	4
	Overview	4
	Components of a Needs Assessment	4
	District Level Needs Assessment.....	4
	Needs Assessment for Schoolwide Planning.....	5
	Needs Assessment and Targeted Assistance Programs	5
	Resources	6
4.	Coordination and Integration with Other Programs	7
	Overview	7
	Coordination with NCLB Formula Aid Programs	7
	Coordination with NCLB Competitive Grant Programs.....	8
	Coordination with Other Federal Programs	8
	Coordination with Title II A	9
	Increasing Program Effectiveness.....	9
	Coordination with Head Start <i>1120 B</i>	10
	Coordination Requirements for Targeted Assistance Schools— <i>Section 1115(C) (1)(H)</i>	10
	Coordination Requirements for Schoolwide Programs— <i>Section 1114(A)(1), (4)(J)</i>	10
5.	New Wisconsin Promise Schools of Recognition Awards Program	11
	Overview	11
	Awards Criteria.....	11
	Awards Process.....	11
6.	Title I Budget and Application	12
	Overview	12
	Completing the Title I Budget in the ESEA Consolidated Application.....	12
	Administration and Administrative Costs.....	12
	Reservations.....	13
	Targeting Data and Eligibility	13
	Personnel.....	14
	Budget Revisions	15
	Filing Claims.....	16
	Carryover	16
	Maintenance of Effort.....	17
	Comparability	17
	Supplement not Supplant	18

Resources	19
Transferability and Flexibility	19
Indirect Cost.....	19
7. Equipment Purchase, Use and Disposal	20
Overview	20
Procedures for Managing Equipment Acquired in Whole or Part with Federal Funds	20
Federal Aids and Audit Financial Management Handbook.....	20
Resources	20
8. Title I Reporting Requirements.....	21
Overview	21
Annual LEA Report Cards— <i>Section 1111(H)(2)(A), (B), & (D)</i>	21
Local Review of Assessments— <i>Section 1116(A)(1)(C)</i>	21
Notice of AYP Failure and Corrective Action— <i>Section 1116(B)</i>	22
Report on Highly Qualified Teachers— <i>Section 1119(B)(1)(A)</i>	22
Year-End Reporting for Title I	23
Notice of Supplemental Services— <i>Section 1116 (E)(1)</i>	23
Parent Involvement Policies— <i>Section 1118 (A)&(B)</i>	23
LEA Plans—Parental Notification for LEP Students— <i>Section 1112(G)</i>	23
Related Information	24
9. Flexibility in Funding and Programming.....	25
Overview	25
Transferability of Funds— <i>6123 (B), (C)</i>	25
Alternative Use of Funds by Small, Rural Leas— <i>Section 6211(A)</i>	25
Title IX, Part C—Consolidated ESEA Application— <i>Section 9503</i>	26
10. Staff Qualifications and Assignments	27
Overview	27
Highly Qualified Staff.....	27
Teacher Assignments.....	27
Paraprofessional Assignments	30
Related Resources.....	30
11. Identifying Eligible Buildings	31
Overview	31
Determination of Schools Eligible For Title I	31
Calculation of Poverty Level	31
Calculation of Per Pupil Amounts	32
District Discretion.....	32
Other Considerations	33
12. Selection of Eligible Participants.....	34
Overview	34
Selecting Eligible Children	34
Inclusion of Special Status Children.....	34
13. On-Site Monitoring by SEA.....	36
Overview	36
Selection Process for Monitoring Districts	36
Resources	38

14. Parental Involvement.....	39
Overview	39
The United states Department of Education defines parent involvement as meaning	39
Funding Parent Involvement.....	39
Required Responsibilities of the District in Implementing Meaningful Parent Involvement Practices and Policies	39
Development of District Parent Involvement Policy	40
Development of School Parent Involvement Policy	40
Development of School—Parent Compacts	40
Building Capacity for Parent Involvement at the District and School Level.....	41
Parental Notification and “Right-to-Know”	41
Selected National Resources.....	42
15. Serving Eligible Private School Students, Title I, Part A.....	43
Overview	43
Task Timeline	43
Allocation of Funds.....	44
Consultation	44
Allocating Title I Funds	44
Determining the Poverty of Private School Students.....	44
Use of Title I A Funds	45
Equitable Services.....	45
Instructional Program.....	45
Professional Development	46
Parent Involvement	46
Identifying Eligible Children to be Served	46
Delivery of Services.....	46
Grade Levels/Grade Spans to be served	47
Location of Services	47
Assessment of Title I Program Effectiveness	47
Resources	47
16. Professional Development	48
Overview	48
High Quality Professional Development	48
Use of Title I Funds for Professional Development.....	49
Resources	50
17. Program Designs	51
Targeted Assistance and Schoolwide Programs Introduction.....	51
17a. Schoolwide Programs	52
Overview	52
Becoming a Schoolwide Program.....	52
Components of a Schoolwide Program.....	53
Other Considerations	53
17b. Targeted Assistance Schools	54
Overview	54
Student Eligibility	54
Program Components.....	54
Special Rules.....	55
Targeted Assistance Programs Differ From Schoolwide Programs in Several Significant Respects	56

17c. Comparison of Targeted Assistance and Schoolwide Programs	57
18. Reading First	59
Overview	59
Purposes—Section 1201	59
Formula Grants to State Educational Agencies— <i>Section 1202</i>	60
Use of Funds	60
Additional Use of Funds	60
Charter Schools.....	61
Private Schools	61
State Reserves	61
State Formula Grant Applications— <i>Section 1203</i>	62
Targeted Assistance Grants— <i>Section 1204</i>	62
External Evaluation— <i>Section 1205</i>	62
National Activities— <i>Section 1206</i>	62
Information Dissemination— <i>Section 1207</i>	62
Definitions— <i>Section 1208</i>	62
18a. Early Reading First.....	63
Overview	63
Purpose.....	63
Eligibility	63
More information on eligibility may be found at.....	64
Application Materials.....	64
Timeline	64
Federal Register Notices	64
Tips and Assistance.....	64
19. Record Retention	65
Overview	65
Requirements	65
Resources	65
19a. Title I Requirements and Required Documentation	66
Selection of Eligible Schools	66
Highly Qualified Teachers and Paraprofessionals	66
Instructional Program Design.....	66
Evaluation and School Improvement	66
Schools Identified for Improvement	67
Targeted Assistance Program: Instructional Design and Delivery to Students.....	67
Schoolwide Program: Instructional Design and Delivery to Students	67
Parents	67
Private Schools.....	68
Fiscal and Equipment.....	68
20a. Districts Identified for Improvement.....	69
Overview	69
Sanctions by DIFI Level	69
Notes	73
Resources	73

20b. Schools Identified for Improvement.....	75
Overview	75
Sanctions by Sifi Level	75
State Educational Agency Responsibilities.....	82
Notes	82
Resources	82
21a. School Support Systems	83
Overview	83
Goals of the SSOS	83
The SSOS Cycle	83
Prioritized Districts with Title I SIFIs Will Complete Years 1-5 of the SSOS Cycle Using the Following Timeline	83
Resources Developed for the SSOS.....	84
21b. Supplemental Educational Services	85
Overview	85
22. Scientifically Based Research.....	88
Resources	88
23. Service Delivery Models	89
Overview	89
Extended Day/Year.....	89
In-Class	89
Pull-Out.....	90
Team Teaching	91
24. Serving Special Populations.....	92
Overview	92
Children with Disabilities	92
English Language Learners (ELLs) or Children with Limited English Proficiency (LEP)	93
Children of Migrant Workers.....	93
Neglected or Delinquent (N&D) Children.....	94
Children Who are Homeless—Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 Et Seq.)	94
Additional information may be found at.....	96
Indian Children	96
Preschool Children.....	96
Eligibility	96
Resources	97
25. Standards, Assessment and Accountability.....	98
Overview	98
Standards.....	98
Assessment.....	98
Accountability.....	99
How Does AYP Work?.....	99
Levels of Accountability.....	100

26. Transition Requirements.....	101
Overview	101
Schoolwide Programs	101
Targeted Assistance Programs	101
Preschools and Other Early Childhood Programs.....	102
School District or School Building Personnel	102
Resources	103
27. ESEA Acronyms and Definitions	104

1. Allocation of Title I Funds

Statutory Requirements: Section 1122

State Allocations

Wisconsin's statewide allocation is determined annually by formula derived from the U.S. census which is conducted every ten years. The statewide allocation is determined by the sum of the funds calculated for each local education agency (LEA) in the state.

District Allocations

Districts may be eligible for one or more of the following Title I programs:

- **Basic Grants** (52% of Title I funds) Districts with at least 10 children in poverty, and the number of poverty children must be greater than 2 percent of the district's school aged population.
- **Concentration Grants** (11 percent of Title I funds) Districts with the number of children living in poverty exceeding 15 percent of the district's school aged population.
- **Targeted Program** (18 percent of Title I funds) and **Financial Incentive Grants** (18 percent of Title I funds) districts with at least 10 children in poverty and the number of poverty children is at least 5 percent of the district's school aged population.

Hold harmless provisions may apply when districts dropped in population, but remained eligible for any of the above categories.

In the years between the decennial census, the United States Department of Education (USDE) uses census estimates in calculating Basic, Concentration, Targeted and Education Finance Incentive Grants Allocations for LEAs. Those estimates include the number of children ages 5-17 in families of poverty, the total school aged population, and total resident population for each LEA. In addition to that census data, updated state per-pupil expenditure data and the number of children in locally operated neglected or delinquent institutions, foster homes, and families above poverty receiving assistance under the Temporary Assistance for Needy Families (TNAIF) are also factored in.

School Allocations

Once the money has been allocated to the LEAs, it is then that the district calculates which schools are eligible to receive Title I funds based on free and reduced lunch or other similar criteria. The districts sub allocate funds to schools with poverty above the district's average or 35 percent (whichever is lower). Schools are funded in rank order of percentage of poverty until the money runs out. If a district chooses to allocate different amounts per low-income child, it must ensure that higher poverty schools receive higher per-child amounts.

2. Charter Schools

Statutory Requirements: Section 1111

Overview

Charter Schools are innovative public schools providing choices for families. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them and the public that funds them.

A charter school

- Is exempted from most local and state educational laws
- Provides a program of elementary and secondary education or both
- Is non-sectarian, not affiliated with a religious school in any form
- Does not charge tuition
- Complies with federal laws related to special education and discrimination
- Admits students on the basis of a lottery, if more apply than can be served
- Complies with state and federal audit requirements
- Meets all local, state and federal health and safety requirements

Charter schools are created with the best elements of regular public schools in mind. Wisconsin established charter schools to foster an environment of creativity. Charter schools are, in essence, living laboratories that influence the larger public school system and introduce an element of entrepreneurship within that system. Charter school leaders may experiment with different instructional theories, site-based management techniques, and other innovations. They learn, sometimes by trial and error, what works best for their student population. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience “growing pains.” Through this process, the entire public school system is continually challenged to improve itself.

A charter school is developed to fit the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education. Charter schools offer a choice to parents and students in the area of curriculum, teaching methodology, and classroom structure. Many who serve at risk populations work hard to keep their small population of students from falling through the cracks, offering counseling and personal attention and support. In districts with charter schools, the community, school boards, and parents have identified their public education needs and established charters that meet them.

Again, charter schools are public schools. They are freed from most state rules and regulations in exchange for greater accountability for results. Charter schools may receive federal funding pending eligibility as any other public schools.

Charter Schools in Wisconsin

- Must participate in the state assessment system
- Must participate in the annual School Performance Report (SPR)
- Must be open to all students in the district
- Must apply the health and safety requirements of all public schools
- Must provide for voluntary attendance
- Must be different enough to require a charter
- Teachers must be licensed by the Department of Public Instruction

Resources

For more information Department of Public Instruction website for Charter Schools:
<http://dpi.wi.gov/sms/csindex.html> or

Federal guidance website:
<http://www.uscharterschools.org/pdf/fr/cspguidance04.pdf>

3. Needs Assessment

Statutory Requirements: Sections: 1112 (d) (1), 1114 (b) (1) (A), 1115 (a)

Overview

Needs assessment is a term that describes both the process that a Local Educational Agency (LEA) or district conducts to review overall needs in order to make decisions about the allocation of resources, including all ESEA funds, and work done at the school level to develop an educational plan or identify students to serve with Title I dollars. A comprehensive needs assessment is a planning tool that includes an analysis of broad concerns and issues facing the district or school related to academic achievement, other important student outcomes, and program priorities.

Components of a Needs Assessment

There is no single model or template for a needs assessment. Published materials exist that contain outlines for procedures and timelines that can be adapted based on the circumstances of a particular district or school. The general characteristics of a needs assessment are that the process include consideration of a wide variety of needs and issues, information is gathered from a variety of sources, valid and reliable data are used to the maximum extent possible, many individuals representing a wide variety of interests are meaningfully involved, the analysis results in the development of plans and goals, and the plans and goals are used as the basis for resource allocation. Ideally there should also be regular follow up and evaluation of the success of the plans and strategies.

A comprehensive needs assessment might include an analysis of:

- Student information such as achievement results, classroom work, attendance data, student transfer data, dropout data, language and ethnicity data, and gender data.
- Test results including results disaggregated by student group and test item analysis,
- School conditions including student access to books, supplies, and extended learning opportunities; numbers of full time teachers; class size; instructional dollars per pupil, supplementary grants and funds; support staff; technology available in the school; relevant curriculum; staff professional development opportunities; and governance and organization.
- Teacher data, including language fluency, experience, degrees, credentials, and special certification.
- School/family relationships, participation and satisfaction with the school and parent involvement in program planning and implementation, frequency of education and training, resources for training, frequency of contacts.
- Community information including poverty rates and other demographics; housing, employment, and business opportunities; protective, social, and public health services, services for homeless or migrant families; connections with tribal councils; and access to transportation and parks and recreation.

The Wisconsin Information Network for Successful Schools (WINSS)—<http://www.dpi.wi.gov/sig/improvement/index.html>—is one source of information about needs assessment tools and school improvement strategies.

District Level Needs Assessment

The Title I law (section 1112 (d) (1)) requires that the district plan for use of Title I money be developed in consultation with teachers, principals, the administrators of other ESEA programs,

other appropriate school personnel, and the parents of the children in Title I eligible schools. Federal regulations published in March 2002 also specify five major goals intended to be the focus of ESEA funds:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2004-2005, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

There is no single “right” way to conduct a district needs assessment. However, annual planning to meet the requirements related to development of the ESEA application should at least consider issues related to the five federal goals and any other high priority local goals being addressed with ESEA funds. The process must also include a wide variety of school and community representatives and can serve as one component of overall strategic planning.

Needs Assessment for Schoolwide Planning

A school with a poverty rate of 40 percent or more may operate under Title I as a Schoolwide Project. Schools using this model have a great deal of flexibility regarding use of Title I funds but also more responsibility for comprehensive planning and overall school improvement. The law (section 1114 (b) (1) (A)) requires that a schoolwide program include a comprehensive needs assessment of the entire school, including the needs of migrant students, based on information that includes how students are meet the state’s challenging academic content and achievement standards.

A needs assessment for schoolwide project planning purposes must consider student achievement. One method to review student achievement data is a data retreat, where teachers review test scores to determine general academic needs and strengths of students by grade and subject, and analyze test items to identify needs for changes in the curriculum or instructional methods.

A schoolwide program must also include schoolwide reform strategies to address the needs of all students, and plans for:

- timely and effective support for students not yet proficient;
- attracting and retaining highly qualified teachers,
- high quality professional development,
- involvement of teachers in decision making,
- transitions between preschool and kindergarten, and
- parent involvement

For more information see Guideline 17a on Schoolwide Projects.

Needs Assessment and Targeted Assistance Programs

The law (section 1115 (a)) says that a school operating with the Targeted Assistance model may only use Title I funds for programs that provide services to eligible children and defines eligible children as those

“identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.”

In a targeted assistance school needs assessment is both the process of determining the overall grades and subjects where the greatest academic deficits exist, and then identifying the children most in need of academic support services. The process might include a data retreat to analyze overall academic performance, surveys of teachers and parents, and comparison of school performance to district goals.

Identifying Students to Serve—In a Targeted Assistance school the process used to identify eligible students will typically include a review of student assessment data from spring testing, using state, district, or school-developed instruments, as well as teacher observations or parent interviews. The process must be objective and include multiple measures to identify those students most in need and establish a priority list for service. Targeted assistance schools are expected to be able to document the student selection process and evaluate student progress as part of the needs assessment for the next year.

For more information see Guideline 17b—Targeted Assistance Schools.

Resources

Conducting a Comprehensive Needs Assessment
(from USDOE’s *Implementing Schoolwide Programs—An Idea Book on Planning*
http://www.ed.gov/pubs/Idea_Planning/Step_2.html

NCREL Data Primer—an instructional website designed to help educators become more comfortable with thinking about and using data for the purposes of instructional decision making
<http://www.ncrel.org/datause/dataprimer/>

McREL—A School Change Toolkit <http://www.mcrel.org/toolkit/process/index.asp>

CESA 6—[Districtwide Needs Assessment](#)—a planning tool for a district’s consolidated plan under the No Child Left Behind Act.

4. Coordination and Integration with Other Programs

Statutory Requirements: Section 1112 (a) (1) and (b) (1) (D)
and (E), 1120B, 1115 C

Overview

The law requires a local educational agency (LEA) to have an approved plan in place in order to receive aid under Title I. Section 1112(a)(1) requires that the plan for Title I be coordinated with the other programs under the No Child Left Behind (NCLB) Act and other federal programs. Section 1112(b) (1) (D) requires that the plan include strategies for coordination with Title II A. Section 1112(b) (1) (E) requires the plan to describe how Title I services will be integrated and coordinated with programs for preschool children and programs for other special populations in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The law also contains specific requirements for coordination between Title I and Head Start or other programs for early childhood development and specific requirements for targeted assistance schools.

Coordination with NCLB Formula Aid Programs

- An LEA that gets Title I, Part A money is expected to coordinate the plan for use of that money with planning for use of other NCLB funds that the LEA is eligible to receive and that are paid to all eligible LEAs on a formula basis.
- Coordinated planning can be accomplished by ensuring that staff members in the LEA responsible for implementing all these formula programs are involved in planning for how Title I money will be used.
- Coordination can also be carried out by ensuring that any Title I funded staff members are given time to work with the staff members that manage the other programs. The formula aids include:
 1. Title I, Part C—programs for migratory children—
<http://www.ed.gov/policy/elsec/leg/esea02/pg8.html>
 2. Title I Part D—programs for neglected and delinquent children—
<http://www.ed.gov/policy/elsec/leg/esea02/pg9.html>
 3. Title II Part A—programs to improve teacher and principal quality and the number of highly qualified teachers in the classrooms—
<http://www.ed.gov/policy/elsec/leg/esea02/pg20.html>
 4. Title II Part D—programs to enhance education through technology—
<http://www.ed.gov/policy/elsec/leg/esea02/pg34.html>
 5. Title III Part A—language instruction for limited English proficient or immigrant students—<http://www.ed.gov/policy/elsec/leg/esea02/pg39.html>
 6. Title IV Part A—safe and drug free schools and communities—
<http://www.ed.gov/policy/elsec/leg/esea02/pg51.html>
 7. Title V Part A—promoting informed parental choice and innovative programs—
<http://www.ed.gov/policy/elsec/leg/esea02/pg57.html>
 8. Title VI Part B, subparts 1 and 2—rural education initiative—
<http://www.ed.gov/policy/elsec/leg/esea02/pg93.html>

- If an LEA is a recipient of any NCLB competitive grant, or participates in one as part of a consortium, it is expected to coordinate Title I planning with the activities and services provided with the competitive grant funds.
- Such coordination can be achieved by ensuring that any Title I funded staff members are given time to work with the staff members that manage any of these programs.
- Competitive grant funds under NCLB include:
 1. Title I, Part B, subpart 1—Reading First—
<http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>
 2. Title I Part B, subpart 2—Early Reading First—
<http://www.ed.gov/policy/elsec/leg/esea02/pg5.html>
 3. Title I Part B, subpart 3—Even Start Family Literacy—
<http://www.ed.gov/policy/elsec/leg/esea02/pg6.html>
 4. Title II Part A, subpart 3—Grants to Eligible Partnerships—
<http://www.ed.gov/policy/elsec/leg/esea02/pg23.html>
 5. Title II Part B—Mathematics and Science Partnerships—
<http://www.ed.gov/policy/elsec/leg/esea02/pg26.html>
 6. Title IV Part B—21st Century Community Learning Centers—
<http://www.ed.gov/policy/elsec/leg/esea02/pg55.html>

Coordination with Other Federal Programs

The law requires planning for Title I to be coordinated with programs that the LEA may have that are funded with federal money under other sections of the federal law.

There are a number of ways this coordination requirement can be met:

1. LEAs may ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how Title I money should be used.
2. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.
3. Coordination can also be carried out by ensuring that any Title I funded staff members are given time to work with the staff members that manage these programs.

These other federal programs include, but are not limited to:

1. The Individuals with Disabilities Education Act—(IDEA)-P.L.118-446.
2. The Carl D. Perkins Vocational and Technical Education Act of 1998- P.L. 105-332
3. The McKinney-Vento Homeless Assistance Act—Title VII B (43 USC 11431)
4. The Adult Basic Education/General Education Diploma/High School Equivalency Diploma (ABE/GED/HSED) Adult Education programs

Coordination with Title II A

- Title I includes requirements regarding qualifications for teachers and paraprofessionals and requires LEAs with staff members who are not highly qualified to set aside at least 5 percent of their annual allocation to ensure all teachers become highly qualified according to the definition in the law (Title IX, section 9101(23)—
<http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>).

Coordination with Title II A

- Title I includes requirements regarding qualifications for teachers and paraprofessionals and requires LEAs with staff members who are not highly qualified to set aside at least 5 percent of their annual allocation to ensure all teachers become highly qualified according to the definition in the law (Title IX, section 9101(23)—<http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>).
- LEAs may also reserve Title I money to support additional professional development programming, and schools eligible to receive Title I money may use their allocation for that purpose.
- Title II funds may also be used to provide professional development for teachers, principals, and other staff. The law requires LEAs to describe in their program plans how they will coordinate programs funded with Title I with programs under II A.
- This coordination requirement can be met by ensuring that staff members responsible for planning and implementing programming under both Title I and Title II A collaborate on the development of the LEA overall ESEA plan. The LEA may also use funds from both Title I and Title II A to support professional development activities. Relevant sections of NCLB are:
 1. Title I, Part A, Section 1119 (a)(1)—teacher qualifications and measurable objectives—which requires LEAs receiving Title I money to ensure that all teachers hired after the date of enactment of the law and teaching in Title I programs are highly qualified—<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1119>
 2. Title I, Part A, Section 1119 (c)—new paraprofessionals—which requires LEAs receiving Title I money to ensure that all paraprofessionals hired after the date of enactment of the law and working in Title I programs have specified qualifications
 3. Title II Part A, subpart 2, Section 2123—local use of funds—which describes the many activities that can be funded with Title II A aid—<http://www.ed.gov/policy/elsec/leg/esea02/pg22.html#sec2123>

Increasing Program Effectiveness

- In many cases the children served through Title I are also eligible for services paid for by other state and federal programs.
- The law requires each LEA's Title I plan to include a description of how the LEA will coordinate and integrate Title I services with other educational services provided at the school or district level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
- Other educational services that should be integrated with Title I include:
 1. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and Indian children served under Part A of Title VII, homeless children, and immigrant children.

Coordination with Head Start 1120 B

The law requires every LEA receiving Title I funds to collaborate with Head Start agencies and, where feasible, other providers of early childhood development programs on activities including transfer of records, development of communication channels for teachers and staff, meetings for parents and teachers, transition training, and linking services.:

Coordination Requirements for Targeted Assistance Schools— Section 1115(C) (1)(H)

The law requires that one component of the programming in a school operating under the targeted assistance model is that its programming coordinate and integrate federal, state, and local services and programs, including programs that are part of the NCLB, as well as violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination Requirements for Schoolwide Programs—Section 1114(A)(1), (4)(J)

An LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from such families.

A Schoolwide program shall include coordination and integration of federal, state, and local services and programs, including programs support under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

5. New Wisconsin Promise Schools of Recognition Awards Program

Statutory Requirements: Section 1117 (b)(1)(A)(B)(2)

Overview

The No Child Left Behind Act requires states to annually identify and recognize high performing Title 1 schools. Wisconsin is meeting this federal requirement through the New Wisconsin Promise Schools of Recognition Awards Program. All schools meeting the award criteria will be recognized annually.

Awards Criteria

High performing, high poverty schools

- Rewards schools must be Title 1 eligible but do not need to be receiving Title 1 funds.
- Rewards schools must be in the top quartile of poverty in the state using percent of free/reduced lunch (40 percent elementary, 30 percent middle school, 20 percent high school)
- Student achievement must be above average for the state in both reading and mathematics. There must be no noticeable lags with subgroup achievement in reading and mathematics. Selected schools are “beating the odds” by having higher percentages of students meeting reading and math goals than is typical for a school of their poverty level.
- The school must have met all adequate yearly progress indicators for two or more consecutive years.

Awards Process

Awards are made annually on the following schedule

- Schools are identified each September according to the criteria described above based on the most recent WKCE test data.
- District and school administrators are notified of their status as award winners.
- Awards schools are asked to provide a brief description of their efforts to close the achievement gap for all AYP indicators. These summaries and a list of rewards winners are posted on the DPI website: <http://www2.dpi.state.wi.us/sst/nwps/>

6. Title I Budget and Application

Overview

School districts are eligible to receive Title I-A funding based on poverty levels as determined by federal census data. In order to access those funds, the Program Plan and Title I-A budget found in the ESEA Consolidated Application must be submitted by the school district and approved by DPI.

- Title I allocation estimates to Wisconsin school districts are initially posted in late spring on the ESEA No Child Left Behind website at: <http://dpi.wi.gov/esea/application.html>. Districts will need to enter those estimates into their electronic budget for preliminary planning. (Note: These estimates are subject to change and may require budget adjustments.)
- Final allocations are usually posted in June.
- The Title I budget and program plan is initially submitted as part of the district's ESEA Consolidated Application. The ESEA Consolidated Application cannot be submitted until DPI posts the final allocations in the electronic budget.
- ESEA Consolidated Applications for the upcoming fiscal year (July 1—June 30) must be submitted by June 30.
- Final carryover is automatically posted by the DPI in the ESEA Consolidated Application in late fall and may require a budget revision to either allocate additional funds or balance a negative budget.
- Final claims for the previous year should be submitted as soon as possible after the close of the fiscal year (June 30), but no later than September 30.
- Training is available through DPI sponsored WisLine Web presentations (Technical Assistance): <http://dpi.wi.gov/esea/application.html>.

Completing the Title I Budget in the ESEA Consolidated Application

The electronic budget for Title I is part of the ESEA Consolidated Application found at: https://www2.dpi.state.wi.us/esea/dpi_login/dpi_login.asp. The following information is intended to be a brief overview of the Title I budget. Detailed explanations for each budget area are found on the HELP screens located on each page of the electronic application.

Administration and Administrative Costs

Administrative costs include all expenses related to the supervision and coordination of the Title I program, including preparation of the budget. Duties are usually tied to an individual or a CESA agency, and cover such items as salaries and fringes, travel, equipment, and supplies needed to carry out administration of the program. Insurance and judgments by definition also fall under administration. See the chart that follows for examples of typical budget items in the areas of Purchased Services, Non-Capital Objects, and Capital Objects.

Total administrative personnel and other administrative costs must not exceed 10 percent of the current allocation. This includes equitable administration of Title I services for eligible private schools as provided by the school district. Allowable administration expenses are listed as options in the ESEA Consolidated Application. For more information on the Wisconsin Uniform Financial Accounting Requirements (WUFAR) see <http://dpi.wi.gov/sfs/wufar.html>

Reservations

Set-Asides

ESEA under No Child Left Behind Act of 2001 requires some schools and/or districts to set aside a portion of their Title I-A funds as follows:

- professional development activities to ensure that teachers who are not highly qualified become highly qualified by the end of the 2005-06 school year (5% of district funds)
- addressing the professional development needs of instructional staff in a school identified for improvement (SIFI) or district identified for improvement (DIFI) (10% of SIFI and DIFI funds)
- public school choice/transfer transportation and supplemental educational services for students enrolled in schools identified for improvement (an amount equal to 20% of Title I-A allocation from either the district's Title I-A or other local sources)

Reservations

Districts may reserve funds that are necessary for district-level activities prior to allocating them to eligible schools. These areas include:

- administrative costs are automatically brought forward from the 'Administration' screen on the budget
- professional development
- parent involvement (School districts with \$500,000 or more must reserve at school districts 1 percent for parent involvement with 95 percent of those reserved funds allocated to individual schools)
- services to eligible children who do not attend Title I schools (e.g., homeless children, migrant children, children in local institutions for neglected and delinquent)
- other district-wide activities, such as, but not limited, to preschool, summer school, Even Start Family Literacy and school improvement activities
- equitable services to private school students

Targeting Data and Eligibility

Enrollment Data

When entering district data for public and private school students:

- include only 5-17 year-olds in all public and private schools taken **on the same date** (typically January) *
- use the same method of determining number of low-income students for all public schools (e.g., W2, Free/Reduced School Lunch, Medicaid, Census, Composite)
- use a process to identify low-income private school students that is as similar as possible to that used for public schools. *

* **Note:** Even if the district provides services to preschool children, only 5-17 year olds are eligible to be counted for enrollment purposes.

Eligibility

Schools are generally eligible for Title I funding if the percent of low-income children is at or exceeds the district or grade span poverty level. Information entered in on the Targeting Data screen is used to determine percent low income.

- In the electronic ESEA Consolidated Application, schools are automatically rank ordered according to poverty level with highest poverty schools listed first.

- In general, the district must distribute funds according to the rank order based on the percent poverty in each building. Buildings with higher percentages of poverty must have equal or higher per pupil allocations to those with lower percentages of poverty.
- Schools that are at or above the district poverty average are eligible. In addition, schools with 35 percent poverty are automatically Title I eligible, and may or may not be served based on the district needs assessment and available funds.
- Schools with 75 percent poverty or greater must be served.
- In districts with one school per grade span or in districts with less than 1000 students enrolled, all schools are Title I eligible and may or may not be served based on the district needs assessment and available funds.

Personnel

Title I funds may be used for salaries and fringe benefits for teachers, instructional assistants, translators, homeless liaisons, parent involvement coordinators and other appropriate Title I positions. All Title I instructional personnel are subject to meeting the requirements of being highly qualified.

Note: Allowable personnel expenditures differ in Schoolwide and Targeted Assistance programs. Supplement not supplant, and comparability provisions, however, apply in both types of programs. See the chapters in this guidance related to “Schoolwide Programs,” “Targeted Assistance Programs,” and “Comparability” for more information on the appropriate uses of Title I funds to fund personnel.

Allowable Expenditures: Purchased Services, Non-Capital Expenses and Capital Expenses

- The table describes some of the most common Title I expenditures. Each budgeted area allows for ‘other’ expenditures which must be briefly described in the electronic budget. Use of such funds is subject to DPI approval. Note: Administration costs must be budgeted in the administration area and are subject to the 10 percent cap.

Note: General Wisconsin Uniform Financial Accounting Requirements (WUFAR) object codes and function codes have been identified for each area. These are subject to change based on the district’s budget procedures.

(* Explanation must be provided.)

Purchased Services (Object Code: 300s)	Instruction Function Codes: 110 000s	<ul style="list-style-type: none"> • CESA contracted services (*) • Employee travel between sites • Other contracted services (*) • Printing/copy services • Translation services
	Other Support Function Codes: 200 000s, except for administration	<ul style="list-style-type: none"> • CESA contracted services (*) • DIFI required professional development • SIFI transportation • Communication • Membership fees • Other contracted services (*) • Parent involvement • Printing/copy services • Professional development • Translation services

Non-Capital Objects (Object Code: 400s)	Instruction Function Codes: 110 000s	<ul style="list-style-type: none"> • Equipment (Non-capital) • Instructional materials and supplies • Instructional media (library books, audio/visual, newspapers/magazines) • Instructional software
	Other Support Function Codes: 200 000s, except for administration	<ul style="list-style-type: none"> • DIFI required professional development • SIFI transportation • Equipment (non-capital) • Parent involvement supplies • Professional development supplies • Software
Capital Objects (Object Code: 500s)	Instruction Function Code: 110 000s	<ul style="list-style-type: none"> • Computers • Equipment
	Other Support Function Codes: 200 000s, except for administration.	<ul style="list-style-type: none"> • Computers • Equipment • Neutral site rental/school districts

Budget Revisions

Budget revisions may be necessary when:

- actual carryover entered by DPI in late fall results in a change, including a negative balance or additional unbudgeted funds
- there are changes in the use of funds (e.g., salaries and/or fringe increase due to contract settlement)
- actual expenditures for required set-asides are less than the required 20 percent

Note: Up to 10 percent over expenditure per line item does not require a budget revision.

To revise the approved budget, a rationale for changes must be submitted to the Title I consultant. The Title I budget and Program Plan may be unlocked by contacting the assigned DPI Title I consultant found at: <http://dpi.wi.gov/esea/pdf/contacts.pdf>. The budget revisions and rationale will be reviewed and must be approved by the DPI Title I consultant before claims can be reimbursed.

When the budget is revised, it could result in also needing to change the Program Plan so that it is fully aligned with the budget. Per Pupil amounts on the Eligibility screen may also need to be changed. There must be a similar balance available on both the budget summary and the eligibility screen. The difference may be no more than \$1000 or .5 percent, whichever is less. These are two ways to show how the same funds are being utilized.

The Budget Summary is set up to track budget revisions made throughout the year. While there are no limits to the number of revisions that are allowed, the Budget Summary will only show the originally approved budget and the most recent revision.

Approval of budget revisions is electronic. In order to see the approval status, refer to the electronic application home page or contact the assigned Title I consultant.

It is important that local program and financial staff work together when submitting budget and program plan revisions to ensure program and fiscal compliance.

Filing Claims

For reporting grant expenditures, use form PI-1086 found at:

<http://www.dpi.wi.gov/sms/pi-1086.html>. This claim is a summary report. Detailed evidence to support claims such as purchase orders, invoices and payroll data must be maintained by the district for a period of five years plus the current year.

- When submitting claims, it is important that the object codes and the function codes are accurate.
 - Object codes are: salaries (100s); fringes (200s); purchased services (300s); non-capital objects (400s); capital objects (500s); insurance and judgments (700s)
 - Function codes are: instruction (110 000s); other support (200 000s); administration (223 900 and 230 000 to 252 000s); insurance and judgments (270 000); indirect costs (480 000)
 - Teaching assistants who primarily work in the classroom should be included in the instruction component of the budget (function code: 110 000).
 - Additional information about WUFAR codes can be found at: <http://dpi.wi.gov/sfs/wufar.html>
- DPI recommends that claims are filed on a monthly or quarterly basis. Final claims for the previous year should be submitted as soon as possible after the close of the fiscal year (June 30) and must be submitted no later than September 30.

Carryover

No more than 15 percent of the funds allocated to a district for any fiscal year may be carried over into the next fiscal year. Funds in excess of 15 percent must be encumbered and expended by September 30.

- After all final claims have been submitted, final carryovers will be posted in the Title I Budget of the ESEA Consolidated Application. It may be necessary for the school district to submit a budget revision to either allocate additional funds or reduce a negative budget.
- A waiver may be granted to exceed the 15 percent carryover no more than once every three years, if DPI determines that the request of a district is reasonable and necessary or supplemental appropriations become available.
- The 15 percent carryover requirement shall apply only to any districts that receive at school districts \$50,000 in a fiscal year. District receiving less than \$50,000 per year are excluded from this provision.
- Funds that are in excess of 15 percent carryover are retained by the state and placed in a fund for reallocation.

Maintenance of Effort

Maintenance of Effort (MOE) is calculated by the Department of Public Instruction using the school district's annual financial report which is completed each fall. If a district fails to meet MOE requirements, it will be notified by DPI.

- The combined fiscal effort per student or the total expenditure of the school district must be at 90 percent of the preceding fiscal year.
- If the school district fails to maintain fiscal effort, the Department of Public Instruction will reduce the amount of the allocation of Title I funds in any fiscal year in the exact proportion by which a district fails to meet the 90 percent requirement. For example, if a district fails to meet the 90 percent by 5 percent the state will reduce funds by 5 percent in the year following that determination.

Additional Examples

1. The previous year's cost per pupil was \$5,000 and in order to maintain fiscal effort for the current year the cost per pupil would have to be a minimum of \$4,500.
2. The previous year's total expenditures were \$5,000,000 and in order to maintain fiscal effort for the current year the total budget would have to be a minimum of \$4,500,000.

For additional information, see <http://dpi.wi.gov/esea/moe.html>.

Comparability

Comparability is a process that assesses whether Title I schools receive a fair share of state and local resources. Congress included this provision in the ESEA legislation to ensure that Title I schools are not discriminated against in the distribution of state and local resources when federal funds become available. This action reinforced the fact that Title I funds come to a district to supplement what is already being provided in the district with state and local funds.

Section 1120 A of ESEA addresses the comparability requirements to be met by state agencies and districts. A district may receive Title I funds only if it uses state and local resources to provide services to Title I schools that are essentially comparable "or the same as" when taken as a whole, to the services that are provided to the non-Title I schools. Areas that are reviewed in this process include the district's comparability written policy, staff-pupil ratios, distribution of local funds for curriculum resources and materials, and instructional staff salary schedules.

Comparability requirements do not apply to districts that only have one building for each grade span. Technical assistance is available from the department in this area.

Supplement not Supplant

The "supplement not supplant" requirement ensures that children participating in Title I programs receive their fair share of services from state and local funds. federal funds must therefore add to, and not replace, programs and services that would be provided by the district in the absence of Title I. In essence, Title I funds are specifically earmarked to provide supplementary programs and services.

"Supplement not supplant" differs in targeted assistance programs and schoolwide programs in the following ways:

- Targeted Assistance Program: Title I funds may not be used to provide services that a district would otherwise provide to Title I students with state or local funds.

Examples of "Supplement not Supplant" situations in a targeted assistance school:

- Title I teachers work within the regular classroom using the "in-class" model with small groups of eligible Title I children in a variety of ways. Other non-eligible Title I students may also join those groups on an incidental, but not on a planned, regular basis, if similar content areas are being reinforced. In these situations the regular classroom teacher will also be present in the classroom working with the other children. If, on the other hand, Title I funds are being used to reduce class sizes by hiring grade level instructors to serve all children, thus assigning a Title I teacher with full responsibility for the regular classroom instruction given, it would entail supplanting.
- Title I funds may not be used to hire a reading/language arts teacher for an entire class consisting of both Title I eligible and non-Title I eligible students, or for Title I eligible students in a particular subject area, thus essentially becoming the regular classroom teacher for that class or that subject area.

students in a particular subject area, thus essentially becoming the regular classroom teacher for that class or that subject area.

For further clarification of approved targeted assistance models that demonstrate supplement not supplant, see the section entitled “Targeted Assistance Programs” in this guidance.

- Schoolwide Program: Title I funds and other federal education program funds included in the Schoolwide program can be used only to supplement the total amount of funds that would otherwise be available for the school. The supplement not supplant requirement is therefore reviewed from a fiscal versus a programmatic perspective. It doesn’t matter which dollar-federal, state, or local-pays for which service in a schoolwide program as long as the overall level of services is proportionately higher than it would be without the federal Title I money.

Supplanting is presumed to have occurred if any of the three situations below is characteristic of a state or local district’s utilization of federal funds:

1. Federal funds were used to provide services that the SEA or local school district was required to make available under other federal, state, or local laws.
2. Services are being provided with federal funds that the SEA or local school district provided with non-federal funds in the prior year.
3. The SEA or local school district used Title I, Part A Basic Grants or Title I, Part C Migrant Education funds to provide services for participating children that the SEA or LEA provides with non-federal funds for nonparticipating children.

Resources

Refer to the section entitled “Schoolwide Programs” in this guidance for additional information on acceptable use of Title I funds that ensure compliance in the supplement not supplant area in schoolwide programs

Also see 10-13-04 USDE Title I Program Office webcast—”Key Title I Fiscal Issues: Supplement, Not Supplant” at <http://www.ed.gov/admins/schooldistrictd/account/fiscal/part5.doc>.

For further information see federal guidance: <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

Transferability and Flexibility

Funds from other Titles may be used for Title I purposes by “transferring” them into Title I; however, Title I funds may **not** be transferred out of Title I.

- Any funds transferred into Title I are subject to all rules and regulations governing Title I funds. This includes allowable use of funds, equitable participation of eligible students and parents from private schools, mandatory set-asides and reservations, etc.
- The school district transferring funds into Title I must ensure that the requirements of the original Title are met with the remaining funds.
- The school district transferring funds into Title I must maintain its own records to document the use of transferred funds.

- Examples: A school district wishes to transfer funds into Title I to help pay for Title I personnel.
 - If Title II-A or Title V-A funds are used for this purpose, it is not necessary to transfer the funds because they are already allowable expenses under those Titles.
 - If the school district wishes to use Title IV funds for Title I personnel, the money must be transferred since that is not an allowable use of funds under Title IV.
- Transferred funds are **claimed** in their originating Title claims.
- DPI bulletin: http://dpi.wi.gov/esea/pdf/bul_0213.pdf
- Federal Guidance: <http://www.ed.gov/programs/transferability/legislation.html>

Indirect Cost

- Indirect costs are administrative costs not readily identified with the activities funded by Title I, but are incurred for the joint benefit of those activities, and other activities and programs, of the school district. These costs are included in the allowable 10 percent for administration.
- There are two different types of indirect cost rates, restricted and non-restricted. Restricted costs apply to all programs with “supplement not supplant” language, and exclude operation and maintenance of plant as indirect costs. Examples of allowable indirect costs include: accounting, auditing, payroll, personnel, budgeting, and purchasing. Each of these could also be identified as a direct cost, but cannot be both direct and indirect.
- The indirect cost rate must be approved annually by DPI and included in the Title I budget. Typically, restricted indirect cost rates approved by DPI range from one to five percent. These costs must not supplant school district responsibilities.
- Additional information on indirect costs can be found at <http://dpi.wi.gov/sfs/indirect.html>

7. Equipment Purchase, Use and Disposal

Statutory Requirement: Section 1120 A

Overview

Districts are responsible for maintaining accurate records of equipment purchased with Title I funds. DPI's *Federal Aids and Audit Financial Management Handbook* details federal requirements for acquisition, use and disposal of equipment purchased with federal funds. Equipment is defined as property having a useful life of more than one year and an acquisition price of \$5000 or more per unit.

Procedures for Managing Equipment Acquired in Whole or Part with Federal Funds

- maintenance of property records: description of property, serial number
- physical inventory records—at least once every two years
- control system to prevent loss, damage or theft
- adequate maintenance procedures to keep property in good condition
- sales procedures to ensure highest possible return for property that will no longer be used in any other federal program

Federal Aids and Audit Financial Management Handbook

For a detailed description of the federal regulations and operating procedures, refer to DPI's *Federal Aids and Audit Financial Management Handbook* at:

<http://dpi.wi.gov/sms/handbook.html>.

Resources

Federal Aids and Audit Staff Directory <http://dpi.wi.gov/sms/fedesign.html>

Program Fiscal Report–PI-1086 <http://dpi.wi.gov/sms/pi-1086.html>

Food and Nutrition Claim Link <http://dpi.wi.gov/fns/content.html>

Related Links <http://dpi.wi.gov/sms/relatedlinks.html>

8. Title I Reporting Requirements

Statutory Requirements: Sections 1111(H)(2)(A), (B), & (D), 1116(a)(1)(c), 1116(B), 1116(e)(1), 1118(a)&(b), 1119(B)(1)(A)

Overview

The law requires a local educational agency to publish an annual report card containing information described in the law or identified by the state; to provide the community with an analysis of student test results; to provide notice regarding schools identified for improvement and the implementation of sanctions on such schools, and to publicly report on the progress made to achieve the state's goals related to increasing the percentage of highly qualified teachers. LEAs may also be required to provide information to the state for the purposes of annual performance reporting. LEAs are also required to distribute information to parents about their rights and options regarding supplemental services available for their children and regarding parent involvement policies. LEAs must also provide specific information to parents of children placed in English language instruction programs.

Annual LEA Report Cards—Section 1111(H)(2)(A), (B), & (D)

Timing—An LEA that gets Title I, Part A money is required to publish and distribute an annual report card, beginning no later than the 2002-03 school year.

Content—The report card must include:

- information on student achievement on state assessments disaggregated by identified categories;
- comparison of the performance of each group with the objectives contained in the state plan;
- comparison, by LEA and school, with state averages;
- the percentage of students not tested;
- two-year achievement trend data for all subjects tested;
- graduation rates;
- information about schools identified for improvement;
- any other indicators identified in the state plan. In Wisconsin the state plan requires LEAs to add information about attendance to their report cards.

Distribution—Each LEA is required to distribute the report card to all public schools, the parents of all students attending those schools, and to the public in general, through a variety of methods that might include newspapers, the Internet, and distribution to community agencies. Information for parents must be presented in an easily-understood format and, as practical, in a language understandable by the parents.

Local Review of Assessments—Section 1116(A)(1)(C)

The law requires any LEA receiving Title I funds to review the results on the state assessments to determine if all schools are making adequate yearly progress (as defined in section 1111(b)(2)). The LEA is also permitted to use, for the purposes of this required review, the results of local assessments or other indicators identified in its local Title I plan. The LEA must then publish the results of that review and distribute the information to parents, school staff members, and the community. Measures of Adequate Yearly Progress based on the state assessments and other indicators are typically provided by the DPI annually to LEAs in the spring and information about every school that has not made AYP is published by the state.

- AYP Web site—Information about the accountability requirements and the AYP process can be found at http://www.dpi.wi.gov/oea/acct_sch.html#annualreview.
- State Assessment System—general information about the state tests currently being administered can be found at <http://dpi.wi.gov/oea/assessmt.html>

Notice of AYP Failure and Corrective Action—Section 1116(B)

Failure to Make AYP—If the LEA has any schools that have been identified for improvement, corrective action, or restructuring due to failure to make Adequate Yearly Progress the LEA must provide prompt notification of that status to parents of each student enrolled in any school so identified.

Content—the notice must include:

- information about what the identification means
- how the performance of the school compares to others in the LEA
- why the school was identified
- what the school, LEA, and state are doing to help the school address the achievement problem
- how parents can become involved
- options the parents have to transfer their child to another public school or have their child provided with supplemental services.

Structure—the notice must be provided in an easily-understandable format and in a language the parents understand, to the extent practical

Notice for Corrective Action—if a school is identified for corrective action the LEA is required to publish information about any corrective action that is implemented. The information must be provided to the parents of each student enrolled and to the general public, in an easily-understandable format and in a language the parents understand, if practical, and through a variety of means, including newspapers or other media, the Internet, or through distribution by public agencies.

Notice Regarding Restructuring or Alternative Governance—if a school is subject to restructuring and alternative governance the LEA is required to provide prompt notice to parents and teachers.

- AYP Reporting Requirements—See section 1116 of the Title I law for the specific language about reporting requirements related to AYP—
<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>
- Schools/Districts Identified for Improvement—information about schools and districts identified for improvement because of failing to make Adequate Yearly Progress for two years in a row can be found at <http://www2.dpi.state.wi.us/sifi/default.asp> .

Report on Highly Qualified Teachers—Section 1119(B)(1)(A)

The law requires any LEA getting Title I funds to make a report to the public each year, starting in 2002-03, on the progress made by the LEA and schools within the LEA, to increase the percentage of teachers that are highly qualified. If all teachers are already highly qualified that information should be provided. The law requires all teachers to be highly qualified by the 2005-06 school year.

Year-End Reporting for Title I

The federal government requires states to provide annual information regarding achievement of the five federal goals that each LEA must address through the Consolidated Program Plan in the ESEA application, and data on activities and outcomes of specific ESEA programs.

The state requires each LEA receiving Title I funds to provide information on staffing and services at the end of each year (the demographic report). The year-end report asks for information about various programs provided at Title I schools, numbers and qualifications of teachers and aides, types of students served in each grade and school, and numbers of children served provided various academic or support services to help improve academic achievement.

- Title I Year End Report—all LEAs are required by the DPI to complete a year-end report with information about programs and services provided and numbers of children served. The link to DPI year end Title I demographic report is at http://www2.dpi.state.wi.us/ESEA_EOY/dpi_login/dpi_login.asp

Notice of Supplemental Services—Section 1116 (E)(1)

The law requires that eligible children in a school identified for improvement must be provided the opportunity for supplemental services to help improve academic achievement. An LEA with any school so identified must provide annual notice to parents of the services available, the list of providers available in the attendance area or reasonably close by; and information about the services, qualifications, and success rate of the providers.

- Supplemental Services—information about providers and other requirements related to NCLB supplemental service can be found at <http://dpi.wi.gov/esea/supplemental.html>

Parent Involvement Policies—Section 1118 (A)&(B)

LEA Requirements—Every LEA receiving Title I funds must distribute a written parent involvement policy to the parents of children served in the program. The policy must be developed jointly with parents and describe how parents will be involved in the development of the Title I plan, school improvement programs, and in evaluating how effective the practices were to improve academic achievement.

School Requirements—Every school getting Title I money must distribute a written parent involvement policy to the parents of children served in the program. The policy must be developed jointly with the parents, describe how parents will be involved in program planning and evaluation and how the school will help parents build capacity to participate in a meaningful way, and be presented in an easily-understandable format and a language the parents understand, if practical.

LEA Plans—Parental Notification for LEP Students—Section 1112(G)

Timing—If an LEA uses Title I funds to provide a language instruction educational program for children identified as limited English proficient, the LEA must provide information to the parents of children to be placed in such programs no later than 30 days after the beginning of the school year. If the child is not identified until after the school year begins the notice to the parents must be provided within the first two weeks of placement in a program.

Content—

- The report to the parent must include the reason for identification and why the LEA recommends placement in a language instruction program;

- the child’s level of English proficiency, how it was assessed, and the child’s academic achievement level;
- the method of instruction to be used and the methods used in any other available programs, including any differences in content, instruction, and how English or native languages are used;
- how the program will address the child’s educational needs and strengths;
- how the program will help the child learn English and achieve academic standards sufficient for promotion to the next grade or graduation;
- exit requirements, and, if appropriate, how the program meets the objectives of the child’s IEP.

Options—Information must also be provided regarding the parent’s right to have the child removed from the program upon request and options parents have to decline participation or choose another program if available. The LEA is also expected to provide information about how parents can get assistance to help them decide which program to choose, if more than one is available.

Structure—The information provided to parents must be in an easily understandable format and in the native language of the parents, if practical.

- Title IIIA of the No Child Left Behind law contains requirements regarding programs for children that are limited English proficient. For more information go to the Title IIIA website <http://dpi.wi.gov/ell/nclbgrt3.html>

Related Information

State Plan—The ESEA plan that the state is required to submit to the federal government includes objectives related to academic progress and additional performance indicators the LEAs are required to include in their annual reports (see the state plan at <http://dpi.wi.gov/esea/pdf/wiplan.pdf>)

School Performance Report—The ESEA law requires all LEAs to publish a report card. Wisconsin has had a requirement related to local publication of a report card, known as the School Performance Report (SPR), in statute since 1991. LEAs will meet the ESEA requirement by continuing to produce and distribute the SPR. Requirements related to publication of the SPR can be found in s.115 (38), Wisconsin statutes and the link to the on-line data entry form can be found at http://www2.dpi.state.wi.us/spr_dc/DPI_Login/dpi_login.asp.

WINSS—Most of the report card information required by ESEA is contained in information available through the department’s Wisconsin’s Information Network for Successful Schools (WINSS) site <http://www.dpi.wi.gov/sig/index.html>

Federal Website for Title I—The entire Title I law can be found at <http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>

9. Flexibility in Funding and Programming

Statutory Requirements: Sections 9305, 1114, 6123

Overview

The law provides states and LEAs with authority to prepare a single consolidated plan for use of the various funds under the No Child Left Behind Act; flexibility to target federal funds to federal programs most likely to meet the unique needs of each community and to transfer funds from certain other ESEA titles to Title I. The law, also, allows high poverty schools flexibility in program design and use of funds.

Transferability of Funds—6123 (B), (C)

1. The law allows LEAs to transfer some ESEA funds between ESEA programs. In Wisconsin the funds are not actually transferred because of financial accounting and reporting requirements. The transferability provision is implemented by providing LEAs with authority to use funds allocated under one title for the purposes authorized under a different title.
2. Transfers Allowed—LEA may transfer funds out of and into Titles II A, II D, IV A and V A. Funds from these Titles may also be transferred into Title I A. No funds may be transferred out of Title I A.
3. Amount Transferred—In general LEAs may transfer up to 50 percent of the funds out of Title II A, II D, IV A, and V A. LEAs identified for improvement for failure to make Adequate Yearly Progress may transfer no more than 30 percent.
4. Transfer Process—LEAs wishing to use the transfer authority must indicate that intent within the annual ESEA Consolidated Application. Instructions can be found in the “Help” menus that are part of each Title budget within the application. LEAs using transfer authority are required to notify the state no later than 30 days prior to the time they actually make use of the money. If the transfer results in a major change in the services or activities that were originally described by the LEA in the Consolidated Program Plan, the LEA must also change the descriptions in the Plan. Those changes must be made no later than 30 days after the change is made. Good practice would be for the LEA to change the Program Plan, if necessary, at the same time the decision to transfer the money is made.
5. Claiming Aid—Regardless of how the funds are used they must be claimed under the title under which they were authorized. Information about the transfer and claiming process is provided on the “Help” menus within the ESEA on-line application.

Related Information

1. ESEA Application Overview—information about transfer authority is included in the training related to the ESEA consolidated application. A PowerPoint presentation used for training can be found at <http://dpi.wi.gov/esea/powerpoints.html>
2. DPI Bulletin 2.13—the DPI produced a Bulletin on transfer authority that can be found at http://dpi.wi.gov/esea/pdf/bul_0213.pdf

Alternative Use of Funds by Small, Rural Leas—Section 6211(A)

The law provides additional flexibility in the use of ESEA funds to LEAs that qualify for the Small, Rural School Achievement Program. LEAs under this program may use up to 100 percent

of the aid they receive from Title II A, II D, IV A, and V A for the purposes of Title I A, II A, II D, IV A or V A—unless they are identified for improvement for failure to make Adequate Yearly Progress.

- NCLB Rural Education Initiative—information about special allocations for small rural districts under Title VI, Part B can be found at <http://dpi.wi.gov/fscp/rehmpage.html>
- LEAs Eligible—a list of LEAs currently eligible to participate can be found <http://www.ed.gov/programs/reapsrsa/eligible05ayp/wi.xls>

Schoolwide Program— Section 1114

Schools with poverty rates of 40 percent or more may operate as schoolwide programs rather than under the targeted assistance model.

- Schoolwide program status allows the schools to combine their federal funds to support schoolwide reform efforts. Such schools are exempt from the separate requirements of each funding source as long as the intent and purposes of the programs are met.
- Schoolwide Programs—the application form for schools to complete to use the Schoolwide model can be found at <http://dpi.wi.gov/forms/doc/f9551.doc>

Title IX, Part C—Consolidated ESEA Application—Section 9503

The law allows the state and LEAs receiving funds under more than one title to submit a single consolidated plan or application.

ESEA Application—the link to the electronic ESEA consolidated application and information about how to complete it can be found at <http://dpi.wi.gov/esea/application.html>

10. Staff Qualifications and Assignments

Statutory Requirements Sections: 1114, 1115, and 1119

Overview

The reauthorization of the Elementary and Secondary Education Act (ESEA) in January 2002 created new requirements for teachers and paraprofessionals. The Title I prohibition against supplanting has also resulted in a number of policy directives describing duties and responsibilities that staff members funded with Title I may or may not be assigned.

Highly Qualified Staff

The law requires that teachers and paraprofessionals hired after January 8, 2002, (the date that ESEA was reauthorized) and working in a Title I supported program must be highly qualified.

Teachers—In Wisconsin a highly qualified teacher is defined as one who meets all of the requirements of PI 34 (the teacher licensing rule) for the subjects and levels that he/she is teaching. The requirements include, but are not limited to:

- a bachelor's degree
- completion of an approved licensing program
- a rigorous exam in the subjects being taught
- In addition, a highly qualified teacher may be a teacher of record who is enrolled in a state-approved alternative teacher-training program.
- The law also requires that all states and LEAs have plans in place to ensure that ALL teachers (not just those in Title I schools or programs) providing instruction in core subjects must be highly qualified by the end of 2005-06 school year.

Paraprofessionals—Any paraprofessional hired after the date the NCLB law was enacted and working in a Title I supported program must have

- completed at least two years of study at an institution of higher education,
- obtained at least an associate degree, or
- met a rigorous standard of quality and be able to demonstrate knowledge of, and ability to assist in instruction in reading, writing or mathematics, or reading, writing, or math readiness.

Paraprofessionals hired before the date of enactment of the law and working in a Title I supported program had four years (until January 8, 2006) to obtain the required qualifications.

Teacher Assignments

The purpose/goal of any staff person funded with Title I is to create opportunities for all children to achieve at high levels academically and meet the state's challenging academic standards. There are no specific responsibilities for Title I teachers detailed in the law. Actual duties and responsibilities for Title I funded staff may differ depending on whether the school is operating as a schoolwide program or a targeted assistance program. In all cases the major focus must be on serving the students most academically at risk.

Targeted Assistance Schools—*Section 1115*

In targeted assistance schools all Title I funds, including those used to hire teachers, must be focused on serving the children identified with an academic need in a specific core subject.

Teachers funded with Title I are expected to spend the majority of their time providing supplemental academic instruction to eligible students. Criteria for assigning responsibilities to Title I teachers include:

- Priority for service must be given to students with the highest need.
- The service provided should be significant and sustained over time.
- The service must be supplemental to the instruction provided by the regular classroom teacher.
- Title I funded staff should participate on an equal basis with district-funded staff in reviewing the academic progress of students, revising the school plan, and making decisions about the program.
- Title I teachers should be fully involved in all school activities and be treated equally with regard to teachers not paid from Title I
- Title I funded teachers should not be inappropriately used to serve all pupils or for non-instructional tasks.

Limited Duties—Title I funded staff in Targeted Assistance schools may perform limited duties beyond their formal instructional assignment if district-funded classroom teachers are assigned such duties, but only in the same proportion of total work time as the non-Title I staff. Part-time Title I funded staff may be assigned these non-instructional duties on a basis that is proportionate to the time that full-time personnel are assigned the same duties.

Limited duties mean:

- those assigned to non-Title I staff members that have comparable job responsibilities,
- assignments beyond classroom instruction
- those that may not directly benefit eligible children

Examples of Limited Duties Include

- lunch duty
- hall supervision
- study hall
- bus duty
- a combination of such tasks

In assigning Title I personnel to such non-instructional duties, a school and the school district should ensure that the Title I program is not harmed and that Title I personnel do not carry a disproportionate share of the load.

Professional Development—The Title I law (section 1115(d)) directs schools to ensure that Title I funded staff members are fully integrated into the overall school program, planning, and improvement efforts.

- Section 1115(d) (1) specifically provides that Title I funded staff members may participate in all general professional development provided for staff in the building or district.
- Such staff members are not limited to activities specifically designed for the Title I program or paid for by Title I funds.

Substitute Teaching—A policy letter from the Department of Education on 12/17/1999 indicated that, in targeted assistance schools, Title I personnel may be assigned substitute teaching responsibilities if similarly classified non-Title I staff members at the same school site are assigned those duties and the Title I program is not harmed. It is acceptable for the Title I teacher to occasionally serve as a substitute during non-teaching periods, such as planning time,

but not acceptable for Title I classes to be cancelled in order to free the teacher for substitute duty or for the Title I teacher to be assigned more often than non-Title I teachers.

Instructional Models—The Title I law directs that targeted assistance schools use instructional methods that are scientifically based and strengthen the core academic program of the school and that:

- give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- help provide an accelerated, high-quality curriculum, including applied learning; and
- minimize removing children from the regular classroom during regular school hours for instruction provided under Title I.

This section of the law suggests that instructional support services provided to children identified as academically at risk be provided before or after the regular school day or year, and focus on accelerated learning and higher order thinking rather than basic skills. The law does not encourage use of a “pull out” model. Targeted assistance schools that do continue to provide Title I funded support to children during regular school hours may assign Title I personnel to collaboratively teach with regular classroom teachers to avoid having to remove children from the regular classroom. However, such arrangements may only be used if the collaborative teaching directly and primarily benefits Title I eligible students.

Supplement/Supplant—Targeted assistance schools providing Title I funded services by whatever model must keep in mind the following:

- Title I services must supplement, not supplant, the regular program provided by the district. For example, in a targeted assistance school, a Title I teacher may not arbitrarily take 1/2 of the class to instruct each day, or take the whole class while the classroom teacher leaves the room for a break.
- Certified Title I teachers should be fully utilized to provide instruction for the benefit of eligible students, not to provide services as instructional assistants or teacher aides.
- Title I funded teachers in targeted assistance schools must focus primarily on eligible students. It is acceptable that some incidental benefits to non-Title I students may result if the school is providing Title I services in the regular classroom to avoid using a pull-out model as long as care is taken to avoid any:
 - Decrease in amount, duration, or quality of Title I services for Title I students.
 - Increase in the cost of providing services.
 - Exclusion of students who would otherwise receive Title I services.

Schoolwide Project Schools—Section 1114—Schools operating under the Schoolwide project model of Title I have a great deal of flexibility in how funds may be used. Any overall school improvement activities intended to reform the total instructional program that are identified in the Schoolwide plan may be funded with Title I. If Title I funds are used for teachers, those teachers should be considered part of the total staff available to serve children in the building and be fully integrated into all planning and decision-making. All children in a Schoolwide building are eligible to be served by Title I funded staff. However, such schools must still be aware of the prohibition against supplanting and of the need to ensure that children most in need of instructional support receive that support regardless of how the funds are actually spent.

Link to Schoolwide Non-Regulatory Guidance:

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Paraprofessional Assignments

Supervision—The law requires the LEA to ensure that instructional aides are directly supervised by a teacher who has primary responsibility for providing instructional service to eligible children.

Limited Duties—A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I. Such assignments may include non-instructional duties and duties that do not benefit participating students—if the amount of time the paraprofessional spends on those duties is the same proportion of total work time as the time spent by similar personnel at the same school.

Related Resources

Title I Guideline #16—Professional Development

DPI Bulletin 02.04—ESEA Provisions for Highly Qualified Teachers
http://www.dpi.wi.gov/esea/pdf/bul_0204.pdf

DPI Bulletin 02.03—New Requirements for Paraprofessionals
http://www.dpi.wi.gov/esea/pdf/bul_0203.pdf

Title I Guideline #23—Service Delivery Models

Title I Guideline #17b—Targeted Assistance Schools

Title I Guideline #17a—Schoolwide Projects

DPI Bulletin 03.02—Paraprofessionals—Frequently Asked Questions
http://www.dpi.wi.gov/esea/pdf/bul_0302.pdf

11. Identifying Eligible Buildings

Statutory Requirement: Section 1113

Overview

This section focuses on how a school district identifies eligible schools in order to allocate Title I funds to buildings which serve children from low income families. This determination includes specifics about calculating poverty level, per pupil amounts, and district discretion in these areas.

Determination of Schools Eligible For Title I

- Eligibility for Title I funds and services is determined for each attendance area in a district. An attendance area is a geographical area from which resident children would normally attend a specific public school. Attendance areas are usually referred to by the school's name.
- A district has several options in how to rank and serve eligible schools. Ranking schools must be done every year with the ESEA Consolidated Application using one of the following options:
 - a. District Poverty Average. All district schools are ranked in order of percentage of children from low income families. Schools in which the poverty average is equal to or greater than the poverty average for all schools in the district are eligible.
 - b. Grade span grouping using district poverty average percent. Schools are ranked by grade span (elementary, middle, high) in rank order as compared to district poverty average.
 - c. Grade span grouping using grade span poverty percent. Schools are ranked by grade span. The poverty percentages are compared only with other schools in their grade span. A district may choose to serve the highest poverty schools in any or all of the grade spans.
 - d. Less than 1,000 students exemption. A district may serve all schools regardless of poverty percent.
 - e. Only one school per grade span exemption A district may serve all schools regardless of poverty percent

Note: all schools with a poverty level of 75 percent or above must be served.

Calculation of Poverty Level

- Poverty levels are determined by the students enrolled. Enrollment numbers include students at least five years old, but less than 18 when the enrollment count is taken, usually the second-semester January count. The district may use any of the following methods, or a combination of more than one, to calculate poverty levels.
- The number of children eligible for free and reduced price lunches under the National School Lunch Act. (This is the most commonly used method.)
- The number of children in poverty as measured in the most recent census data by the United States Census Bureau.
- The number of children in families receiving assistance under Temporary Assistance to Needy Families (called Wisconsin Works or W2 in Wisconsin).
- The number of children eligible to receive medical assistance under the Medicaid program.
- A combination of such measures with respect to all attendance areas in the district.

Calculation of Per Pupil Amounts

Per-Pupil amounts are determined by the district. The same per-pupil amount can be allocated for each eligible school, or smaller amounts may be allocated for lower-poverty school. A school may not receive a smaller per-pupil amount than another that falls below it in rank order. In the following example, note that the school with the lowest poverty level receives more total money. However, the per-pupil amounts are in descending order as required.

School	Grade Span	Percent Low Income	Per Pupil Allocation	Attendance Area Allocation
School A (25 low income students)	K-5	41%	\$925	\$23,125
School B (40 low-income students)	K-5	32%	\$900	\$36,000
School C (65 low income students)	K-5	25%	\$825	\$53,625

- Funds must be allocated to school buildings on the basis of poverty, not for other reasons determined at the district level.
- Schools must design their programs in consultation with parents and the district. Factors such as desired educational programs or type of service delivery system cannot override the federal requirement to allocate per pupil amounts to schools in rank order by poverty level.

District Discretion

- In general, a district has limited discretion to depart from eligibility requirements to determine which schools will receive Title I funds:
 - a. A district may determine the school's eligibility according to the percentage of low-income children actually enrolled rather than the population of low-income children in its attendance area. This method can only be used if the percentage of low-income students enrolled in the school is equal to or greater than the percentage of low-income students in the attendance area.
 - b. The district may designate as eligible any school or school attendance area in which at least 35 percent of the children are from low-income families.
 - c. A district may elect to SKIP an eligible building that has a higher percentage of children from low-income families IF the district presents documentation to their DPI Title I consultant that shows all of the following:
 - The school meets the comparability requirements.
 - The school is receiving supplemental funds from other state or local sources that are being spent according to requirements for Schoolwide programs or Targeted Assistance schools.
 - Funds spent from other sources would equal or exceed the amount provided under this part.
 - d. The district may continue to serve a school for one year after it has lost Title I eligibility through the one-year exemption option.
 - e. The district may determine the low-income percentage for a school by calculating the low-income percentage of the appropriate lower-level schools (elementary or middle) that "feed" students into it.
- Districts with an enrollment of less than 1,000 or only one school per grade span are exempt from the normal ranking and serving requirements.

Other Considerations

- The 125 percent rule applies when a district serves any school with less than 35 percent poverty average. The amount of funds given to each building shall be at least a minimum amount in order to ensure that there are enough funds to operate a viable Title I program. The 125 percent is calculated by dividing the district allocation by the total number of poor students in the district. The resulting number is then multiplied by 125 percent. This is the minimum amount that can be allocated per pupil in all schools served. The minimum per-pupil amount should be calculated and applied before the discretionary reservations are taken off the top of the funds available. These calculations are computed automatically within the electronic ESEA Consolidated Application.
- In some cases, a district may reduce amount of funds for a school by the amount of supplemental state or local funds available to the school that serves the same needs as Title I. This must be documented and receive approval from the Title I consultant at DPI.
- If there are not enough funds to apply the minimum per pupil amount to the school at the bottom of the ranking, it may still receive funding. However, it must be enough funding to operate a viable program.

See US Department of Education Guidance at <http://www.ed.gov/programs/titleiparta/wdag.doc>

12. Selection of Eligible Participants

Statutory Requirements: Sections 1114; 1115

Overview

The eligible population for Title I A services in both schoolwide and targeted assistance schools is: (1) children and youth not older than 21, who are entitled to a free public education through grade 12, and (2) children who are not yet at a grade level at which the local educational agency provides a free public education. Each school receiving funds has the responsibility to select the eligible children to be served.

Selecting Eligible Children

Building level needs assessment data, which includes the achievement of students in relation to the state academic content standards and state student achievement standards, is of critical importance when determining the eligible student population. There also must be on-going student progress monitoring to determine which participants in schoolwide and targeted assistance schools are not attaining the required achievement levels. This will guide the instructional team regarding the need to modify instruction.

The process employed for selection of the eligible student population must include these statutory requirements:

- In the **schoolwide program**, *all* pupils are eligible and the services are to upgrade the whole school, providing benefits to all enrollees. A comprehensive needs assessment is required. It must take into account the needs of all students, including migratory and homeless children.
- From the eligible school-aged population, the eligible participants in the **targeted assistance** schools will be those identified as *failing, or most at-risk of failing to meet the state's challenging student academic achievement standards* on the basis of multiple, educationally related objective criteria established by the local education agency, and supplemented by the school. The eligible students will be rank-ordered and served on the basis of "most in need" when resources are insufficient to serve all eligible students.
- Eligible pupils from *preschool through grade 2* shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Again, the "most in need students" must be treated as a priority for service within the available amount of resources.
- Student eligibility for Title I services for private school students is determined by residence in a participating school attendance area, and (2) educational need. Poverty is not a criterion.

Inclusion of Special Status Children

Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under Part A on the same basis as other children selected to receive services. This means they are found to be failing or at risk of failing to meet the state and local academic achievement standards.

There are some categories of children recognized in the legislation as having a continuing high need for services due to the families' long-standing economic status or situation in life that have contributed to severe educational disruptions, placing them academically behind or failing. Their prior participation in programs designed to address these high needs in the two preceding years makes them eligible for services. Note: homeless children are eligible upon their arrival in the district regardless of residency or whether they were served in other programs for at-risk

students. Those individuals selecting the students to be served should analyze the student population accordingly:

- **Head Start, Even Start, or Early Reading First Children**—a child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, or Early Reading First program, or in preschool services under the Title I A section, is eligible for services under this part;
- **Migrant Children**—a child who, at any time in the two years preceding the year for which the determination is made, received services under the Title I, Part C, program is eligible for services under this part;
- **Neglected o Delinquent Children**—a child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part; and
- **Homeless Children**—a child who is homeless and attending any school served within the district is eligible for services under this part.

A **special rule** establishes that funds received under this part may not be used to provide services that are otherwise required by law to be made available to these special status children, but may be used to coordinate or supplement such services.

13. On-Site Monitoring by SEA

Statutory Requirements: Sections

Overview

The No Child Left Behind Act requires states to monitor and oversee the programs included in district ESEA Consolidated Applications. These Titles include Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A, and Title V, Part A. Other competitive grants, such as Reading First, Early Reading First, and Even Start also entail separate monitoring by the SEA, and are dealt with individually through department contacts with district grantees. The oversight and monitoring process described below refers primarily to the formal on-site monitoring of select districts and consortia carried out each year by department Title representatives. This process compliments the extensive review and approval process for all ESEA Consolidated Applications submitted electronically by school districts each year. At the conclusion of the formal on-site monitoring review, a preliminary verbal report is provided to the district. A written report is then sent within four weeks outlining strengths, weaknesses, any corrective actions needed, and technical assistance opportunities.

Selection Process for Monitoring Districts

On-site monitoring is an annual process that takes place in various districts around the state. Some of the considerations include:

- Random selection of districts, with consideration for district size, geographic distribution, and Title I Schools Identified for Improvement
- One-two day monitoring visits held by CESA geographic region
- Visits usually conducted at the district office
- Three to four CESA regions each year, two to four districts and one to two consortia per region selected for on-site review
- Notification from DPI at least six weeks in advance, with details about required documentation

The review process consists of two main parts: **ESEA Consolidated Requirements** and **Individual Program Requirements** reviews. Extensive materials, including checklists, are provided in the notification process to assist districts and CESAs in their preparations. The consolidated requirements include these broad areas that are common across all Title programs and support the ESEA funded program goals. They include the following areas:

- Comprehensive needs assessment
- Private school consultation
- Parent and community participation and involvement
- Integration with federal programs and initiatives
- Integration with state and local programs and initiatives
- Public reporting and parents' right to know provisions
- Written plan (consortia only)

The review of Individual Program Requirements by Title follows the consolidated requirements section. ESEA covered programs include Title I, Parts A (including McKinney-Vento), C, and D; Title II, Part A; Title II, Part D; Title III, Part A, Title IV, Part A; and Title V, Part A. This guidance will only refer to Title I, Parts A, C, and D, however all other Titles are included in the website references at the end of this section.

The review of Title I, Part A-Improving the Academic Achievement of the Disadvantaged includes the areas that follow:

- Comparability
- Parent Involvement
- Evaluation of Title I Programs and Services to Private School Students
- Building Level Needs Assessment/Program Design
- High Quality Teachers and Paraprofessionals
- District/Title I/Local Program Coordination to Serve Homeless Students in Non-Title I Schools
- Schools Identified for Improvement (if applicable)
 - Parent Notification
 - School Improvement Plans
 - Technical Assistance
 - Supplemental Educational Services
 - Corrective Action
 - Restructuring
- Districts Identified for Improvement
 - Parent
 - District Improvement Plan
 - Corrective Action

The review of **Title I, Part C Migrant Education** monitors the extent to which districts who receive these discretionary funds address the special educational needs of migrant children to better enable them to succeed academically. Supportive services are also frequently needed. Funds must be used to identify the unique needs of local migrant students and help reduce educational disruption and other problems related to repeated moves, thus enabling students to graduate from high school (or complete a GED) and become prepared for further learning and productive employment. Areas addressed in the review include:

- District efforts to provide full access to all locally, state and federally funded programs and services on the same basis as other children
- Systems used to ensure overall coordination of services to migratory children
- Student selection process
- Identification/Prioritization of academic and support needs
- Use of funds to meet unique needs on a priority basis
- In district, intrastate, and interstate student information exchange systems employed

Title I, Part D, Subpart (2)-Education of Students Residing in Local Residential Neglected and Delinquent Institutions-The review of this section includes an analysis of the efforts districts and agencies use to address the academic and support needs of at-risk children and youth living in residential institutions. Like Title I, Part A, it sets high standards for all students to achieve. These grant funds provide academic support and related systems to these students to ensure that the standards are attained. Another key goal is to use grant funds to enable students to make successful transitions from institutional status to further schooling and employment. Areas included in the review are:

- Information provided by district to neglected and/or delinquent institution about Title I, Part D funds
- District services available for academic support and transition programs
- District's assistance with state's annual survey
- District's assistance with development of Part D application

In summary, the major purpose for each of the monitoring processes is to determine compliance with legal requirements through examination of systems and supportive documentation that assurances are met. The process also determines the fidelity of the project operation to the district's project application, provides technical assistance on issues needing clarification, and recognizes promising practices in local projects for sharing with other projects statewide. The best monitoring evolves in a state when monitoring is established as a joint or shared relationship between the state and local entity as a process that is mutually reinforcing of each one's need to demonstrate accountability. When the compliance areas are met, the opportunities for the intended recipients to receive the benefits from the federal funds are strengthened. state recognition can be given to the admirable efforts being put forth and the achievements being realized. Issues can be discussed and clarified that can lead to state and local improvements and impact the attainment of the priority federal goals.

As stated above, the on-site monitoring process is part of the overall monitoring across Title programs, which includes the development and approval of grant applications, oversight of fiscal management processes, evaluation and reporting of student performance, and maintenance of accurate audit-proof recordkeeping systems.

Resources

For more information, refer to the DPI web site at <http://www.dpi.wi.gov/esea/doc/monitoring.doc> and <http://www.dpi.wi.gov/esea/presentations/ppt/monitoring.ppt>.

Federal resources are available at <http://www.ed.gov/admins/lead/account/monitoring/webcast.html>.

14. Parental Involvement

Statutory Requirement: Sections 1111 and 1118

Overview

Involving parents and families as full partners in the education of their children is one of the cornerstones of the ESEA/No Child Left Behind Act. When families support learning, children are more successful in school and school success helps children become successful adults.

The United States Department of Education defines parent involvement as meaning

“the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that—

- (A) parents play an integral role in assisting their child’s learning;
- (B) parents are encouraged to be actively involved in their child’s education at school;
- (C) parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in Sec. 1118.”

In order to receive Title I funds, a school district **must**, in meaningful consultation with parents/families, implement programs, activities, and procedures for the involvement of parents/families in the Title I program.

DPI is responsible for reviewing district parental involvement policies and practices to determine if they meet the requirements of Sec. 1118.

Funding Parent Involvement

Title I requires that monies be reserved to ensure that parent involvement practices and policies are being administered. Listed below are the funding requirements.

- Districts receiving an allocation of at least \$500,000 **must** reserve not less than 1 percent to carry out parent involvement activities including family literacy and parenting skills. 95 percent of the 1 percent must be distributed to schools for parental involvement activities.
- Districts receiving less than \$500,000 are still responsible for parent involvement activities, but no minimum dollar amount is required.
- Parents of Title I children **must** be involved in the decisions regarding the expenditure of the funds reserved for parent involvement.

Required Responsibilities of the District in Implementing Meaningful Parent Involvement Practices and Policies

- Disseminating report card information on how a district and school is performing.
- Including a strategy for coordination of Title I with Title II.
- Including a description of the district’s strategy to implement effective parental involvement.
- Including assurance that the district will work with schools as the schools develop and implement their plans or activities.

Development of District Parent Involvement Policy

With parents in meaningful involvement, the district must develop, agree upon, and distribute a district parent involvement policy that will describe how the district will accomplish the following tasks:

- Involve parents in the activities of Title I schools
- Involve parents in the joint development of the district's parent involvement policy
- Provide necessary support and assistance to district schools in planning and implementing parent involvement practices and policies;
- Build the schools' and parents' capacity for strong parent involvement
- Conduct an annual evaluation of the effectiveness of the parent involvement plan
- Use findings from evaluation to identify barriers and design strategies for more effective parent participation, paying particular attention to race, ethnicity, limited English proficiency.

Development of School Parent Involvement Policy

With adequate representation of parents in meaningful involvement, the individual school must develop, agree upon, and distribute and annually review a school building parent involvement policy that will describe how the school will accomplish the following:

- Notify parents of the policy in understandable format and, to the extent practicable, provide it in a language the parents can understand;
- Update the policy periodically to reflect changing needs of parents and the school;
 - Provide information to parents about:
 - The Title I program in the school, including a chance for parents to comment on school wide program plans;
 - Curriculum, assessments, proficiency levels for students;
 - How parents can participate in decisions relating to the education of their children.
- The school must, at least annually, sponsor a meeting(s) for parents of participating children.
 - For schoolwide programs, all parents are invited;
 - For targeted assistance programs, all parents of targeted students are invited.
 - The meeting(s) should take place at convenient, flexible times so parents can attend.
 - Schools may use Title I funds to provide transportation, child care or home visits. This may be necessary for homeless and low income families.

Development of School—Parent Compacts

As a component of the school building level parental involvement policy, all Title I schools must develop a school—parent compact. The School—Parent Compact must be developed jointly with parents of all students served by Title I. This means all parents in schoolwide programs and all parents of Title I students in targeted assistance programs must be invited to participate in the development of the compact.

The school-parent compact must address the following:

- How parents, the entire school staff, and students share responsibility for improved student academic achievement.
- The school's responsibility to provide high quality curriculum and instruction to enable children to meet state standards.
- Ways in which parents will support their child's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education.
- The importance of communication between teachers and parents on an on-going basis.
- At a minimum, communication between teachers and parents must occur:

- Ways in which parents will support their child’s learning, such as monitoring attendance, homework completion, television watching, volunteering in their child’s classroom, participating in decisions relating to their child’s education.
- The importance of communication between teachers and parents on an on-going basis.
- At a minimum, communication between teachers and parents must occur:
 - Annually at parent-teacher conferences to discuss the compact as it relates to their child’s achievement;
 - Through frequent reports to parents on their child’s progress;
 - Through reasonable accessibility to staff, opportunities to volunteer and participate in their child’s class.

Building Capacity for Parent Involvement at the District and School Level

Building capacity refers to continuous improvement in engaging parents in parent involvement practices and policy development. All Title I schools and districts are required to:

- Explain state content and performance standards, and the use of state and local assessments to parents;
- Provide information that helps parents work with their children to improve their child’s academic achievement;
- Educate school staff in how to reach out to and communicate with parents as equal partners;
- Foster linkages to programs such as Head Start, Even Start and Reading First
- All parents including those with limited English proficiency, parents with disabilities and parents of migratory children must be provided full opportunities to participate in program activities.
- Ensure that information related to school and parent programs is provided, to the extent practicable in a language that the parent understands.
- Provide other reasonable support for parent involvement activities as parents may request.

The above descriptions inform you as to what you are required to do to fulfill the intent of Section 1118 of Title I. Each school district and school is unique and their needs are different. To that end, Title I allows the schools and districts some flexibility in engaging parents.

Parental Notification and “Right-to-Know”

School districts and local schools are required to notify parents, to the extent practicable, in a language that the parent understands. Required notifications include:

- Whether their child is being taught by a highly qualified teacher;
 - Parents must be informed of their right to request information regarding the professional qualifications of their child’s teacher.
 - Parents must be notified if their child is taught for four consecutive weeks by a teacher that is not “highly qualified” as defined under the law.
 - Parents must be notified if their child is provided services by a paraprofessional, and what are the qualifications of that paraprofessional.
- The reasons why their child is participating in a limited English proficient program;
 - This communication must happen no later than 30 days after the beginning of the school year. The communication must include the following:
 - Reasons the child was placed in a language instruction educational program;
 - The child’s level of English proficiency and how the level was assessed;
 - The status of the child’s academic achievement.

Note: A complete list of parent notification requirements for LEP students can be found at:
<http://dpi.wi.gov/ell/school-home.html>

- If a child is attending a school identified for improvement (SIFI), parents must be notified of the following:
 - What being a SIFI school means and a comparison of their SIFI school with other schools in the district;
 - Why the school is SIFI and what the school and the district is doing to address the problem of not making adequate yearly progress;
 - How parents can become involved in addressing the academic issues of the school;
 - The parent option of public school transfer (transportation provided) or supplemental educational services for the child.
- If a child is attending a school that has been identified as persistently dangerous, parents must be notified of the following:
 - The parents have a right to transfer their child to another public school, with transportation provided.
 - If a child is the victim of a violent crime on school grounds, parents must be notified of the right of that child to be transferred to another public school, with transportation provided.

Selected National Resources

DPI Parent Toolkit (Toolkit for Schools-Involving Parents in NCLB):
<http://dpi.wi.gov/fscp/pdf/bbnclbbk.pdf>

U.S. Department of Education: <http://www.ed.gov/parents/academic/help/partnership.html>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org/WhatsHappening>

National Network of Partnership Schools/JHU: <http://www.csos.jhu.edu/p2000/nochild.htm>

National PTA: <http://www.pta.org/homepage.html>

Learning Points Associates: <http://www.learningpt.org/>

Public Education Network: <http://www.publiceducation.org/index.asp>

Title I Report: <http://www.titlei.com>

15. Serving Eligible Private School Students

Title I, Part A

**Statutory Requirements: Section 1120 (a); Section 1115 (b) (1) (2);
Sections 9503; Section 9504
Regulations: 200.63; 200.77; 200.78**

Overview

Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families.

To be eligible for title I services, a private school child must reside in a participating public school attendance area and must meet the requirements in §1115(b) of title I, which required the LEA to use multiple, educationally related, objective criteria in selecting children to participate in the Title I program. Under that section, certain children may be identified as eligible solely by virtue of their status: for example, homeless children and children who in the preceding two years had participated in Head Start, Even Start, Early Reading first, a title I preschool program, or a Title I, Part C (Migrant Education) program.

In all cases, Title I services, materials and supplies, are to be supplementary and cannot supplant funds.

Task Timeline

February, March, April

In spring, hold face to face planning and consultation meetings with the administrators of the private schools to develop a plan for service.

- You may want to consider discussing Titles II, III, IV, and V at this meeting because you need the administrators to indicate if they are interested in the services of those Titles. Refer to form PI-9550-AC.
- Discuss with the private schools how they can identify low-income students, like using free and reduced lunch or other comparable data such as scholarship information, reduced tuition and personal knowledge of catastrophic events in a family's life.
- Ask the administrators to list the address and the grade level of each low-income student. If they know the public school attendance information, that can be included as well. Ask administrators to send information back to Title IC Coordinator within two weeks. Provide form and self-addressed, stamped envelope.
- At this meeting, or a subsequent meeting with those schools that indicate they want services from Title I discuss and determine the following:
 - What services will be offered?
 - Where the services will be delivered?
 - How will the program be evaluated to determine its effectiveness?
 - What parent involvement and professional development services will be offered?
- After the private school students have been determined to be eligible, Title I services provided by the district for private school participants must include:

- A needs assessment to identify the eligible private school children.
- What services the district will offer to eligible private school children.
- How services will be provided.
- How, where, and by whom the district will provide services to eligible private school children.
- How the district will assess the academic services to private school, and how the district will use the results of that assessment to improve Title I services.

May, June, July, August

Allocation of Funds

- Funds must be allocated based in the number of private school students from low income families who reside in Title I participating public school attendance.

Consultation

- To determine which private schools a director needs to consult with, refer to the district's previous year consolidated application for all Title programs and/or the Wisconsin DPI directory, which has a listing of all public and private schools.
- Each district must maintain records of the meetings, any attempts to communicate (phone calls, certified letters, etc.) with the private schools.
- The district must annually submit to the DPI a written affirmation, signed by officials of each private school, that the required consultation has occurred. **This is Form PI-9550-AC.**
 - The form can be found at <http://dpi.wi.gov/esea/application.html#Forms> Affirmation of Consultation with Private School Officials.

Note: Simply providing instructional materials and supplies to assist eligible private school children is NOT an option available to the district.

During the consultation and planning sessions, the public and private school representatives must plan for the Title I services for the private school students to start at the same time as those provided to the public school students.

Allocating Title I Funds

The district must allocate funds to a participating public school attendance area or school on the basis of the total number of children from low- income families based on the following formula:

- Low-income counted public and private school students (5-17 years old) residing in Title I attendance areas generate a per-pupil allocation.
- The per-pupil allocation times the number of poor private school students residing in Title I attendance areas equal the funds available for private school Title I programming.
- The funds generated by low-income private school families in the attendance area may be pooled. Under this option, services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by low-income children in the school.

Determining the Poverty of Private School Students

- **Same Measure of Poverty**—When available, the same measure of poverty as public schools should be used. Sometimes this is not possible and other means must be selected to arrive at the poverty numbers. These include:

- **Proportionality**—This method would allow for applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
- **Comparable data**—This method would permit the use of an equated measure of low-income that can be correlated with the measure of low-income used to count public school students.

Use of Title I A Funds

Funds generated by poor private school students who reside in Title I attendance areas are used **only** for instructional services to eligible private school students. Instructional Costs would include:

- Summer School
- Services for neglected children
- Direct delivery of the agreed upon supplemental services

Funds should be budgeted off the top of the district’s Title I allocation as a district reservation for noninstructional costs that are necessary to support the service delivery to eligible private school students. Noninstructional Costs would include:

- Insurance
- Maintenance
- Electricity
- Transportation
- Noninstructional technicians
- Mobile instructional vans/units
- Administration

Funds that the district allocated for special reservation costs must be equitably used to provide the following services to the eligible private schools:

- Professional Development
- Parent Involvement

Note: If a district uses the flexibility to transfer funds from other federal programs, when allowed, to support Title I instructional functions, dialogue is to take place with the private school regarding the percentage of these funds that will be made available to support the instructional programs for private school students.

Equitable Services

When considering if services to the private schools are equitable and meet the requirements of the law, the following guidelines should be used:

Instructional Program

- Assess and address the specific needs and educational progress of eligible private school children on a comparable basis as public school children
- Meet the equal expenditure requirements based on the funds generated by their low-income students
- Plan with the understanding that the programs do not have to be identical to the public school programs
- Provide private school children with an opportunity to participate that—
 - Is equitable to the opportunity provided to public school children
 - Holds reasonable promise of the private school children achieving the high levels called for the state’s student academic achievement standards

Professional Development

- Consultation with private school teachers and administrators has taken place
- Is designed to meet the needs of the private school teachers who teach Title I students in their regular classrooms
- Is related to the improving the academic program area and instruction the students are receiving from the Title I program.
- Communication of how to access professional development services has taken place
- The appropriate percentage of funds is allocated to the private school teachers who teach eligible Title I students:
 - Determine what the percent of private school students served is in relation to all students served in the attendance area
 - Apply this same percentage to the amount of professional development funds reserved off the top of the allocation as displayed on the reservation page of the electronic application

Parent Involvement

- Consultation with private school officials and parents of participating private school students has taken place
- A parent compact between the district and parents of participating Title I students has been developed
- Parents of participating private school students are involved in the annual assessment of the effectiveness of parental involvement activities

Identifying Eligible Children to be Served

Efforts to identify the students in greatest need may include review of multiple, objective, educationally related achievement data, including the following criteria:

- achievement tests
- teacher referral and recommendation
- classroom performance
- grades
- interviews with parents

Children from preschool through grade two are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

Delivery of Services

Title I services must be supplemental in nature and cannot replace or supplant services that would, in the absence of Title I, be available to participating private school children. Joint planning between the public and private school representatives may consider these types of services:

- Specialized instruction outside the regular classroom. (team teaching is not permitted)
- Extended learning time (before and after school and in the summer)
- Family Literacy
- Early Childhood
- Home Tutoring
- Take Home Computers
- Computer-assisted instruction
- Combination of services listed above

Grade Levels/Grade Spans to be served

- If the district uses grade span groupings, such as grades 1-3, in a particular Title I school and the Title I program is in a K-5 school, eligible private school Title I students may be served from grades K-5, reflecting the total span of grades within the public school attendance center.
- The documentation from the needs assessment will determine the subject areas to be addressed.
- Program focus may vary between the public school and private school services based on the achievement needs of identified students.

Location of Services

- Services can be delivered on site at private schools including religious schools, neutral sites, or in the public school.
- If Title I services are offered on site at a religious school, efforts should be made to ensure that the space used is void of religious symbols during the time Title I instruction occurs.
- District officials must consult with private school officials before any decision is made about the location of Title I services.
- Title I instructors must not engage in religious instruction, or go into the regular classroom to deliver instruction.

Assessment of Title I Program Effectiveness

The public and private school representatives should determine what the evaluation plan will be during the early stages of consultation.

- The Title I requirement for public schools to test all students in grades 3-8 annually does not apply to private schools. However, it does apply to the Title I program provided by the district to private school students.
- While the assessments do not have to be the same for determining the effectiveness of the Title I program for public and private school students, comparable measures should be utilized.
- The district and private school officials must define “annual progress” for private school Title I participants.
- If state standards are not aligned with the private school’s curriculum, alternative standards that provide reasonable promise of private school students achieving the high levels called for the state’s student performance standards should be set jointly.

Resources

For more detailed information on topics related to serving eligible private school student, see the following website: <http://www.ed.gov/programs/titleiparta/psguidance.doc> for non-regulatory guidance document.

16. Professional Development

Statutory Requirements

Sections 1002, 1111, 1112, 1114, 1115, 1116, and 1119

Overview

Professional development is the term that educators use to describe the continuing education of teachers, administrators, and other school employees. Many studies document that academic success of students correlates highly with the qualifications and skills of their educators. The reauthorization of the Elementary and Secondary Education Act (ESEA) put a major emphasis on professional development as part of comprehensive school planning and improvement and a key component of improved student achievement.

High Quality Professional Development

The ESEA law defines professional development to include activities that:

- Increase teachers' knowledge of the academic subjects they teach
- Give teachers and administrators the skills they need to help students meet high academic standards
- Provide educators with effective strategies to address the needs of diverse learners
- Promote the use of effective, scientifically based instructional strategies
- Support the use effective use of technology and technology applications
- Promote the use of data and assessments to inform classroom practice
- Provide information to school staff on ways to work effectively with parents
- Are integrated with school and/or district improvement plans
- Are classroom-focused
- Are sustained over time
- Are developed with extensive participation of the staff to be served

One-day or short term workshops or conferences are not considered high quality professional development unless they are part of a comprehensive plan and include follow-up activities.

Organizations such as the Education Commission of the states and the National Staff Development Council also recommend that effective professional development:

- Is focused on improving the learning of all students
- Acknowledges and addresses the needs of adult learners
- Is job embedded and takes place during regular school hours
- Includes opportunities for practice, research, and reflection
- Provides educators with the knowledge and skills to collaborate
- Organizes adults into learning communities whose goals are aligned with those of the school and district

According to the standards of the National Staff Development Council professional learning communities, teams that meet on a regular basis for the purposes of learning, joint lesson planning, and problem solving, are among the most powerful forms of staff development.

Use of Title I Funds for Professional Development

The ESEA law specifically allows Title I funds to be used to provide staff in participating schools with “substantial opportunities for professional development”. The annual ESEA application must include information about how the LEA coordinates Title I and Title II to provide professional development. LEAs must also provide assurance that they will ensure that teachers and paraprofessionals meet the requirements for being highly qualified, and will utilize a number of strategies, including professional development, to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

- There is no requirement that any specific amount of Title I funds be spent for professional development except for schools or districts identified for improvement (SIFI/DIFI) or LEAs with staff that are not highly qualified.
- Funds from ESEA Title II A, II D, III A, IV A, and V A may also be used to support professional development.

LEA Authority—Through the annual ESEA application process LEAs may reserve Title I funds from the allocation for district level activities made available to staff members from participating Title I schools.

- The LEA should not reserve such funds without consulting with the private schools and public schools eligible to receive Title I funds to ensure that a sufficient amount is left to allow adequate school-based services.
- Any funds reserved for professional development except for the required set asides for SIFI/DIFI are subject to equitable participation by the private schools.

Highly Qualified Staff—The ESEA reauthorization created new requirements to ensure that teachers and paraprofessional are highly qualified. LEAs are directed to use Title I funds for professional development if needed to ensure these requirements are met.

- To be highly qualified, a teacher must possess at minimum a bachelor’s degree, have full state certification and demonstrate subject matter mastery in each subject taught.
- Any paraprofessional hired for a schoolwide program or whose salary is paid in part or entirely by Title I must have a minimum of two years of college, or an associate or higher degree, or can demonstrate knowledge of and ability to assist in teaching core academics through a rigorous local or state assessment.
- Paraprofessionals hired before January 8, 2002 who did not meet minimum requirements were expected to complete the requirements to become highly qualified by January 6, 2006. All teachers are expected to be highly qualified by the end of the 2005-06 school year.
- LEAs with staff members not highly qualified under the definition in the law are required to reserve at least 5 percent of their Title I funds to provide professional development to ensure any such teachers can meet the requirement by the end of the 2005-06 school year.

(See Title I Guidelines, Section #10, *Staff Qualifications and Assignments*, for more information.)

Districts and Schools Identified for Improvement (DIFI/SIFI)—Within three months of being identified, the school or district must develop or revise a local educational improvement plan including strategies to specifically address the professional development needs of the staff.

- A district with schools identified for improvement must assure that any such school will spend at least 10 percent of its Title I funds to provide its teachers and principal high-quality professional development each year that the school is identified.
- A district identified for improvement must commit 10 percent of its Title I allocation (including any amount required from SIFI schools) for professional development each year that the district is identified.

Public Schools (Targeted Assistance and Schoolwide)—Each Title I school must have a plan to address the need for professional development and must allocate sufficient funds to effectively carry out those activities. Funding may be provided through Title I or other sources—no specific expenditure of Title I funds is required except in schools identified for improvement (SIFI).

- In a schoolwide program, all staff at that building may benefit from professional development funded through Title I.
- In targeted assistance schools, only staff persons directly working with Title I students can benefit from professional development provided by Title I funding, including the regular classroom teacher if Title I students are in attendance.
- Parents of Title I students in targeted assistance schools and all parents in schoolwide programs may participate in professional development funded by Title I.

Private Schools—Title I funds may be used to provide professional development services for private school teachers that work directly with students served in Title I programs.

- Professional development activities for teachers of private school Title I students must be planned and implemented with meaningful consultation with private school officials and teachers.
- Professional development should address how the private school teacher can better serve the Title I student.
- If professional development stipends are to be paid, they must be paid directly to the teacher.
- Funds may **not** be used to upgrade the instructional program in the regular classroom or to hire substitute teachers for private school teachers while they attend professional development activities nor be given directly to private schools for professional development activities.

Resources

DPI Bulletin 02.03—*New Requirements for Paraprofessionals*:

http://dpi.wi.gov/esea/pdf/bul_0203.pdf;

DPI Bulletin 02.04—*ESEA Provisions for Highly Qualified Teachers*:

http://dpi.wi.gov/esea/pdf/bul_0204.pdf

17. Program Designs

Targeted Assistance and Schoolwide Programs Introduction

There are two types of Title I programs: Targeted Assistance and Schoolwide. A Targeted Assistance program is one in which individual students are targeted to receive Title I services. Students are identified based upon multiple, objective, educationally related criteria. Services may be delivered in a number of ways such as in-class instruction, pull out instruction, extended day, week or year programming. The Title I teacher(s) are responsible for providing extra services to the identified children, coordinating with other school personnel involved with the children and involving parents in the planning, implementation and evaluation of the Title I program.

A Title I school is eligible to operate a Schoolwide program when the poverty level is at 40 percent or higher. Poverty level is determined by free and reduced lunch counts, Temporary Assistance to Needy Families (in Wisconsin, called W2 or Wisconsin Works), U.S. census or Medicaid. A Schoolwide program is designed with the knowledge that there is a link between poverty and low achievement; therefore, when there are large numbers of disadvantaged students, interventions will be more successful when they are implemented “Schoolwide.” A Schoolwide program has more flexibility in the use of Title I funds and in the delivery of services. Staff paid with Title I funds are free to work with all students in the building, for there are no students identified as “Title I.” The school works together to develop its curriculum and instruction to raise the achievement of all students.

Section 17a provides more information regarding Schoolwide programs, including the qualifications and components of Schoolwide programs. Section 17b focuses on Targeted Assistance programs, including student eligibility requirements and program components. Section 17c, “Comparison of Targeted Assistance and Schoolwide Programs”, provides an overview of the similarities and differences between the two programs.

17a. Schoolwide Programs

Statutory Requirement: Section 1114

Overview

The goal of Schoolwide programs is to generate high levels of academic achievement in core subject areas for all students in a school. Schoolwide programs must also focus on the needs of the low-achieving children and those at risk of not meeting state achievement standards. All staff and resources are part of the overall Schoolwide program.

Becoming a Schoolwide Program

For a school to operate a Schoolwide program, the following needs to occur:

- Poverty level at the individual school building needs to be 40 percent or above. (Once a school becomes Schoolwide, it may remain a Schoolwide even if the poverty level drops below 40 percent)
- The school, in consultation with its district and its school support team or other technical assistance provider, decides if it wants to become a Schoolwide program in order to upgrade the school's total educational program.
- High-quality assistance and support is available to the school from external technical assistance providers.
- A comprehensive plan must be developed over a one-year period based upon an extensive needs assessment. The one-year time period may be shortened only if the school district determines, after consideration of the technical assistance availability, that less than one year is needed to have a Schoolwide plan developed and ready for implementation.
- The plan is to be developed by a diverse group of appropriate individuals
 - Teachers
 - Principals
 - Pupil services personnel
 - Support Staff
 - Parents
 - Other members of the community to be served.
 - Secondary level students if program is at a high school
 - Administrators from other Title programs
- Schoolwide plans must describe how other local, state and federal resources will be used in conjunction with Title I funds. The school also may consider coordinating with other programs such as: Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.
- Plans should describe how the school will provide information about the results of individual student academic assessments to parents in a language they can understand.
- The plan must describe how the school will implement all of the ten required components.
- The plan should be reviewed and revised as necessary.

Components of a Schoolwide Program

A Schoolwide program must include the following 10 components:

1. **A comprehensive needs assessment** of the entire school, including the needs of any migratory children in attendance. This assessment is based on information about the achievement of children in relation to the Wisconsin state Academic Standards.
2. **Schoolwide reform strategies** that provide opportunities for all children to meet the state's academic standards, particularly low-achieving children. The plan also should address how the school will determine if student needs have been met.
3. **Instruction by highly qualified teachers** (see Section 10 of this document)
4. **High quality and ongoing professional development** for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. (see Section 15 of this document)
5. **Strategies to attract high-quality highly qualified teachers**
6. **Increased parental involvement** activities including family literacy services. (see section 14 of this document)
7. **Assist preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. **Include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **Provide effective, timely additional assistance** and activities to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. This shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.
10. **Coordinate and integrate federal, state, and local services and programs.** These may include other programs under the Elementary and Secondary Education Act (ESEA), and violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training programs.

Other Considerations

- Identification of students is not required but care must be taken to ensure that the needs of those farthest from meeting the state's student academic achievement standards are met.
- Services to children in Schoolwide programs must be supplemental in nature, not supplanting services.
- Schools with Schoolwide programs that consolidate and use funds from different federal programs are not required to maintain separate fiscal accounting records, by program.

17b. Targeted Assistance Schools

Statutory Requirement: Section 1115

Overview

The term “Targeted Assistance” means that Title I 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 academic achievement standards. The goal of a Targeted Assistance program is to improve teaching and learning to enable participants to meet the challenging state performance standards. A school with a Targeted Assistance program is one that receives Title I funds, yet is ineligible or has chosen not to operate a Title I Schoolwide program as described in Section 1114.

Student Eligibility

Eligible children are those identified as having the greatest need. They will also include children with one or more of the following characteristics.

- Students within the age criteria for a free public education-not older than 21.
- School-age children identified as failing, or most at risk of failing, to meet the state’s academic achievement standards on the basis of multiple, objective, educationally related criteria.
- Preschoolers identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- Those who are economically disadvantaged, homeless, have disabilities, are migrant, or limited English proficient, are selected on the same basis as other children.
- Children who attended Head Start, Even Start, Early Reading First, or Title I Preschool at any time in the preceding two years.
- Students who received services under Title I, Part C, Migrant Education, at any time in the preceding two years.
- Children in a local institution for neglected or delinquent children, or those attending a community day program for such children.
- Those who are homeless, regardless of the school they are attending in the district (public or private school). Title I complements Title X, Part C legislation on homeless children. The purpose is to remove barriers to those children’s access and success in school. (See *Title I Guidelines*, “Serving Special Populations: Homeless”)

Program Components

A Targeted Assistance program **must** include components to help participating children meet the state’s challenging student academic achievement standards expected for all children. These components will:

- Be based on effective means for improving student achievement.
- Ensure that planning for participating students is incorporated into existing school planning.
- Strengthen the core academic program through the use of effective, scientifically based instructional strategies.

Examples

1. Delivery models that give primary consideration to providing intensive extended learning time that is above and beyond what is normally available during the school day. Examples

include extended day kindergarten, after-school homework programs, extended-week and/or extended-year programs.

2. Accelerated, high-quality curriculum, including applied learning, for example: rich mathematical story problems with real world applications.
3. Minimize removal of children from the regular classroom during regular school hours, to the extent possible.
 - Coordinate with and support the regular education program.
 - Provide services to assist preschool children in the transition from early childhood programs (For example: Head Start, Even Start, Early Reading First or state-run preschool programs to elementary school programs).
 - Use funds only for services that supplement, and do not supplant, the services that would be provided, in the absence of the Title I funds, from non-Federal sources.
 - Provide instruction by highly qualified teachers.
 - In accordance with Section 1119 (Teacher Quality), reserve sufficient funds to provide professional development for Title I teachers and paraprofessionals who do not meet the “highly qualified” criteria.
 - Provide strategies to increase parental involvement in accordance with Section 1118, such as family literacy initiatives, home visits, and family resource centers.
 - Coordinate and integrate federal, state, and local services and programs, including other Title programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Review the progress of participating children on an ongoing basis, and revise the program, as necessary, to provide additional assistance to children not making sufficient progress to meet the state’s challenging academic standards.
 - Integrate Title I staff into the regular school program as well as school planning and improvement efforts. Title I staff can:
 - 1) Participate in general professional development activities.
 - 2) Assume limited duties similar to non-Title I teachers, e.g., playground duty, bus duty, as long as the time spent on such duties does not exceed the assignments of non-Title I teachers.

Special Rules

Title I Targeted Assistance programs may:

- Provide health, nutrition, or other social services in a collaborative partnership with local service providers if a comprehensive needs assessment has been completed for eligible students (for example: counseling, mentoring, and other pupil services by Title I and/or pupil services staff).
- Title I services or materials may have “incidental benefit” for non-Title I children, but Title I children must be the intended population. One example of incidental benefit: in an integrated Title I service delivery model (vs. pullout), small groups supported by the Title I teacher could include non-Title I students in the group, if doing so would not reduce benefits to Title I students.

Targeted Assistance Programs Differ From Schoolwide Programs in Several Significant Respects

- Title I funds are used in Targeted Assistance programs to provide services to eligible children identified as having the greatest academic need.
- Records must document that Title I funds are utilized for activities and services designed specifically to benefit Title I students.
- Prioritized lists are maintained showing the selection and placement of Title I students, along with any reasons for not including particular children

17c. Comparison of Targeted Assistance and Schoolwide Programs

Sections 1115 and 1114

	Targeted Assistance Program	Schoolwide Program
Program Design	Traditional model introduced in 1965 with first authorization of Elementary and Secondary Education Act (ESEA)	Introduced in 1978, with restrictions, many of which were dropped in 1994, leading to widespread adoption
Student Selection	Identify participants using educationally related, objective, and uniformly applied criteria; exclusively serve children with greatest academic needs in targeted area, e.g., reading or mathematics	Not required to identify particular children as eligible-serves all children in school, but lowest achieving must receive special attention.
Students Served	Exclusively serves children with greatest academic need	Serves all children in school, but lowest-achieving must receive special attention
Use of Funds	Federal funds tracked to eligible services	Federal funds merged with school's overall budget
Supplement Not Supplant	Title I services must be <i>supplementary</i> to regular services, i.e. services that would be offered in the absence of Title I	Title I funds must be supplementary, but may fund any types of services
Integration of Staff	Individual staff members identified as "Title I staff" and may only serve Title I children	All staff are "Title I staff" and may serve any child; no one designated as "Title I Teacher"
Education Program	Title I services must be closely integrated with regular services	Schoolwide plan must govern all school activities
Program Models	Emphasis in current legislation on in-class and extended time; traditionally used "pull out" model	May use any model, but emphasis should be on strengthening core academic program of school
Eligible Schools	Must serve an eligible Title I school attendance area.	Must have a poverty level of at least 40 percent and receive Title I funding.
Allowable Expenditures	Funds used to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.	Funds used to upgrade entire educational program based on the school-comprehensive needs assessment will determine services offered.
Staff Responsibilities & Assignments	Administrators and Title I teachers paid with Title I funds responsible for making sure that regulations are met.	No comparable provisions due to no distinctions between staff paid with Title I funds and those who are not. All staff support the schoolwide program and there is no one labeled a "Title I Teacher".

	Targeted Assistance Program	Schoolwide Program
Supplement Not Supplant Student Services	Must use Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program may use Title I funds to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program, however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school).
Annual Review	Must review on an ongoing basis the progress of participating children and revise the Title I program as necessary to help Title I kids meet the state's standards.	Must review the progress of its schoolwide plan on an ongoing basis and revise the plan in order to help ALL children at the school meet the state's standards.
Parent Involvement	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.
Professional Development	Must provide opportunities for teachers, principals, paraprofessionals, and if appropriate, parents and other staff; regular classroom teachers who work with targeted students can participate in Title I sponsored professional development; special requirements for professional development in Schools Identified for Improvement	Must allocate sufficient resources in order to effectively provide high quality, ongoing professional development for teachers, principals, and if appropriate, parents and other staff; special requirements for professional development in Schools Identified for Improvement

Source: 01.05 Title I Monitor

18. Reading First

Statutory Requirement: Sections 1201-1208

Overview

The No Child Left Behind Act established Reading First as a high-quality research-based program for America's K-3 students. The Reading First initiative builds on the findings of years of scientific research, which, at the request of Congress, were compiled by the National Reading Panel. Ensuring every child receives effective reading instruction in the early grades is critical.

Reading First is a focused nationwide effort to enable all students to become successful early readers. Funds are dedicated to help states and local school districts eliminate the reading deficit by implementing high-quality, comprehensive reading instruction in kindergarten through grade 3.

Purposes—Section 1201

The purpose of Reading First is to ensure all children in America learn to read well by the end of third grade.

The Reading First program helps states and districts apply scientifically based research—and the proven instructional and assessment tools consistent with the research—to teach all children to read. By teaching all children to read well by the end of third grade, we will ensure that all students advance to later grades well prepared to achieve to their full academic potential.

The Reading First program provides the necessary assistance to states and districts to establish research-based reading programs for students in kindergarten through third grade, focusing on the five essential components of reading:

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension

Reading First funds also focus on providing significantly increased professional development to ensure all teachers, including special education teachers, have the skills they need to teach reading effectively. Additionally, the program provides assistance to states and districts in preparing classroom teachers to effectively screen, identify, and overcome reading barriers facing their students.

Quite simply, Reading First focuses on what works and supports proven methods of early reading instruction in classrooms. The program provides assistance to states and districts in selecting or developing effective instructional materials, programs, learning systems, and strategies to implement methods proven to successfully teach reading. Reading First also provides assistance for the selection and administration of screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability in order to screen and monitor student progress and achievement.

Reading First aims to strengthen district coordination by having Reading First schools share their knowledge of research-based programs with other schools in the district. Reading First schools should coordinate efforts with early literacy and family literacy programs to improve reading achievement for all children.

Formula Grants to State Educational Agencies—Section 1202

Eligibility Criteria

School districts or schools that met both of the following criteria were eligible to apply to the state educational agency for Reading First funds:

- Over 30 percent of the 3rd or 4th grade students were low scoring (below Proficient) or schools that had 100+ low-scoring students in Reading on the *Wisconsin Knowledge and Concepts Examinations* (WKCE) or the *Wisconsin Reading Comprehension Test* (WRCT); the highest priority schools demonstrated patterns of “low scoring” (below proficient) on the state reading assessments over the prior four years’ tests.

AND

- LEAs with at least 15 percent or more of its students were from families with incomes below the poverty line (Title I eligible);

OR

- 6,500 children served by the eligible school district were from families with incomes below the poverty line;

OR

- The school district was in a geographic region that included Empowerment Zones or Enterprise Communities;

OR

- One or more of the schools were in Improvement Status (INOI).

Use of Funds

Reading First funds may be used for, but are not limited to:

- New core reading programs
 - Harcourt 2003 (from Wisconsin’s recommended list)
 - Houghton Mifflin 2003 (from Wisconsin’s recommended list)
 - Macmillan/McGraw Hill 2003 (from Wisconsin’s recommended list)
 - Open Court/SRA 2002 (from Wisconsin’s recommended list)
 - Scott Foresman 2002 (from Wisconsin’s recommended list)
- Supplemental and intervention materials
- Reading-related capital and noncapital items
- Professional development

Additional Use of Funds

- Humanities-based family literacy programs that bond families around the acts of reading and using public libraries.
- Providing training in the essential components of reading instruction to a parent or other individual who volunteers to be a student’s reading tutor.
- Assisting parents to encourage reading and support their child’s reading development through the use of materials and reading programs, strategies, and approaches to (including family literacy services) based on scientifically based reading research.

Note: An eligible local educational agency that receives a subgrant under this subsection may use not more than 3.5 percent of the funds provided under the subgrant for planning and administration.

Charter Schools

Under state law, public charter schools are generally either local educational agencies or public schools within an LEA. As such, public charter schools are eligible for support on the same basis as other public schools or LEAs in the state.

If state law recognizes a charter school as an LEA and the charter school meets the eligibility requirements outlined above, it may apply to its state educational agency for a subgrant as an LEA. If a charter school is a school within an LEA, it may receive funding through its LEA's subgrant if it meets the criteria outlined above.

Private Schools

In Wisconsin, private schools in the attendance area of a Reading First school may be incorporated into the grant.

Funds provided for educational services and other benefits for private school children and their teachers must be equal to the funds provided for participating public school children taking into account the number and educational needs of the children to be served.

All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological and must be provided in a timely manner.

State Reserves

A state educational agency that receives a Reading First grant may reserve up to 20 percent of its total allocation to carry out activities related to professional inservice and preservice development; technical assistance for local educational agencies and schools; and planning, administration, and reporting.

These funds will assist states in building and maintaining statewide capacity to teach all children to read by the end of third grade.

Funds reserved for state use shall be used for the following purposes:

1. Professional Inservice and Preservice Development and Review

- a. **Development and implementation of a program of professional development** for teachers of kindergarten through grade 3, including English Language Learner (ELL) teachers, media specialists, and special education teachers that will prepare these teachers in all the essential components of reading instruction.
- b. **Strengthening and enhancing preservice courses** for students preparing, at public institutions of higher education in the state, to teach kindergarten through grade 3.
- c. **Improving state licensure and certification standards** by making recommendations on the improvement of standards in the area of reading.

2. Technical Assistance for Local Educational Agencies (one or both of the following)

- a. **Assisting local educational agencies** in accomplishing the tasks required to design and implement a Reading First program.
- b. **Providing expanded opportunities** to students in kindergarten through grade 3 who are served by eligible local educational agencies to receive reading assistance from alternative providers.

3. **Planning, Administration, and Reporting**—including administering competitive subgrants to eligible local educational agencies, using valid and reliable measures to assess and evaluate on a regular basis whether local educational agency Reading First activities have been effective in increasing the number of children in grades 1 through 3 served by Reading First who can read at or above grade level, and meeting reporting requirements.

State Formula Grant Applications—Section 1203

Wisconsin's Reading First initiative receives approximately \$11 million annually. The average Reading First grant is \$138,000 per year. Schools may receive funding from 3-6 years depending on need, progress, and continued availability of funding. Reading First is not expecting to add additional schools to the project at this time.

Targeted Assistance Grants—Section 1204

Reading First Targeted Assistance grants will be available, on a competitive basis, to state educational agencies that demonstrate an increase in student achievement related to the Reading First program. In order to receive a Targeted Assistance grant, an SEA must demonstrate that increasing percentages of third graders in each of several groups in local educational agencies receiving Reading First funds are reaching the proficient level for each of two consecutive years (beginning in 2006-07).

Note: These grants should not be confused with Title I basic grants targeted assistance programs. (See Title I Guidelines Section 12.)

External Evaluation—Section 1205

Each state educational agency that receives Reading First funds must assess and evaluate, on a regular basis, the progress of local educational agencies that receive subgrants in meeting the goals of the Reading First program. Wisconsin is contracting with Learning Points Associates, an independent evaluator, to assess the Reading First program.

National Activities—Section 1206

National activities may be found at: <http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Information Dissemination—Section 1207

Information dissemination may be found at: <http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Definitions—Section 1208

Definitions related to Reading First may be found in the glossary.

18a. Early Reading First

Statutory Requirement: Section 1221 and 1222

Overview

Early Reading First is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.

This grant should be submitted electronically through the federal e-GRANTS system. Materials may be found at: <http://www.ed.gov/programs/earlyreading/applicant.html>

Purpose

Early Reading First is a bold initiative to create early childhood centers of excellence that prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills for learning success.

Federal funds are awarded competitively to local programs that show they will enhance young children's language and cognitive development by providing high-quality instruction and ongoing professional development based on scientifically based research.

Early Reading First Program Goals

- To support local efforts to enhance the early language, literacy, and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research
- To provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond
- To demonstrate language and literacy activities based on scientifically based reading research that support the age-appropriate development of
 - Oral language (vocabulary, expressive language, listening comprehension)
 - Phonological awareness (rhyming, blending, segmenting)
 - Print awareness
 - Alphabetic knowledge
- To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure

Eligibility

In order to be eligible to apply for an Early Reading First Grant, an applicant must be:

- One or more eligible LEAs
- One or more public or private organizations or agencies, including faith based organizations, located in a community served by an eligible LEA. Unless the public or private organization is a preschool program applying on its own behalf, it must apply on behalf of one or more programs that serve preschool-age children.
- One or more of the eligible LEAs applying in collaboration with one or more of the eligible organizations or agencies.

More information on eligibility may be found at:
<http://www.ed.gov/programs/earlyreading/eligibility.html>

Application Materials

Timeline

- The Department of Education will use a two-phase system to select recipients for Early Reading First that will include a pre-application and a full application. All applicants must submit a pre-application that briefly addresses certain key concepts. Applicants that are invited to submit full applications will respond to more specific selection criteria.
- Pre-Application Deadline: Beginning of February
- All pre-applicants will receive written notification, including their reviewer scores and comments
- Full Application Deadline: May (for applicants invited to submit full applications only)

Federal Register Notices

- Notice Inviting Applications for New Awards for Fiscal Year (FY) 2006

Tips and Assistance

- For automatic e-mail notification when events, publications, or resources relating to ERF become available, we invite you to join the ERF Infoline Listserv.
- ED-Pubs information (application package)

Application must be submitted electronically through the e-GRANTS system. Materials may be found at: <http://www.ed.gov/programs/earlyreading/applicant.html>

19. Record Retention

(34 CFR, Part 80.42)

Overview

A school district must obtain and have access to all financial programmatic records, supporting documents, statistical records and any other records pertaining to federal or state programs. Record retention requirements are contained in both state and federal guidelines.

Requirements

All recipients of federal funds must keep records that fully disclose the amount and use of those funds, the total cost of activity for which the funds are used, the share of cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

The state Public Records Board requires records on federal funds be kept the current year, plus four (4) years after the close of the fiscal year, unless litigation is started (see above). This action was taken to insure school districts kept records for sufficient time because not all federal grants are issued on a fiscal year basis (July 1 through June 30).

Resources

Federal guidance document at: <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html>

Department of Public Instruction Financial Management Handbook for Federal and State Grant Programs at <http://www.dpi.state.wi.us/sms/handbook.html>

19a. Title I Requirements and Required Documentation

The Title I coordinator is responsible for having a working knowledge of, documentation of and access to the information listed below. Documentation must be retained for the project year plus four years. Some of the information is available electronically through the ESEA Consolidated Application.

Note: this information available electronically from 2004-05 through the current school year.

Selection of Eligible Schools

Evidence of how enrollment data is collected annually.

- Process for collecting enrollment and poverty data for public and private schools
- Records of enrollment and poverty status by attendance area for public and private schools

Highly Qualified Teachers and Paraprofessionals

Highly Qualified refers to teachers and paraprofessionals who hold appropriate licensure. For more detailed information on PI 34 Administrative Rules see the following URL:

<http://www.dpi.state.wi.us/tepd/PI34.html#definitions3401>

- All teachers meet highly qualified criteria
 - Title I teachers and Title I paraprofessionals in a Targeted Assistance school
 - All instructional staff in a Schoolwide school
- Documentation of certification, including a 316/317 license for Title I teachers who teach reading 1 hour/class period or more per day
- Contracts verifying Title I-funded personnel by function and school
 - If all Title I funded personnel do not meet highly qualified criteria, at least 5 percent of the district's current year Title I allocation must be set aside to meet the requirement
- Professional development plan for Title I staff (teachers and paraprofessionals)

Instructional Program Design

Evidence of how the Title I program was developed, delivered, evaluated, reviewed and coordinated with district curriculum and instruction.

- Leadership/organizational structure
- Needs assessment, including:
 - Process for collecting enrollment and poverty data
 - Records of enrollment and poverty status by attendance area for public and private schools by attendance
- Planning and program design
- Annual program evaluation and improvement plan
- Coordination with district instructional program

Evaluation and School Improvement

Evidence of how the Title I Program is systematically evaluated, including its program mission, instructional delivery model, and provides for improved student learning.

- Evaluation of Title I program effectiveness
- Use of multiple academic achievement data to make program decisions annually (including WKCE-CRT, district assessments, classroom assessments, etc.)
- Evidence of monitoring AYP

- action plan for any school identified for improvement
- action plan for district identified for improvement

Schools Identified for Improvement

Evidence of how the Title I Program funds were used to improve student achievement. For more detailed information on Schools Identified for Improvement see the following URL:<http://www.dpi.state.wi.us/oea/accounty.html> .

Evidence that Title I funds were set aside for

- School choice
- Supplemental services
- Professional development
 - SIFI required 10 percent of school allocation
 - DIFI required 10 percent of district allocation

Targeted Assistance Program: Instructional Design and Delivery to Students

Services in a Targeted Assistance program are directed to identified students in a Targeted Assistance program

- Process for identifying and prioritizing eligible students in a Targeted Assistance program
- Description of process used to identify eligible students using multiple, educationally related criteria
- Priority list of eligible students
- List of students served with Title I
- Description of instructional delivery model (e.g., in-class support, pull-out, before/after school, summer school, etc.)
- Schedules of Title I teachers and paraprofessionals
- On-going evaluation of student progress and program revisions

Schoolwide Program: Instructional Design and Delivery to Students

Services in a Schoolwide program are designed to improve learning for all students, especially those struggling to meet the state academic standards

- Copy of PI-9551—Schoolwide Programs, Assurances and Narratives
- Evidence that the 10 components of a Schoolwide Program are addressed and annually reviewed/updated
- Evidence that on-going monitoring of student achievement results in modification of instruction for students
- Evidence of parent involvement in planning and evaluation of Schoolwide program
- Evidence of how the needs of struggling students are identified, delivered and met
- Evidence of how the instructional program is designed and delivered to enhance learning for all students

Parents

Evidence of how the Title I Program involves parents, family and community in meaningful activities that support students' learning and school decisions.

- District Parent Involvement Policy
- School Parent Involvement Policy and documentation (for each Title I school)
 - Parent compacts
 - Notification of program purposes, academic programs and services provided

- Meeting agendas, including attendees
- Results of annual review of effectiveness of parent involvement
- Use of reserved funds for parent involvement
 - Clear evidence that 95 percent of 1 percent is used for parent involvement at the school level for districts with allocations of \$500,000 or more
- Notification of Parents' Right to Know provision—explicit documentation of how parents are informed of:
 - When children are taught for four consecutive weeks by a teacher or paraprofessional not meeting highly qualified status
 - SIFI status (see below) and options for school choice and supplemental services
 - Student achievement levels on WKCE-CRT for grades 3-8 and 10
 - Parent right to receive information on qualifications of their children's teachers

Private Schools

Evidence of how the Title I Program supports eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school students, their teachers, and families.

- Signed private school affirmations for all private schools in the district (PI-9550-AC)
- Evidence of joint planning meetings with private school officials (e.g., agendas, minutes)
- Evidence of on-going consultation
- Evidence of meeting Title I Equitable Participation including services to students, as well as parents and teachers of students served through Title I (e.g., parent involvement, professional development and 'Other' reservations subject to equitable participation)
- Identification process for students identified for services in each private school
- Description of instructional delivery model for private schools

Fiscal and Equipment

Evidence that the Title I Program funding is administered to provide services to high-poverty school districts and used to provide supplementary educational services in reading and mathematics to students who are educationally disadvantaged or at risk of failing to meet the state standards.

- Evidence that expenditures align with the approved budget and program plan
- Approved budget from ESEA Consolidated Application, purchase orders, claims
- Equipment inventory for all items purchased with Title I funds (include name of item, date of purchase, purchase price, location, status/disposal)
- Evidence of comparability
- Board-approved district comparability policy
- District salary schedule
- Annual check on status of comparability
- Evidence that funds were used appropriately
- Professional development for highly qualified teachers and paraprofessionals
- Required set-asides
- Private school expenditures
- Documentation of all funds expended on behalf of the private school including Title I teacher, materials, parent involvement, professional development, etc.

20a. Districts Identified for Improvement

Statutory Requirement: Section 1116

Overview

Under Title I of the reauthorized legislation, districts identified for improvement (DIFI) that receive Title I funds are subject to federal sanctions which are cumulative. These sanctions are implemented by the state education agency (SEA) in accordance with state law.

Sanctions by DIFI Level

1. *Sanctions at DIFI Level 1*
 - a. DIFI receiving Title I funds develop and implement a new or revised district improvement plan.
 - b. The district must ensure that parents of each student in the district are notified of the DIFI status.
 - c. Upon request DPI will help the district develop and implement the district improvement plan.
 - d. The district will become a priority for Title 1 monitoring.
2. *Sanctions at DIFI Level 2*
 - a. The district must continue to implement the district improvement plan with or without assistance of the DPI.
 - b. The DPI must closely monitor the implementation of the district improvement plan.
 - c. The district will continue to be a priority for Title 1 monitoring.
3. *Sanctions at DIFI Level 3*
 - a. The district must continue to implement the district improvement plan with or without assistance of the DPI.
 - b. The DPI must closely monitor the implementation of the district improvement plan. This may involve reviewing the ESEA consolidated application to see that funds are targeted to areas needing improvement.
 - c. The district will continue to be a priority for Title 1 monitoring.
4. *Sanctions at DIFI Level 4*
 - a. The district must continue to comply with monitoring procedures imposed by the state.
 - b. State monitoring may consist of the following: Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas.
 - c. Districts will be required to submit to DPI their district improvement plans and after conferring with school district officials, DPI will implement corrective action for Title I-receiving districts per NCLB requirements noted below.

Corrective action **must** include at least one of the following:

- Deferring programmatic funds or reducing administrative funds
- Instituting and fully implementing a new curriculum
- Replacing the LEA personnel who are relevant to the failure to make adequate yearly progress
- Removing particular schools from the jurisdiction of the LEA and establishing alternate arrangement for public governance and supervision of such schools
- Appointing or receiving a trustee to administer the affairs of the LEA in place of the superintendent and school board
- Abolishing or restructuring the LEA
- Authorizing students to transfer to another LEA

SANCTIONS FOR TITLE I DISTRICTS

NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)

DISTRICTS IDENTIFIED FOR IMPROVEMENT (DIFI) STATUS—

**Must make AYP for two consecutive years to be removed from DIFI status*

Timeline	What districts must do	What the state will do
Miss AYP for one year	<i>No sanctions</i>	
<p style="text-align: center;">DIFI Level 1</p> <p style="text-align: center;">Miss AYP for two consecutive years</p>	<ol style="list-style-type: none"> 1. Within three months, identified district must develop new or revised district improvement plan. The plan must: <ul style="list-style-type: none"> ■ Incorporate scientifically-based research strategies... ■ Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting... ■ Address the professional development needs of instruction staff by committing to spend not less than 10 percent of district Title I funds for this purpose ■ Include specific measurable achievement goals and targets... ■ Address the fundamental teaching and learning needs in the schools... ■ Incorporate appropriate activities, before school, after school, and during the summer ■ Specify responsibilities of the state educational agency and local educational agency... ■ Include strategies to promote effective parental involvement in the school. 2. The LEA must implement the plan no later than the beginning of this school year. 3. Ensure that parents of each student enrolled in a school served by a local educational agency identified for improvement are notified. 	<ol style="list-style-type: none"> 1. Upon request, DPI will provide or arrange technical assistance to assist the LEA to: <ul style="list-style-type: none"> ■ Develop and implement an improvement plan ■ Work with schools needing improvement <p>Technical assistance will be supported by effective methods and instructional strategies grounded in scientifically based research. Technical assistance will address problems, if any, in implementing parent involvement and professional development activities.</p> 2. DPI must establish a system of corrective action. <p>DPI's system of corrective action will be imposed only when a district has been identified for improvement after missing AYP for five years (see DIFI level 4) (note: state must provide notice and a hearing to the affected LEA and provide notice of the corrective action to the parents and public). Prior to that status, DPI will closely monitor progress of school districts and may require the following:</p> <ul style="list-style-type: none"> ■ Title I-receiving school districts will be priority for being selected for monitoring for compliance of their ESEA consolidated application.

Timeline	What districts must do	What the state will do
<p>DIFI Level 2 Miss AYP for three years</p>	<ol style="list-style-type: none"> 1. Continue the implementation of the improvement plan. 2. Comply with any monitoring procedures imposed by the state. 	<ol style="list-style-type: none"> 1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: <ul style="list-style-type: none"> ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Districts may be required to submit per review their district improvement plans.
<p>DIFI Level 3 Miss AYP for four years</p>	<ol style="list-style-type: none"> 1. Continue the implementation of the improvement plan. 2. Comply with any monitoring procedures imposed by the state. 	<ol style="list-style-type: none"> 1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: <ul style="list-style-type: none"> ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Districts may be required to submit per review their district improvement plans. ■ Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas.
	<ol style="list-style-type: none"> 1. Comply with any monitoring procedures imposed by the state. 2. Implement state-required corrective action. 	<ol style="list-style-type: none"> 1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: <ul style="list-style-type: none"> ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application.

Timeline	What districts must do	What the state will do
<p>DIFI Level 4 Miss AYP for five years</p>		<ul style="list-style-type: none"> ■ Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas. <p>1. Districts will be required to submit to DPI their district improvement plans and after conferring with school district officials, DPI will implement corrective action for Title I-receiving districts per NCLB requirements noted below. Corrective action must include at least one of the following:</p> <ul style="list-style-type: none"> ■ Deferring programmatic funds or reducing administrative funds ■ Instituting and fully implementing a new curriculum ■ Replacing the LEA personnel who are relevant to the failure to make adequate yearly progress ■ Removing particular schools from the jurisdiction of the LEA and establishing alternate arrangement for public governance and supervision of such schools ■ Appointing or receiving a trustee to administer the affairs of the LEA in place of the superintendent and school board ■ Abolishing or restructuring the LEA ■ Authorizing students to transfer to another LEA

Notes

- Sanctions only apply to Title I schools
- If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years, the school is no longer identified for improvement.

Resources

More information on **Wisconsin's School Accountability System** can be found at:

http://www.dpi.wi.gov/oea/acct_sch.html

Wisconsin Information Network for Successful Schools—**School Improvement Planning Tool**

can be found at: <http://www.dpi.wi.gov/sig/improvement/tools.html>

Sample letter/statement to parents regarding districts identified for improvement:

<http://www.dpi.wi.gov/esea/samples.html>

Wisconsin Department of Public Instruction's **No Child Left Behind Web site:**

<http://www.dpi.wi.gov/esea/index.html>

20b. Schools Identified for Improvement

Statutory Requirement: Section 1116

Overview

The recently reauthorized federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act of 2001, includes expanded options for parents whose children attend schools that have been identified for improvement.

Under Title I of the reauthorized legislation, schools identified for improvement (SIFI) that receive Title I funds are subject to federal sanctions which are cumulative. Parents of children who attend Title I public schools, including public charter schools, that have not made adequate yearly progress (AYP) in reading and/or math for two consecutive years (SIFI Level 1) will have the option to send their children to another public school that has not been identified as needing improvement (including a public charter school) in the district. In Title I schools that have not made AYP in reading and/or math for three or more consecutive years (SIFI Level 2, 3, or 4) low-income parents (those whose children qualify for free and reduced lunch) may obtain supplemental educational services for their children. Schools that miss AYP for four years (SIFI Level 3) are in corrective action status. Schools that miss AYP for five or six years (SIFI Level 4) are in restructuring status.

Sanctions by Sifi Level

1. Sanctions at SIFI Level 1
 - a. The school must develop and implement a new or revised school improvement plan. The plan must include the following: scientifically based strategies; adoption of policies and practices concerning the school's core academic subjects to raise the achievement levels of all students; an assurance that the school will use not less than 10 percent of Title I dollars to provide high quality professional development; a rationale for how funds will be used to remove the school from improvement status; specific, annual, measurable objectives; a description of how the school will meet parent notification requirements; specify the responsibilities of the school, district and DPI in plan implementation; include effective parent involvement strategies; incorporate as appropriate, before, after, summer and extended school year activities and; incorporate a teacher mentoring program.
 - b. A Title I elementary or secondary SIFI must provide to all students enrolled in the school the option to transfer to another public school in the district-which may include a public charter school-that has not been identified for improvement.
 - c. If there is no other school available within the district, the school district may establish cooperative agreements with nearby school districts to permit transfers.
 - d. Unless a smaller amount is needed, school districts are required to spend an amount equal to 5 percent of Title I funds to provide transportation to students exercising the choice option. In addition, the district may satisfy the transportation obligation by using Title V, Part A funds or funds transferred to Title I from other federal education programs under ESEA, section 6123.
 - e. A school district also may spend state or local funds to pay for transportation. The school district's obligation to provide transportation for the student ends at the end of the school year if the school from which the student transferred is no longer identified for school improvement, corrective action, or restructuring.

2. Sanctions at SIFI Level 2

- a. In Title I schools that have not made AYP for three consecutive years in reading and/or math, the school district is required to continue offering choice plus arrange for the provision of supplemental education services for eligible students, beginning with the 2002-03 school year.
- b. Services may include such assistance as tutoring, remediation, and academic intervention and must take place outside the regular school day. Eligible children are from low-income families, as determined by eligibility for the free and reduced lunch program. Priority must be given to the lowest-achieving children whenever funds are insufficient to meet the requests of all eligible children and their parents.
- c. Local school districts are required annually to notify parents of the availability of the state-approved services within the district boundaries or in neighboring districts. The school district must work to ensure parents have good, easy-to-understand information about the services.
- d. Once a parent chooses a provider, school district staff will work with the parent and provider to develop a statement of specific achievement goals for the child, including how his or her progress will be measured and a timetable for improving achievement. If the child has disabilities, the agreement must be consistent with his/her individualized education program.
- e. The school district will pay for supplemental educational services for each participating child in an amount which is the lesser of the following: (1) the school district's Title I, Part A allocation, as determined by the Department of Public Instruction, divided by the number of children, ages 5-17, from families in the school district below the poverty line (based on Census poverty data); or (2) actual cost of the services received by each child (section 1116(e)(6)).
- f. The school district is not required to provide transportation for supplemental services, nor is it required to spend more than the amount equal to 5 percent of its Title I allocation on supplemental services. However, if a school district does not incur any choice-related transportation costs and there is sufficient demand for supplemental services to require the expenditure of the full amount equal to 20 percent of its Title I, Part A, allocation, a school district must spend the full 20 percent on supplemental services.
- g. The DPI is required to compile a list of service providers by school district. Eligible providers are nonprofit and for-profit entities and local education agencies, public and private schools, cooperative educational service agencies (CESAs), after-school learning centers, institutions of higher education, and faith-based organizations.

3. Sanctions at SIFI Level 3

- a. Title I schools that fail to make AYP by the end of the second full school year after being identified for improvement must continue to offer choice and supplemental education services and implement the corrective action specified by the administering local education agency(LEA).
- b. The LEA must impose on the school at least one of the following corrective actions:
 - Replace school staff relevant to the school's failure to make AYP.
 - Institute and fully implement a new curriculum, including the provision of appropriate professional development for all relevant staff that is grounded in scientifically based research and offers substantial promise of improving educational achievement for low-achieving students.

- Significantly decrease management authority in the school.
 - Appoint one or more outside experts to advise the school on revising the school improvement plan to address the specific issue that prevented the school from making AYP.
 - Extend school year or school day.
 - Restructure the internal organization of the school.
- c. In addition, the LEA must:
- Continue to offer technical assistance to the identified school(s).
 - Publish and disseminate information regarding any corrective action to the public and the parents of each student enrolled in the school subject to corrective action.
- d. The LEA has the responsibility to determine the most appropriate corrective action that will be taken by the schools. LEA actions on implementing corrective action in schools identified for improvement will not require prior approval from DPI.
4. Sanctions at SIFI Level 4
- a. Schools that fail to make AYP after one full year of corrective action must begin the process to restructure the internal organization of the schools. Restructuring means a major reorganization of a school's governance structure arrangement by an LEA that:
- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improving school achievement in the school.
 - Has substantial promise of enabling the school to make AYP.
 - Is consistent with state law.
- b. The LEA must prepare a plan to restructure the school and provide prompt notice to teachers and parents, with opportunity to comment and participate in developing any plan necessary to carry out the school's restructuring. The plan must include one of the following alternative governance arrangements.
- **Reopen the school as a public charter school.** LEAs choosing this option must notify the state superintendent of the intention to open a charter school and follow Wisconsin charter school law found under s. 118.40, Wis. Stat., and applicable federal laws. A link to state charter school law and related resources can be found at www.dpi.wi.gov/sms/csindex.html.
 - **Replace all or most school staff, including principal, who are relevant to the school's failure to make AYP.** Neither the federal law nor the subsequent guidance from USDE defines what percentage of a school building's staff is considered "all or most." LEAs choosing to implement this option should keep in mind that restructuring is defined as a "major reorganization of a school's governance structure arrangement such as significant changes in the school's staffing and governance, to improve school achievement in the school." The LEA should consider the impact of this provision on collective bargaining agreements. Use of this provision may be legally problematic in Wisconsin, since state law provisions must also be complied with. See s. 118.24, Wis. Stat., regarding principal contracts and s. 118.19 regarding teacher contracts. In addition, LEAs should carefully review s. 118.30 (2)(c), Wis. Stat., which states: "the results of examinations administered through state assessments under 118.30 may not be used to evaluate teacher performance, to discharge, suspend or formally discipline a teacher or as a nonrenewal of a teacher's contract."

- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school as a public school. LEAs choosing this option should review Wisconsin school board powers as defined under sections: 119.18, 120.10, 120.13, and 120.44, Wis. Stat.
- **Any other major restructuring of the school's governance arrangement that makes fundamental reforms.** These reforms should include significant changes in the school's staffing and governance to improve student academic achievement in the school that has substantial promise of enabling the school to make AYP.
 - a) In addition to developing a plan for restructuring, the LEA must continue to make public school choice and supplemental educational services available.

SANCTIONS FOR TITLE I SCHOOLS

NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)

SCHOOLS IDENTIFIED FOR IMPROVEMENT (SIFI) STATUS—

Must make AYP for two consecutive years to be removed from SIFI status

Timeline	What schools must do	What districts must do
Miss AYP for one year	<i>No sanctions</i>	
<p style="text-align: center;">SIFI Level 1</p> <p style="text-align: center;">SCHOOL IMPROVEMENT STATUS</p> <p>Miss AYP for two consecutive years</p>	<ul style="list-style-type: none"> ■ Within three months, identified school must develop new or revise existing improvement plan. The plan must: <ul style="list-style-type: none"> ○ Cover a two-year period ○ Incorporate scientifically-based research strategies... ○ Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement... ○ Assure that the school will spend not less than 10 percent of its Title I funds on high-quality professional development annually that addresses the academic achievement problem that caused the school to be SIFI ○ Specify how the funds...will be used to remove the school from school improvement status ○ Establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will meet proficiency within 12 years ○ Describe how the school will provide written notice about the identification to parents of each student enrolled in such school ○ Specify the responsibilities of the school, the district, and the state educational agency serving the school under the plan, including the technical assistance to be provided by the district ○ Include strategies to promote effective parental involvement in the school ○ Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year ○ Incorporate a teacher mentoring program 	<ul style="list-style-type: none"> ■ Identify for school improvement any elementary school or secondary school that fails, for two consecutive years, to make adequate yearly progress... ■ Promptly provide notice to parents of their child's school's identification ■ Review school improvement plans, using a peer review process, within 45 days of receiving it and approve it if it meets the statutory requirements ■ Ensure that the school receives technical assistance, based on scientifically-based research, that includes: <ul style="list-style-type: none"> ○ Assistance in analyzing data... ○ Assistance in identifying and implementing professional development... ○ Assistance in analyzing and revising the school budget... ■ *Provide to parents of students eligible to transfer a choice of more than one school within the district (if available) that are not identified for improvement. ■ Set aside up to 20 percent of the district's Title I allocation, if needed, for purposes of providing transportation for students electing to transfer to another public school served by the district.

Timeline	What schools must do	What districts must do
	<ul style="list-style-type: none"> ■ Must receive technical assistance from the district ■ Must provide all students an option to transfer to another public school served by the LEA* ■ Must implement improvement plan by the beginning of the school year 	
<p>SIFI Level 2</p> <p>SCHOOL IMPROVEMENT STATUS</p> <p>Miss AYP for three years</p>	<ul style="list-style-type: none"> ■ Must make supplemental educational services available ■ Must continue to receive technical assistance from district ■ Must continue to provide school choice for parents within the district 	<p>If a school fails to make AYP by the end of the first full year after identification, the district must:</p> <ul style="list-style-type: none"> ■ Make supplemental educational services available and notify parents of such (the district may delay, for no more than one year, implementation of supplemental services if the school makes AYP for one year or if failure is due to exceptional or uncontrollable circumstances, such as natural disaster or precipitous and unforeseen decline in the financial resources of the LEA or school) ■ Continue to provide technical assistance based on scientifically-based research ■ Continue to provide all students in the school the option to transfer to another public school within the district not identified for improvement ■ Set aside up to 20 percent of district Title I funds, if needed, for the purpose of meeting the public school choice and supplemental educational services requirements: minimum 5 percent each if needed to meet demand; prioritize by neediest low-income.
<p>SIFI Level 3</p> <p>CORRECTIVE ACTION STATUS</p> <p>Miss AYP for four years</p>	<ul style="list-style-type: none"> ■ Implement the corrective action identified by the district ■ Must continue to receive technical assistance from district ■ Must continue to provide school choice for parents ■ Must continue to make supplemental educational services available 	<p>If a school fails to make AYP by the end of the second full school year after identification, the district must:</p> <ul style="list-style-type: none"> ■ Identify the school for corrective action and take at least one of the following actions: <ul style="list-style-type: none"> ○ Replace school staff relevant to the failure ○ Institute and implement a new curriculum ○ Significantly decrease management authority in the school ○ Appoint outside experts to advise the school ○ Extend school year or school day ○ Restructure internal organization of the school

Timeline	What schools must do	What districts must do
		<ul style="list-style-type: none"> ■ Continue to provide technical assistance based on scientifically-based research ■ Continue to make public school choice available ■ Continue to make supplemental educational services available ■ Publish and disseminate information regarding any corrective action to the public and parents of each student enrolled in the school subject to corrective action
<p>SIFI Level 4 RESTRUCTURING STATUS Miss AYP for five years</p>	<ul style="list-style-type: none"> ■ Implement the corrective action identified by the LEA ■ Must continue to provide school choice for parents ■ Must continue to make supplemental educational services available 	<p>If a school fails to make AYP after one full year of corrective action, the district must:</p> <ul style="list-style-type: none"> ■ Prepare a plan to restructure the school ■ By the beginning of the next school year, implement one of the following alternative governance arrangements, consistent with state law: <ul style="list-style-type: none"> ○ Reopen school as a public charter school ○ Replace all or most of school staff, including principal ○ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school ○ State takeover ○ Any other major restructuring of the school's governance arrangement ■ Continue to make public school choice available ■ Continue to make supplemental services available ■ Provide prompt notice to teachers and parents, with opportunity to comment and participate in developing any plan
<p>SIFI Level 5 RESTRUCTURING STATUS Miss AYP for six years</p>	<ul style="list-style-type: none"> ■ Implement district plan to restructure the school ■ Must continue to provide school choice for parents ■ Must continue to make supplemental educational services available 	<ul style="list-style-type: none"> ■ Implement plan to restructure the school ■ Continue to make public school choice available ■ Continue to make supplemental services available <p>The LEA is no longer required to carry out these requirements if the restructured school makes AYP for two consecutive years</p>

State Educational Agency Responsibilities

- Make technical assistance available to schools identified for school improvement, corrective action, or restructuring. A state **shall**:
 - First, provide support and assistance to LEAs with schools subject to corrective action...and assist those schools...for which an LEA has failed to carry out its responsibilities...
 - Second, provide support and assistance to other LEAs with schools identified as in need of improvement...
 - Third, provide support and assistance to other LEAs and schools...that need support and assistance
- If the state educational agency determined that an LEA failed to carry out its responsibilities..., take such corrective actions as the state educational agency determines to be appropriate and in compliance with state law;
- Ensure that academic assessment results...are provided to schools before any identification of a school make take place...
- For LEAs or schools identified for improvement..., notify the Secretary of major factors that were brought to the attention of the SEA, through collaboration with agencies providing services to children, youth, and families, that have significantly affected student academic achievement.

Notes

- Sanctions only apply to Title I schools
- If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years, the school is no longer identified for improvement.

Resources

More information on **Wisconsin's School Accountability System** can be found at:

http://www.dpi.wi.gov/oea/acct_sch.html

Wisconsin Information Network for Successful Schools—**School Improvement Planning Tool** can be found at: <http://www.dpi.wi.gov/sig/improvement/tools.html>

ESEA Information Update Bulletin No. 04.02—Corrective Action and Restructuring for Schools Identified for Improvement http://www.dpi.wi.gov/esea/pdf/bul_0402.pdf

ESEA Information Update Bulletin No. 02.07—**Supplemental Educational Services and Public School Choice**: http://www.dpi.wi.gov/esea/pdf/bul_0207.pdf

Sample letters and templates: <http://www.dpi.wi.gov/esea/samples.html>

Wisconsin Department of Public Instruction's **No Child Left Behind Web site**:

<http://www.dpi.wi.gov/esea/index.html>

21a. School Support Systems

Statutory Requirements: Section 1117

Overview

Under the requirements of the No Child Left Behind Act of 2001, the state education agency is required to develop a system of sustained and intensive support and improvement to local education agencies with schools identified for improvement (SIFI) and districts identified for improvement (DIFI). This statewide system of support (SSOS) is to be made available to districts based upon prioritized needs. Support is to include the use of exemplary educators, regional centers when possible, and the use of school support teams.

Wisconsin's SSOS focuses on providing support at the district level to build capacity for school and district improvement at the local level and to utilize district expertise in developing targeted, sustained improvements that best address local needs. In school years 2005-06 and 2006-07, the SSOS will be in a pilot phase. Implementation of the SSOS will begin in school year 2007-08.

Goals of the SSOS

- Provide prioritized support to districts with Title I SIFIs
- Create a system with resources that support the work of all districts and schools in the state
- Utilize the knowledge and expertise of educators across the state

The SSOS Cycle

The SSOS consists of three major steps:

1. The district completes a *self-assessment* of the support it provides to its Title I SIFIs.
2. A *peer review team* reviews the self-assessment, visits the district, and provides recommendations for support to improve district support to its Title I SIFIs.
3. DPI and district representatives agree on a *technical assistance plan* of support and funding to improve district support to its Title I SIFIs.

Prioritized Districts with Title I SIFIs Will Complete Years 1-5 of the SSOS Cycle Using the Following Timeline

- *Early Fall Semester (Year 1)*—**Overview Visit:** DPI Representatives meet with district to preview the district's support for its Title I SIFIs, discuss district self-assessment, and plan for peer review team visit.
- *Fall Semester (Year 1)*—**Self assessment:** District conducts self-assessment using a rubric based on best practices for district improvement; district reports results to DPI.
- *Early Spring Semester (Year 1)*—**Peer review:** District and DPI set up district peer review team visit to evaluate /validate district support for SIFI schools using the district self-assessment rubric. After visit, team provides report with findings and recommendations. Team report indicates extent district is implementing each major component of the rubric.
- *Late Spring Semester (Year 1)*—**Support and funding agreement:** DPI representatives and district agree in writing on strategies, funding, and the liaison who will coordinate the support. Support will link directly with the findings of the self-assessment and peer review team.
- *Annual Evaluation and funding adjustments (Years 2, 3, 4 and 5)*—**Annual review of needs:** district and DPI representatives evaluate the effectiveness of technical service and annually determine continued levels of support for the coming school year.

Resources Developed for the SSOS

Although the SSOS is directed at districts with Title I SIFIs, a number of the resources that will be created in its development will be of use to all districts in the state. These resources will include:

- Self-Assessment Handbook and Rubric—Based on research-based principles for district improvement and developed with the input of educators across the state, the self-assessment handbook guides districts through a process to evaluate the ways it differentiates support for its neediest schools. The five standard areas for district support are:
 - Vision, Values, and Culture
 - Leadership and Governance
 - Decision-Making and Accountability
 - Curriculum and Instruction
 - Professional Development
- Peer Review Process—The guidelines and processes for having a team of outside reviewers observe district functions can help the district make critical decisions about how to improve services to the neediest schools.
- Technical Assistance Bank—The Technical Assistance Bank will include resources from across the state and the nation which districts can utilize and can use to connect with other schools and districts building programs to address similar needs.

21b. Supplemental Educational Services

Statutory Requirements: Section 1116 (e)

Overview

The No Child Left Behind Act breaks totally new ground in Title I by giving parents of children in failing schools the option to obtain supplemental educational services. Supplemental educational services offer tutoring and other academic programs after the regular school day by providers that must be certified by the state education agency as qualified to enable students to achieve proficiency on state's academic assessments. Parents of eligible children choose the provider. The school district makes arrangements for the services and pays the provider. This option, is limited to certain students in certain Title I schools and for specific periods of time.

Eligible Schools and Students—An eligible Title I school is one that has failed to make adequate yearly progress for two or more years and has been identified for school improvement or corrective action. The only students eligible to use these services are those from low-income families, usually determined by eligibility for free and reduced-price lunches. If Title I funds are not sufficient to provide services to all eligible children whose parents request them, priority must be given to the lowest achieving, low-income students. Parents must be notified of this option at the end of the first full year after a school has been designated in need of improvement or when a school is required to undertake improvement or corrective action.

Parents are the decision-makers. An LEA shall not be required to arrange for the provision of supplemental educational services for a student, if the parent of such student has not requested supplemental educational services. This places the responsibilities on parents; however, the school district must notify them of the available providers so that they may make their request.

Notice to Parents—The notice, in a language and format parents can understand, must be issued each year and must contain the following:

- the availability of services;
- the list of providers within the school district or those reasonably available in next-door districts;
- a brief description of the services, qualifications, and demonstrated effectiveness of each provider;
- help parents can get in choosing a provider;
- the fair and equitable procedures to be used if approved providers are oversubscribed;
- the identity of students eligible for or receiving supplementary services must not be disclosed.

Duration of Supplemental Services—Services are limited to the school year in which they were first received. The availability of this option depends, in the first instance, on the status of a student's Title I school. It is only available while the child's school is in improvement or corrective action. If the child's school has achieved significant enough progress to have been removed from one of those two conditions, he or she is not longer entitled to after-school services. The child could also lose entitlement to services if he or she is no longer among the lowest achieving students or no longer eligible for free and reduced priced meals. After-school tutoring would no longer be paid by the district's Title I funds. But if the child has not achieved proficiency on state tests *and* if the school is still failing, he or she could continue to participate in supplemental educational services.

Paying for Supplemental Services—The cost of supplying after-school tutoring or academic enrichment programs is borne by school districts’ Title I funds. Students’ transportation to and from the provider’s location, if required, is also paid by Title I and certain other federal funds. At least five percent and up to 15 percent of districts’ Title I funds “off the top” of their Title I Part A allocation must be made available for the services and transportation. This amount must be spent unless a lesser amount is needed to provide services for all requests. States can also use their administrative money under Title I, and states and school districts can use funds under the Title V Part A, Innovative Programs Block Grant.

The amount per child that must be spent on supplemental educational services is determined by federal law. It is the lesser amount of

- the local educational agency’s Title I Part A allocation divided by the number of poor children below the poverty line,
- or
- the actual cost of the services provided per child.

District Responsibilities—School district officials must notify parents of eligible children of the availability of supplementary educational services. Once a parent has chosen a provider, the school district enters into an agreement with the parent and the provider. That agreement must state

- specific achievement goals for the student;
- how progress toward those goals will be measured;
- the timetable for improving achievement (in the case of a disabled student, the timetable must be consistent with the child’s IEP);
- how the parents and the student’s teacher(s) will be regularly informed of the child’s progress;
- that the agreement will be terminated if the provider is unable to meet the goals and timetables;
- how the provider will be paid; and
- that the child’s identity will not be publicly disclosed without the parent’s written permission.

Districts must employ “fair and equitable” procedures if there are more requests for services than spaces available. Districts must ensure that eligible students who are disabled are provided with appropriate accommodations when they receive supplemental services. And, limited-English-proficient students who are eligible for supplemental services must have language assistance in the provision of those services.

State Responsibilities—The state education agency is charged with identifying nonprofit, or for-profit organizations or school districts as providers that have a “demonstrated record of effectiveness in increasing the academic proficiency of students” in subjects covered by states’ academic standards. The state develops criteria the providers must meet in order to be state-approved. Providers must be financially sound and able to provide services that are of “high quality, research-based, and specifically designed to increase the academic achievement of eligible children” so that they achieve the proficiency level on the state’s academic achievement standards.

The state must ensure that providers of supplementary educational services provide accommodations to eligible students with disabilities and language assistance to eligible students who are limited-English proficient. Public schools that have been identified for improvement, corrective action, or restructuring and school districts that are in district improvement status cannot be certified as supplemental services providers.

The state education agency publishes annually a notice of the opportunity to provide services. Providers must agree to

- provide parents and district school officials with information about the child's progress;
- ensure that instruction and content are consistent with state standards and the district's own instructional program;
- obey all federal, state, and local laws governing health and safety;
- guarantee that all instruction and content are secular, neutral, and non-ideological.

The state is further responsible for monitoring the quality of nonprofit organizations that provide supplemental educational services. The state agency must withdraw approval of providers that have failed for two consecutive years to contribute to increasing the academic proficiency of students they served.

Eligible students in eligible schools may choose supplemental services or public school choice, but they cannot use both. Supplemental services must be offered outside the normal school day and be designed to help students meet state academic standards. An approved provider cannot refuse to serve a disabled student who can, without minor adjustments, be provided services called for in his or her individual educational plan (IEP).

22. Scientifically Based Research

No Child Left Behind Act of 2001 mandates that schools receiving Title I funds must “use effective methods and instructional strategies that are based on scientifically based research that:

- Strengthen the core academic program in the school;
- Increase the amount and quality of learning time, such as providing an extended school year before-and after school, summer programs and opportunities, and help in providing an enriched and accelerated curriculum; and
- Include strategies for meeting the educational needs of historically underserved populations.

No Child Left Behind Act of 2001 defines Scientifically Based Research as follows:

- Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- Includes research that employs systematic, empirical methods that draw on observation or experiment;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- Is evaluated using experimental or quasi-experimental designs.
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Resources

New Guide on Evidence Based Education—United states Department of Education, Institute of Education Sciences: <http://www.ed.gov/about/offices/list/ies/news.html#guide>

What Works Clearinghouse, United states Department of Education: <http://www.w-w-c.org>

23. Service Delivery Models

Statutory Requirements: Section 1114, 1115

Overview

The No Child Left Behind Act recommends the provision of additional assistance to children who are failing, or at risk of failing, to meet the state's challenging student academic achievement standards. Several delivery model examples include extended day/year, in-class, pull-out, or a combination. Training opportunities are recommended for teachers regarding how to identify students who need extra assistance. Principals, paraprofessionals, and parents are also essential individuals in this process. The progress of students in both Targeted Assistance and Schoolwide programs should be reviewed on an ongoing basis and appropriate delivery models developed to address student needs.

Extended Day/Year

- *Summer School*
 1. Students are selected on the basis of their status as failing to meet, or at-risk of not meeting, student academic achievement standards.
 2. Preschool programs can give at-risk students opportunities for building essential emergent skills.
- *Before- or After-School Programs*
 1. Title I interventions can be scheduled before the start of the regular school day. Activities will be focused on areas identified through collaboration with classroom teachers, as well as with teachers of eligible students with disabilities and/or limited English proficiency. Before-school classes are sometimes combined with a breakfast program.
 2. Title I services can be scheduled at the end of the school day. In some instances it will be necessary to provide transportation for students, (e.g., students in rural settings) if another "late bus" is not available.
- *Extended Week/Year Programs*
 1. Identified students might attend a longer school week or year than their classmates.
 2. Students identified as needing additional assistance might begin school earlier than their classmates.

In-Class

- Title I personnel in a targeted assistance school may collaboratively teach with classroom teachers if the collaborative teaching directly benefits participating Title I students. The setting can be self-contained or departmentalized classrooms at any grade level, PK-12. Usually the classroom has heterogeneously grouped students. Subject areas are identified by the annual needs assessment. Services concentrate on one or more of the core subject areas where students are not meeting proficient or advanced achievement levels. The in-class model can be used either in Title I Targeted Assistance schools or Title I Schoolwide programs, although it will differ in some ways between the two.
- Services in targeted assistance schools are directed toward those students at risk of failing to meet the state's academic achievement standards. An in-class Title I teacher has a student list and is accountable for those students' progress in the same way as in other Title I pull-out programs. Multiple criteria for selection are most often used. Criteria include test scores as well as indicators of classroom performance, such as grades, teacher input, performance assessments, tests, and reading or mathematics levels.

- All students in a schoolwide school or building are eligible for Title I. The designation of “Title I teacher” no longer exists in this type of program because all funds are blended together to improve the whole school. Sometimes Title I staff may be known as program implementers, literacy coaches, reading resource teachers, program support staff, mathematics support teachers, or other title. Staff has great flexibility to determine grouping and delivery, however, continuous progress monitoring must identify students not making appropriate academic growth, and a plan to strengthen or modify instruction for those students must be designed and implemented. Programmatic changes will be reflected as annual updates are made to the building’s schoolwide plan.
- Most classrooms already have an activity area that is used for different student activities. This area or other arrangement is important for in-class services so the class may sometimes be divided into two or more groups for instruction. In both targeted assistance and schoolwide programs it’s best to name the common area of instruction as the “activity area” or other more general label, rather than the “Title I area”.
- The “in-class model” has several advantages, including:
 1. maximizing student time-on-task
 2. promoting positive self-image
 3. increasing coordination with regular classroom curriculum
 4. decreasing negative attitudes by students not in the program
 5. increasing realistic grade-level expectations for the Title I teacher
 6. learning additional teaching styles and strategies
 7. providing collegial support (strategies, meeting individual needs, best practices, etc.).
- Some of the challenges in providing appropriate in-class instruction include:
 1. scheduling (among classrooms, within the day or week, etc.)
 2. transportation of materials
 3. space availability within the regular classroom
 4. scheduled collegial planning time
 5. distractions for some students
 6. keeping the focus on goals and objectives for Title I students as a first priority.

Although Title I services can now be provided within private school buildings, Title I regulations do not support in-class, or team teaching services in private schools. (See *Agostini vs. Felton, 1997*) Refer to “*Private School Children*” in this document for more information on acceptable and appropriate Title I services to students attending private schools.

Pull-Out

The pull-out model is the most traditional model of Title I service delivery in targeted assistance schools. In this model, groups of students with similar academic needs are removed from the regular classroom setting and taken to a separate instructional setting by Title I teachers. The instruction provided is supplemental and complimentary to the regular classroom instruction. Pull-out can be used as remediation for skills that students have not yet mastered or internalized. It can also be used very effectively to pre-teach essential concepts or skills in preparation for upcoming lessons, thus establishing foundations and building background knowledge. One of the biggest advantages of the pull-out model is the existence of fewer distractions amongst students. On the other hand, two of the biggest disadvantages are the stigmatization of students and the reduction of time exposed to regular instruction.

Since the reauthorization of ESEA in 1994 much greater emphasis has been placed on “push-in” models, such as in-class, along with extended learning opportunities.

Team Teaching

In schoolwide programs team teaching is usually not an issue due to the way Title I funds combine with regular funding to improve the whole school.

Team teaching is no longer considered to be a viable model in targeted assistance programs, because it usually results in reducing the class-size ratio and does not necessarily reach the intended students. It also may, in some cases, result in a supplanting situation where the Title I staff provides instruction which takes the place of the district staff obligation to provide the baseline of instruction. Title I must supplement and not supplant the district program. Team teaching is allowable in the context of the in-class model according to the above guidelines. Local Title I coordinators should consult with their Title I consultant as questions arise regarding acceptable team teaching approaches or models.

24. Serving Special Populations

Children with Disabilities, English Language Learners, Migrant Children, Neglected and Delinquent Children, Children Who Are Homeless, Indian Children, Preschool Children

Statutory Requirements: Sections 1111(B)(3)(C), 1112(1)(G) (B), 1114(A)(2), 1115(B)(1), 1116(B)(3), 1118(E)(4), 1301, 1401

Overview

The purpose of No Child Left Behind is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Among the children to be served under Title I are the special populations of English language learners, homeless children, migratory children, neglected and delinquent children, preschool children, and children with disabilities. Children in these groups are frequently found to be among those most in need and the most at risk of not meeting state standards or reaching proficient or advanced levels in the core academic subjects.

Children with Disabilities

Eligibility—Children with disabilities are eligible for Title I, Part A services on the same basis as other children selected to receive Title I services. They cannot be denied Title I services because they are enrolled in one of the many special education programs.

- The selection must include multiple and objective indicators, including Title I assessment criteria, even if the child is also receiving assistance in special education under the Individuals with Disabilities Education Act (IDEA).
- To avoid supplanting, a targeted assistance school will use Title I funds to provide additional direct services to these children. Schoolwide plans must outline how the needs of these children will be met.
- There is no prohibition against providing Title I services in the same subject area in which a child is receiving special education services. Wholesale exclusion of special education students is always unacceptable.

Examples of Title I Funded Services—The Title I law requires coordination among the staff of the various programs that might be provided to children with disabilities. Following are examples of service integration and staff assignments:

- A Title I teacher provides supplemental instructional assistance to Title I students with disabilities during their mainstreamed instructional activities. For example, for a disabled student who has been determined to be at-risk of failing language arts, the teacher provides assistance during the time the student is mainstreamed into language arts activities. This Title I teacher works with all children in the language arts class who are eligible and have been selected to receive Title I services.
- A special education teacher is split-funded by special education funds and Title I funds (.50 in each area) in order to teach students with disabilities for a portion of the day and Title I students for a portion of the day. In the portion of the day during which the teacher works with Title I students, the teacher works with some of the disabled students who are eligible and have been selected to receive Title I services.
- Special education students that are identified as eligible may receive special education services in mathematics and reading, as well as mathematics and reading services in Title I.

Special education and Title I staff should have input in the identification (IEP) process for that student.

- School District #1 has a blanket policy that states Title I does not serve special education students under any circumstances. This is not acceptable practice and should be challenged and changed.

For additional information go to the Special Education website at the Department of Public Instruction: <http://dpi.wi.gov/sped/hmprograms.html>

English Language Learners (ELLS) or Children with Limited English Proficiency (LEP)

Eligibility for Service—ELL/LEP children are eligible for Title I, Part A supplemental services on the same basis as other children who are selected for services.

- In targeted assistance schools students should be selected on the basis of multiple, education related, objective criteria for determining which children are failing, or most at risk of failing, to meet the state's student academic achievement standards.
- Schoolwide plans must outline how the needs of these children will be met in the context of overall school improvement.
- Under NCLB, local districts must annually assess the language proficiency of all ELL/LEP students.

Program Implementation—Title I funded staff should work closely with the ESL/bilingual teachers and the regular classroom teachers in both targeted assistance and schoolwide programs to create high quality educational programs with maximum continuity of instruction for ELL/LEP students.

- LEAs must provide specified information to parents of students identified for participation in a language instruction program, including their right to withdraw their child from the program. If a Title I school or an LEA fails to meet achievement objectives under the separate Title III bilingual education program, the parents of the Title I ELL/LEP children must receive separate notification.
- To avoid supplanting, Title I schools may not use Part A funds to provide the level of services necessary to meet federal, state, or local requirements for limited-English-proficient children. Part A funds may be used, however, to coordinate and supplement these services, as well as to provide additional direct services to these children.

For more information see the Non-Regulatory Guidance at http://www.ncela.gwu.edu/oela/OEAprograms/1_stateformula.htm

Children of Migrant Workers

Eligibility—Children of Migrant Workers who were served in the previous two years under the Title I Migrant Education Program (MEP) are automatically eligible for Title I Part A services.

- Students should be selected on the same basis as all other children, that is, on the basis of multiple, education-related, objective criteria for determining which children are failing or most at risk of failing to meet the state's challenging academic achievement standards.
- Title I services may be provided to migratory children at any grade level in any attendance center in the district, regardless of whether or not the building is Title I eligible.

- The highest priority for Title I services will be those children who move during the regular school year and are failing, or most at risk of failing, to meet the state's student academic achievement standards.
- Students must be considered for participation in the Title I program on the same basis as other children in the school, i.e. multiple objective criteria. A migrant student who performs below proficient level enters the school two weeks after the program has begun is eligible for services even though the child's family plans to remain at the school for only eight weeks.

Program Implementation—Districts should plan for the arrival of the migratory children and consider their needs when planning, or helping schools to plan, Part A services.

- Continuous coordination with Title I Part C programs and other programs across a variety of agencies will ensure that migratory children receive services that will address the needs that result from their unique lifestyle.
- For schools that receive Title I, Part C funds, the legislation also requires schools to first use MEP funds, in consultation with migrant parents, to meet the special educational needs of migrant children before they may combine MEP funds. In a Schoolwide program, they must first address the needs of migratory children before combining those funds with other funds in the building.

For more information on children of migrant workers see the non-regulatory guidance at <http://www.ed.gov/programs/mep/mepguidance2003.doc>

Neglected or Delinquent (N&D) Children

Eligibility—Children who are attending a community day program or living in a state or local institution for neglected or delinquent children are automatically eligible to receive Title I services.

- Services are prioritized for students with two years or less of their sentences. The state has required set-aside amounts to support transition projects or the successful re-entry of youth offenders 20 or younger.
- Any child who received services for neglected or delinquent children at any time during the previous two years may also be eligible for Title I services.

Program Implementation—NCLB places increased emphasis on transitioning students from institutions back to school and on preventing dropout.

- Eligible institutions vary from facilities for orphans or minimum security facilities for juvenile delinquents to maximum security facilities in adult correctional institutions of prisons.
- Transition activities can be jointly funded by Title I Part A and Part D through a cooperative effort.

Children Who are Homeless—Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 Et Seq.)

The McKinney-Vento Homeless Education Assistance Act is part of the No Child Left Behind Act. The law defines homeless children and youth as those individuals between ages 3 and 21 who lack a fixed, regular and adequate nighttime residence. This definition includes children and youth who:

Revised November 27, 2007

- are unaccompanied children and youth (not in the physical custody of a parent or guardian)
- share the housing of other persons due to the loss of housing, economic hardship or similar reason
- are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
- are living in emergency or transitional shelters
- are abandoned in hospitals
- are awaiting foster care placement
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- are living in cars, parks, public spaces, abandoned buildings or substandard housing, bus or train stations, or similar settings
- migratory children who qualify as homeless because they are living in circumstances described above.

Eligibility—Children who are homeless are automatically eligible for Part A—Basic Grants supplemental services on the same basis as other children who are selected for services, regardless of the attendance area in which they are residing.

- Homeless children and youth are eligible to receive Title I services
 - through Title I programs in eligible Title I schools
 - as supplementary support services offered in non-Title I sites
- Services need to be comprehensive in nature and need to incorporate the unique challenges of educating children who are without permanent residences and who may be mobile.

District Requirements—Each district shall:

- Ensure that each child of a homeless individual and each homeless youth will:
 - have equal access to the same free, appropriate public education, including public preschool education provided to other children and youths
 - have an opportunity to meet the same challenging state student academic achievement standards to which all students are held
 - receive specific services that “housed” students may not receive such as free school supplies, course fee waivers when applicable, and transportation to the student’s school of origin.
- Identify an appropriate staff person as the district’s homeless liaison whose responsibilities include:
 - identifying, immediately enrolling, and ensuring that students who are homeless receive the same educational services that other students receive.
 - conducting an annual needs assessment to plan for the educational needs of homeless students.
- Reserve Title I funds to provide homeless students attending non-Title I schools services comparable to those provided to students in Title I schools.
 - The average per pupil amount allotted for formula poverty children in the districts eligible schools, multiplied by the number of homeless children to be served in non-Title I schools will yield the required reservation amount for homeless students attending non-Title I schools.
 - Allocate additional resources if necessary to cover costs
- Include children and youth from homeless families in the state assessment system.

Revised November 27, 2007

Additional information may be found at <http://dpi.wi.gov/homeless/youth.html> or the Federal Non-Regulatory Guidance at <http://www.ed.gov/programs/homeless/guidance.doc>

Indian Children

Eligibility—Indian Children are eligible to receive Title I services on the same basis as other children who are selected for services. However, they are also entitled to services required by law because of their Indian status.

Program Implementation—To avoid supplanting in Title I, a targeted assistance school may not use Part A funds to provide the level of services necessary to meet federal, state, or local law requirements.

- Part A funds may be used to coordinate and supplement these services as well as to provide additional direct services to these children.
- Exclusion of American Indian students who are otherwise eligible for services under Title I guidelines is unacceptable.

Preschool Children

For the purpose of Title I, a preschool program is a program of educational services for eligible children below the age at which the district provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

Eligibility—A preschool-age child is one who is below the grade level and age at which the district provides elementary education. For the purposes of Title I, children from birth to the age that the LEA provides a free public elementary education may receive preschool services.

- Children who have participated in a Head Start, Even Start, Early Reading First, or Title I preschool program at any time during the two preceding years, homeless children, and children in institutions for neglected or delinquent children are automatically eligible for Title I preschool and to continue into Title I school programs.
- To be eligible to attend a Title I preschool program in a targeted assistance school, preschool-age children—like school-age children—must be failing or most at risk of failing to meet the state’s challenging student academic achievement standards as determined by multiple, educationally related, objective criteria established by the LEA and supplemented by the school.
 - With respect to preschool children, this determination must be made on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development guided by the Wisconsin Model Early Learning Standards.
 - The use of family income to determine eligibility for Title I preschool is allowable, especially for the purposes of prioritizing, when there are not sufficient Title I resources to serve all preschool age children. If there are siblings eligible for Title I based on free and reduced lunch the preschool child would also be eligible. Children should not be identified for Title I preschool solely on the basis of family income
 - Generally, it is the responsibility of an LEA and school to use information it already has available to identify at-risk children. However, if an LEA has no existing assessment data for preschool children, Title I funds may be used for identifying these children.

Revised November 27, 2007

November 10, 2006

FINAL DRAFT Depending Congressional Reauthorization

- All children in the attendance area of a school using the schoolwide model are eligible for preschool services. No individual identification is necessary.

Program Funding—Preschool programs may be supported with Title I funds reserved by the district from the total Title I allocation or with the funds targeted to a participating school. Title I School Improvement funds may also be used for preschool programs under certain conditions.

- An LEA may reserve an amount from the LEA’s total allocation to operate a Title I preschool program for eligible children in the district as a whole or for a portion of the district. The district may distribute the reserved funds
 - to specific Title I schools or
 - to other comparable public early childhood education programs such as Head Start, Even Start, and Early Reading First for the operation of Title I preschool programs.
- A school receiving Title I funds may use those funds in whole or in part to provide a preschool program.
- Title I School Improvement funds may be used:
 - to conduct a preschool program if the preschool program is a strategy addressing the specific academic issues that caused the district or school to be identified for school improvement.
 - if the preschool program is carried out in accordance with the district’s or school’s improvement plan.

District Requirements—Title I preschool programs must coordinate with other preschool programs providing educational services to children in the community.

- A district’s Title I plan must describe how it will coordinate and integrate services under Title I with other educational services such as Even Start, Head Start, Early Reading First and other preschool programs, including plans for the transition of children in these programs to elementary school programs.
- A district must also describe, if appropriate, how it will use Title I funds to support preschool programs for children, particularly children participating in a Head Start, Early Reading First or Even Start program as these children are automatically eligible for Title I when they enter kindergarten.

Resources

Additional information about Title I preschool programs can be found in the federal Non-Regulatory Guidance at <http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf>

25. Standards, Assessment and Accountability

Overview

Standards, assessment and accountability are major components of ESEA legislation. Since Wisconsin receives Title I funding, the state is subject to the requirements of Title I including the establishment of state standards, statewide assessment and accountability measures that include Adequate Yearly Progress (AYP) and ensuring that all students are taught by highly qualified teachers.

Standards

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

Wisconsin Model Academic Standards, found at: <http://dpi.wi.gov/standards/index.html>, have been developed collaboratively with educators and content specialists for virtually all academic areas, including the tested areas of reading, language arts, mathematics, science and social studies.

Assessment

One way for students to demonstrate their progress toward meeting academic standards is through participation in assessments aligned with standards. The Wisconsin Student Assessment System (WSAS) is aligned with Wisconsin's Model Academic Standards (WMAS) in reading, language arts, mathematics, science, social studies. These standards determine the scope of the WSAS, but are broader in content than any single WSAS test.

- Since the mid-1990s, Wisconsin law (WI stats.118.30) has required testing in grades 4, 8 and 10 in reading, language arts, mathematics, science and social studies.
- With the enactment of No Child Left Behind, accountability in reading and mathematics has expanded to cover grades 3, 4, 5, 6, 7, 8 and 10. As a result, the Wisconsin Knowledge and Concepts Examination—Criterion Referenced Test (WKCE-CRT) was developed for both mathematics and reading
- Additional standards-based evidence of student learning is available through district, building and classroom assessments.

The two documents known as the Assessment Frameworks for Mathematics and the Assessment Frameworks for Reading are blueprints that guide test item development.

- They are aligned with the *Wisconsin Model Academic Standards* and give educators and parents information about what is on the test.
- The *Frameworks* are limited in scope and are not intended to be curriculum documents, rather blueprints/guides for test construction.
- The *Assessment Frameworks* can be found at: <http://dpi.wi.gov/oea/assessmt.html>

Note: the testing of language arts, science and social studies will continue as mandated by state law at grades 4, 8 and 10. NCLB testing of science begins Fall 2007 and is expected to remain at grades 4, 8 and 10. The Assessment Frameworks for Science is expected to be available late in the 2005-06 school year.

Accountability

Wisconsin receives and distributes Title I funds, therefore it is subject to the following Title I requirements:

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3, 4, 5, 6, 7, 8, and once in high school by 2005-06. Test students in science at least once in grades 3-5, 6-9, and 11-12.
- Establish goals and benchmarks that all schools/districts must reach each year.
- Measure and report on the progress of all students and subgroups based on racial/ethnic groups and English proficiency, disability, and income status.
- Identify schools/districts that did not make adequate yearly progress (AYP) in reaching state goals and benchmarks for all students or any subgroup for two or more consecutive years.
- Require all teachers teaching “core academic subjects” to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

How Does AYP Work?

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state’s four AYP objectives each year. The first two objectives, based on Wisconsin’s WKCE-CRT (Wisconsin Knowledge and Concepts Exam—Criterion Referenced Test) requires that students meet the following escalating set of proficiencies:

Adequate Yearly Progress			
<i>Proficient or Advanced</i>			
		Reading	Math
Starting Point	2001-02	61.0%	37.0%
	2002-03	61.0%	37.0%
	2003-04	61.0%	37.0%
Intermediate Goal (New tests begin)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
	2009-10	74.0%	58.0%
Intermediate Goal	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87.0%	79.0%
Intermediate Goal	2012-13	93.5%	89.5%
Final Goal	2013-14	100.0%	100.0%

In addition to statewide student testing in reading and mathematics, the other AYP objectives in the annual review expect schools and districts to have:

- 95 percent of their enrolled students participate in statewide reading and mathematics assessments which include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessments for Students with Disabilities and Limited-English Proficient students.
- A proficiency index in mathematics of 47.5 percent.
- A proficiency index in reading of 67.5 percent.

- Elementary and middle school attendance rates and high school graduation rate must meet or exceed 80 percent of the statewide average, or show growth from the prior year on these indicators.

The first three AYP objectives apply to all students as well as to subgroups of students. A school not making AYP for two consecutive years in one or more of the listed objectives is identified as a school identified for improvement (SIFI), based on all of the school's tested grades. Similarly, a district is identified for improvement (DIFI) when the district misses one or more AYP objectives for two consecutive years for the same objective in all of the grade spans tested. District grade spans are grades (3-5), (6-8) and (9-12) for Reading and Mathematics, and (K-5), (6-8) and (9-12) for the other academic indicators.

Levels of Accountability

The Department of Public Instruction reviews all schools and districts annually to determine their progress toward the state's four AYP objectives. Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement will have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from providing school choice and supplemental services to restructuring of the school. For more information see Section 20 of this handbook and DPI website: <http://dpi.wi.gov/oea/accounty.html>

26. Transition Requirements

Sec. 1112 (b)(E)(i).

Sec. 1114 (b)(I)(G)

Sec. 1115 (c)(D)

Sec. 1120 B (b)(1)(2)(3)(4)(5)

Overview

Title I targeted assistance programs and schoolwide programs are to assist students in transitioning, or moving from one level to another. These changes may be challenging to students and their parents unless there are helpful and caring professionals who make students and parents feel welcome in their current placement and in the one that will follow. Title I professionals and their colleagues in a targeted assistance program and all educators in a schoolwide program can help introduce students and their parents to the places to which they will transition and the people with whom they will connect. Setting up a system for the proper transfer of records can ease transition. When students and their parents know what to expect and they feel comfortable, it paves the way for a smooth transition to the next level. Although the citations in the law relate to preschool and other early childhood programs to elementary school, it stands to reason that the same principles hold true with moving from elementary to middle school, middle to high school and high school to post graduate study or the world of work.

Schoolwide Programs

- A schoolwide program must include plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool, Head Start, Even Start, or Early Reading First, to local elementary school programs. [*Section 1114(b)(1)(G), ESEA.*]
- In a schoolwide program all children are served. An LEA may support preschool programs by providing such services directly or through a local Head Start agency, an agency operating an Even Start program, Early Reading First, or another comparable public early childhood education program. [*Section 1112(b)(1)(K), ESEA.*]

Targeted Assistance Programs

- Targeted assistance programs must coordinate with and support the school's regular education program—whatever it may be. They may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or state-run preschool programs to elementary school programs. [*Section 1115(c)(1)(D), ESEA.*]
- A school district's Title I plan must describe how it will coordinate and integrate services under Title I with other educational services such as Even Start, Head Start, Early Reading First and other preschool programs, including its plans for the transition of children in those programs to elementary school programs. [*Section 1112(b)(1)(E)(i), ESEA.*]
- There may be issues of confidentiality where a program may not wish to share information about children in their programs. In that case, it is suggested that there be memorandums of agreement (MOAs) between programs, or the school and Head Start, or the school and Even Start Family Literacy, that information will be shared with specific partner agencies, etc. By having these agreements and having parents sign a blanket waiver when they enroll in a program that information may be shared with a partner(s) in order to better serve their children's and/or their own needs and enable smooth transitions.

- An LEA must also describe, if applicable, how it will use Title I funds to support preschool programs for children, particularly children participating in a Head Start, Early Reading First or Even Start Family Literacy program as these children are automatically eligible for Title I services when they enter kindergarten in a targeted assistance program. There are various ways to provide support:
 - The LEA does not have to provide a preschool under Title I if this is a duplication of effort considering what is offered in the community through Head Start, Even Start Family Literacy, or a community education and care program for young children.
 - Title I funds can add hours to extend the day in a preschool program, including summer school programs
 - Title I funds can extend the week or year in another preschool program
 - Title I funds can be used to provide, or collaborate on, transition activities as explained on the next page of this document

Preschools and Other Early Childhood Programs

Some of the ways in which all preschool programs can effectively transition children from preschool and other early childhood education programs to kindergarten are:

- coordinating the professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals;
- arranging for kindergarten and preschool teachers to visit each other's classrooms; and
- having preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.

Sharing information about a child's experience in preschool is particularly important in cases where a child may need extra support in order to experience success in school. For example, for children who are having particular difficulty with spoken language or cognitive skills upon entry to kindergarten, the preschool teacher should provide the kindergarten teacher with the child's history, which would likely include documentation of steps taken to help the child progress toward his or her program goals, and a discussion of areas where the child is still experiencing difficulty. A preschool child from a homeless situation may struggle with transitions due to high mobility and a lack of social and emotional skills. Preschool and kindergarten teachers and other district staff may be able to help the child adjust to a new classroom situation by discussing strategies to support the child and by sharing ideas that have been successful with this child in the past.

School District or School Building Personnel

School district or other school building personnel can effectively help with the transition of children from home, preschool and other early childhood programs to kindergarten.

The activities that increase coordination between the local educational agency (LEA) or school district and an Even Start Family Literacy program, a Head Start agency and, if feasible, other federal, state or local entities carrying out early childhood education and care programs, such as the Early Reading First program, or early childhood education and care centers in the community serving children who will attend the schools of the LEA, include but are not limited to:

1. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from any of the programs mentioned above;

2. establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in federal, state, and all education and care centers to facilitate coordination of programs;
3. conducting meetings involving parents, kindergarten or elementary school teachers, Even Start Family Literacy staff, Head Start teachers or, if appropriate, teachers from other early childhood development programs to discuss the developmental and other needs of individual children;
4. organizing and participating in joint transition-related training of school staff, Even Start Family Literacy staff, Head Start program staff, Early Reading First program staff, and, where appropriate, other early childhood education and care program staff; and
5. linking the educational services provided by school district and/or building staff with the services provided by local Even Start Family Literacy programs, Head Start agencies and other federal, state and local early childhood education and care programs.

Resources

Other transition requirements are the Title I guidance documents for **Title I, Part C, Education of Migratory Children**, <http://www.ed.gov/programs/mep/mepguidance2003.doc>

Title I, Part D, Subpart 2—Education of Students Residing in Local Residential Neglected and Delinquent Institutions at <http://www.ed.gov/policy/elsec/guid/nord.doc>.

27. ESEA Acronyms and Definitions

Acronmys—Common abbreviations used in the DPI Title I Guidelines.

AYP	<u>Adequate Yearly Progress</u>
CBO	<u>Community-Based Organization</u>
CESA	<u>Cooperative Educational Service Agency</u>
COP	<u>Committee of Practitioners</u>
DIFI	<u>Districts Identified for Improvement</u>
DPI	<u>Department of Public Instruction</u>
ED	<u>Department of Education</u>
EDGAR	<u>Education Department General Administrative Regulations</u>
EEN	<u>Exceptional Educational Needs</u>
ELL	<u>English language learner</u>
ESEA	<u>Elementary and Secondary Education Act</u>
ESFL	<u>Even Start Family Literacy</u>
ESL	<u>English as a Second Language</u>
FAPE	<u>Free Appropriate Public Education</u>
FERPA	<u>Family Educational Rights and Privacy Act</u>
FY	<u>Fiscal Year</u>
GEPA	<u>General Education Provisions Act</u>
IASA	<u>Improving America’s Schools Act</u>
IDEA	<u>Individuals with Disabilities Education Act</u>
IEP	<u>Individualized Education Program</u>
LEA	<u>Local education agency</u>
LEP	<u>Limited English proficient</u>
MEP	<u>Migrant Education Program</u>
NCLB	<u>No Child Left Behind Act of 2001</u>
NCREL	<u>North Central Regional Educational Laboratory</u>
OEA	Office of Educational Accountability—DPI
OIG	Office of the Inspector General—United states Government
OMB	Office of Management and Budget—United states Government
OME	<u>Office of Migrant Education</u> —US Department of Education
PAC	<u>Parent Advisory Council</u>
PI 34	DPI Administrative Rule on Teacher Licensing
RF	<u>Reading First</u>
SBM	<u>Site-based management</u>
SEA	<u>State Educational Agency</u>
SIFI	<u>Schools Identified for Improvement</u>
SWP	<u>Schoolwide programs</u>
TA	<u>Targeted Assistance</u>
USDE	<u>United states Department of Education</u>
WINSS	<u>Wisconsin’s Information Network for Successful Schools</u>

WKCE	Wisconsin Knowledge and Concepts Examinations
WRCT	Wisconsin Reading Comprehension Test
WSAS	Wisconsin Student Assessment System
WUFAR	Wisconsin Uniform Financial Accounting Requirements

Definitions—common terms used in the ESEA law and DPI Guidelines

Accountability—The federal No Child Left Behind Act of 2001 ([NCLB](#)) requires the annual review of district and school performance to determine “adequate yearly progress” ([AYP](#)) for each district and school. Beginning in 2003, the annual review of district and school performance or AYP in Wisconsin is based on four objectives: test participation, graduation rate at the secondary level or attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators—Reading and Mathematics. Information about the state’s Title I accountability system can be found at http://dpi.wi.gov/oea/title1_accountability.html. The accountability provisions of the NCLB law can be found at <http://dpi.wi.gov/oea/acctnclba.html>.

Achievement Gap—The difference between how well some groups of children (economically disadvantaged children, children of color, Limited English Proficient children, and children with disabilities) perform on standardized tests compared with children who do not share those conditions or characteristics.

Adequate Yearly Progress (AYP)—An individual state’s measure of yearly progress toward achieving state academic standards. “Adequate Yearly Progress” is the minimum level of improvement that states, school districts and schools must achieve each year under ESEA.

Aguiar v. Felton, 1997—Landmark decision allowing provision of Title I services to students in non-public schools, including parochial schools. Some restrictions apply.

Allowable Costs—LEAs assume responsibility for ensuring that federally assisted program funds have been expended and accounted for consistent with program regulations and approved applications. Allowable costs generally are categorized as either direct or indirect. **Direct costs** typically include salaries, fringe benefits, purchased services, non-capital objects and capital objects. **Indirect costs** may include accounting, auditing, payroll, and operation and maintenance of plant. There are two different types of indirect cost rates, restricted and unrestricted. Restricted cost rates apply to all programs with supplement not supplant language and exclude operation and maintenance of plant as indirect costs. Indirect rates must be approved by DPI each year if an LEA elects to recover indirect costs. The total allocation remains the same.

Alternate Assessment—Any form of measuring what students know and are able to do other than traditional standardized tests. Alternate assessments include oral reports, portfolios, performance-based assessments, hands-on projects, and other means of documenting student learning. For information about alternative assessments for children with disabilities see <http://dpi.wi.gov/sped/bul02-03.html>. For information about alternative assessments for English Language Learners ([ELL](#)) look for guidelines at <http://dpi.wi.gov/oea/ells.html>.

Alternative Certification—Teachers are required to have both a college degree in education and a state certification before they can begin teaching. ESEA, as amended by No Child Left Behind Act of 2001, encourages states to offer other methods of qualification that allow individuals who are knowledgeable in core academic areas to teach the subjects they know.

Assessment—Another word for “test”, formal or informal related series of measures used to determine knowledge in various areas. Under ESEA, as amended by No Child Left Behind Act of 2001 (NCLB), tests are aligned with academic standards.

- Beginning in the 2002-2003 school year, schools must administer reading and math tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools.
- Beginning in the 2005-2006 school year, tests must be administered every year in grades 3 through 8 in math and reading.
- Beginning in the 2007-2008 school year, science achievement must also be tested.

Assessment Literacy—Assessment literacy addresses critical needs of staff for professional development in schools. It provides information to understand sound principles of educational assessment, aids schools in selecting or developing appropriate assessments (including formal and informal tests), interprets educational assessment data to inform instruction, shares or presents results to stakeholders, such as teachers, students, business, and community members.

Bilingual education—Bilingual education provides an in-school program of English language development plus subject area instruction in the student’s native language. The goal is for the child to gain knowledge and literacy in two languages.

Carl D. Perkins Vocational and Applied Technology Act—This act provides federal aid through formula grants to state education agencies and LEAs to help provide vocational-technical education programs and services to youth and adults.

Chapter I—Former name for Title I under ESEA Improving America’s Schools Act of 1994. Chapter I focused more on remediation for specific students. In the 1994 reauthorization legislation, more emphasis was placed on helping all students in schools serving high-poverty students achieve to high standards.

Charter School—Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored by designated local or state educational organizations that monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. Charter schools are eligible to receive federal education funds on the same basis as other school districts or public schools. For information about charter schools go to <http://dpi.wi.gov/sms/csindex.html> on the DPI web site.

Community-based organization (CBO)—A CBO is a public or private nonprofit organization, including a church or religious entity, which represents a community or a significant segment of a community; and is engaged in meeting human, educational, environmental, or public safety community needs.

Committee of Practitioners (COP)—A committee at the state level that is required to review, before publication, any proposed or final state rule or regulation under Title I of the ESEA. Each state’s Committee of Practitioners must include, as a majority of its members, representatives from local educational agencies (LEAs); teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel.

Compact—Under the Title I parental involvement policy, each school must implement a school-parent compact, which outlines how schools, parents, and students will share responsibility for ensuring student achievement. A compact is a written agreement of shared responsibility that

defines the goals and expectations of schools and parents and students as partners in the effort to improve student achievement.

Comparability—Federal requirement that the state and local funds used to provide services in Title I schools must be at least comparable to the state and local funds used to provide services provided in schools not receiving Title I funds.

Consolidated Program Plan—Federal law allows state agencies to create consolidated applications for LEAs to use when applying for funds under NCLB. In Wisconsin the application for NCLB funds is an Internet-based form which includes separate budget proposals for each ESEA Title and a Consolidated Program Plan, intended as a summary of the actions, programs, and strategies supported with ESEA funds to address identified federal goals.

Cooperative Education Service Agency—Cooperative Education Service Agencies (CESAs) are regional service units that provide leadership and coordination of services for school districts, including such programs as curriculum development assistance; school district management development; coordination of vocational education; and exceptional education, research, special student classes, human growth and development, data collection processing and dissemination, and in-service programs. There are 12 CESAs in Wisconsin. Contact information for Wisconsin’s CESAs can be found at <http://dpi.wi.gov/cesa.html>.

Core Academic Subjects—The NCLB law defines core academic subjects to include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (see [Section 9101 \(11\)](#)).

Corrective Action—When a school or school district does not make adequate yearly progress, the state will place it under a “Corrective Action Plan.” The plan will include resources to improve teaching, administration, or curricula. If a school continues to be identified for improvement, then the state has increased authority to make any necessary, additional changes to ensure improvement.

See DPI Bulletin 04.02—http://dpi.wi.gov/esea/pdf/bul_0402.pdf for more information.

Department of Public Instruction (DPI)—The Wisconsin Department of Public Instruction is the state agency with constitutional responsibility for oversight of public schools and libraries. The DPI is led by an elected state Superintendent. The DPI home web page can be found at <http://www.dpi.wi.gov/index.html>.

Direct Costs—Direct costs are those costs that can be identified specifically with a particular final cost objective (e.g., equipment). For example, direct costs chargeable to federal awards typically may be compensation of employees for the time devoted and identified specifically to the performance of the award; cost of materials acquired or expended specifically for the purpose of the award; equipment and other approved capital expenditures; travel expenses incurred specifically to carry out the award, and other direct costs allowed in ([EDGAR](#)) and the applicable Office of Management and Budget (OMB) Cost Circulars. Also see [Allowable Costs](#) above.

Disaggregated Data—“Disaggregate” means to separate a whole into its parts. For the purposes of determining AYP, this term means that test results are reported separately for groups of students sorted by economic advantage/disadvantage, race, ethnic minority groups, disabilities, gender, and limited English proficiency]

Districts Identified for Improvement—Beginning in 2003, the annual review of district and school performance or [AYP](#) in Wisconsin is based on four objectives: test participation, graduation rate at the secondary level or attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators—Reading and Mathematics. A district is identified for improvement (DIFI) when the district misses one or more AYP objectives for two consecutive years for the same objective in all of the grade spans tested. District grade span groups are: Elementary (grades 3-5), Middle (grades 6-8), or High School (grade 10) for Reading and Mathematics, and K-5, 6-8, 9-12 for the Other Academic Indicators

Early Reading First—Early Reading First is part of the “Good Start, Grow Smart” federal initiative begun in 2001. It is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The purpose is to help prepare young children to enter kindergarten with the necessary skills to prevent reading difficulties and ensure school success. Grants are available to eligible districts on a competitive basis for a period of not more than 6 years. Grants are submitted directly to the U.S. Department of Education. See <http://dpi.wi.gov/title1/rdngfirst.html> for information about the Early Reading First Program.

Economically Disadvantaged—A term generally used to identify children and families whose income is under the poverty level. There are several ways to measure poverty. The most common factor is eligibility for free or reduced school lunches.

Education Department General Administrative Regulations (EDGAR)—[Title 34 Code of Federal Regulations Parts 74-86 and 97-99, June 23, 2005 edition](#). The Code of Federal Regulations (CFR) is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the federal government. The code is divided into 50 titles that represent broad areas subject to federal regulation. “Title 34-Education” is presently composed of three volumes (Parts 1-299, Parts 300-399, and Parts 400-End).

Elementary and Secondary Education Act (ESEA)—ESEA, first enacted in 1965, is the principal federal law affecting K-12 education. The No Child Left Behind Act of 2001 is the most recent reauthorization of the ESEA.

Emergency license—A one-year license requested to the Wisconsin Department of Public Instruction from a school district for a teacher who is already licensed in another area, but needs the emergency license to work outside his or her area of licensure. Such a license is issued after the district indicates the position was posted and it was unable to hire a fully licensed teacher for this assignment, and thus the district has an emergency need. For more information see <http://dpi.wi.gov/tepd/emerg.html>

English Language Learner—A student for whom English is a second language and who is not at grade level in reading and writing English. An ELL student is also known as a limited English proficient (LEP) student.

English as a Second Language (ESL)—A term for a subject or coursework intended to teach the English language to a non-English speaker. ESL may be a component of a [bilingual education](#) program. Also see [ELL](#) and [LEP](#).

English Proficiency Test—A test of English language proficiency skills given to all LEP students each year to determine the student’s English language level and to determine readiness to take the state assessment tests in English.

Equipment—The state definition of equipment includes expenditures for equipment (including vehicles) that are not replacing existing items. Items of a permanent or enduring nature that are sufficiently expensive (\$300 or greater) to warrant identification and maintaining individual property control records, or are required to be recorded as fixed asset pursuant to district’s capitalization threshold. An LEA may use its own definition of equipment provided that such definition would at least include the equipment defined in the following sentence. At a minimum, federal law defines equipment as property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Even Start Family Literacy—Under the Even Start Family Literacy Program (Title I, Part B), federal financial assistance is available for family-centered education projects. The purpose is to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children, ages birth through seven years, and to assist those children in reaching their full potential as learners. Even Start Family Literacy offers adult education, child development, parental support, home visitation, and time for parent-child interaction. These programs are implemented through cooperative projects that build on existing community resources to create a new range of services. See http://www.dpi.wi.gov/title1/esfl_index.html.

Evidence-based—(see [scientifically based research](#))

Exceptional Educational Needs (EEN)—This designation covers students who have physical, emotional or mental disabilities requiring special services in order to be successful in school.

Family Educational Rights and Privacy Act (FERPA)—Federal statute containing provisions for the protection of the privacy of parents and students.

Federal Register—The official daily publication for federal regulations (or rules), proposed federal regulations (or rules), and notices of federal agencies and organizations, as well as executive orders and other presidential documents, published by the Office of the federal Register, National Archives and Records Administration.

Fiscal Year—A 12-month period that may or may not coincide with a calendar year. The Wisconsin state fiscal year is July 1 through June 30. The federal fiscal year runs October 1 through September 30.

Flexibility—Refers to a new way of funding public education. ESEA under No Child Left Behind Act of 2001 gives states and school districts unprecedented authority in the use of federal education dollars in exchange for strong accountability for results.

Free Appropriate Public Education (FAPE)—A concept in the law related to services for children with disabilities requiring that such children be provided with appropriate educational services.

General Education Provisions Act (GEPA)—Federal statute that contains provisions about the functions of the U.S. Department of Education, appropriations and evaluations, general requirements and conditions about the operation and administration of Department of Education programs (including SEA and LEA administration), and enforcement provisions.

Highly qualified teacher—A highly qualified teacher is defined as one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor’s degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher instructs.

Improving America’s Schools Act (IASA)—The name used to describe the provisions of the Elementary and Secondary Education Act reauthorization between 1994 and 2001. The reauthorization of the ESEA for 2001 to 2007 is referred to as the No Child Left Behind Act (NCLB).

IDEA—Individuals with Disabilities Education Act of 1975, reauthorized in 1997 to raise expectations for children with disabilities, increase parental involvement, ensure regular teachers are involved in planning and assessing progress, include children with disabilities in assessments, performance goals, and reports to the public; support quality professional development for all personnel who are involved in educating children with disabilities.

Inclusion—The practice—sometimes called “full inclusion”—of educating children with disabilities alongside their non-disabled peers, often in a regular classroom in their neighborhood school. The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated in the “least restrictive environment.” Inclusion is also referred to as mainstreaming.

Indirect Costs—Indirect costs are (a) incurred for a common or joint purpose benefiting more than one cost objective, and (b) not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. Indirect costs are those costs which are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the LEA. Accounting, auditing, payroll, personnel, budgeting, purchasing, and operation and maintenance of plant are examples of services which typically benefit several activities and programs and for which appropriate costs may be attributed to the federal program by means of an indirect cost allocation plan. Also see [Allowable Costs](#) above.

Individualized Education Plan—The most important legal document written for children with disabilities. The plan is developed through discussion by parents and school staff at a team meeting to help meet the child’s unique needs. The IEP ensures that a child with a disability receives a free appropriate public education in the least restrictive environment.

Innovative Programs—Innovative Programs are a specific part of federal Title V programs. Title V provides for increased public school choice opportunities and includes education block grants, charter schools, magnet schools, and the fund for the improvement of education. Innovative Programs in Title V support local education reform efforts to implement promising, new educational reform programs and school improvement programs using scientifically-based research. Innovative Programs strive to meet the educational needs of all students, including at-risk youth, and to improve school, student, and teacher performance.

Limited English Proficient Student—A student who meets at least one of the following conditions: a) was born outside of the U.S. or has non-English native language; b) comes from an environment where a language other than English is dominant; or c) is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; AND has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the

opportunity to learn successfully in English-only classrooms. English proficiency charts are available from DPI website. Schools receiving Title I or Title III funds for limited English proficient students must comply with specific parent notification and involvement requirements in NCLB.

Local Education Agency—An LEA is a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Maintenance of Effort—Requirement in federal law that an LEA needs to spend as much for educational services in the current year as in each of the last two years.

Migrant Education Program (MEP)—The MEP is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and provides grants to state educational agencies. The state educational agency, in turn, makes sub-grants to LEAs and other entities to provide supplemental educational and support services to migrant children. A major goal of the MEP is to minimize the disruption caused by migrant children's frequent moves

Migrant/Migratory Student—A student whose family has moved across school district lines within the last three years to obtain employment in qualifying agriculture or fishing industries.

National Assessment of Educational Progress (NAEP)—An independent benchmark, NAEP is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, The National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics, and the arts.

NCREL—Formerly, one of ten regional educational research and development laboratory programs established by the Department of Education to help anyone involved in education gain access to the best available research and knowledge from practice. North Central Regional Educational Laboratory serves Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin. It is located in Oak Brook, Illinois. NCREL is currently called Learning Point.

Needs Assessment—A process by which any stakeholders take stock of what strengths or assets a school community has and what areas need to be improved. Multiple measures are considered in order to have a comprehensive needs assessment.

Neglected and Delinquent—Part D of Title I provides funding to state agencies that operate educational programs for children and youth in institutions or community day programs for neglected or delinquent youth and for youth in adult correctional facilities. It also provides assistance to local educational agencies to serve children and youth who are in locally operated correctional facilities (including institutions for delinquent children) or who are at risk of dropping out of school.

No Child Left Behind Act of 2001 (NCLB)—The name used to refer to the current reauthorization of the Elementary and Secondary Education Act.

OMB Cost Circulars or Cost Principles—Sets of principles overseen by the federal Office of Management and Budget (OMB) that govern allowable direct and indirect costs that may be charged to federal grants or claimed toward matching or cost share requirements.

OME—The Office of Migrant Education, US Department of Education—
<http://www.ed.gov/about/offices/list/oese/ome/index.html>—administers grant programs that provide academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries. OME also administers several contracts and special initiatives.

Paraprofessional—An individual with instructional duties that may include:

- providing one-on-one tutoring for students if tutoring is provided at a time when the student did not have access to a teacher;
- assisting with classroom management;
- providing assistance in a computer lab;
- conducting parental involvement activities;
- providing support in library or media centers;
- acting as a translator; or
- providing instructional services to a student.

In Wisconsin, teacher aides perform most of these duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistants, are not considered to be paraprofessionals for Title I purposes.

For additional information see <http://www.dpi.wi.gov/cal/calpara.html>.

Parent Advisory Council—A group of parents, ideally trained to represent other parents, organized by Title I schools to give the parent perspective, comments, and ideas for school parent involvement programs. They also may work with community-based organizations and businesses to develop parent involvement activities.

Parental Involvement—The participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. For additional information see the federal guidance at <http://www.ed.gov/programs/titleiparta/parentinvguid.do>.

Parental Involvement Policy—Under the current Title I legislation, each district and each school building must have a parent involvement policy, jointly developed with, approved by, and distributed to parents. The policy must describe how the district or school will implement the parent involvement requirements. For more information see DPI Bulletin 03.04—
http://www.dpi.wi.gov/esea/pdf/bul_0304.pdf.

Procurement Standards—Procurement standards apply to the purchase of supplies, equipment, construction and other services funded in whole or in part by federal grant funds. LEA procurement policies must be in accordance with [GEPA](#), Part 80.36 when using federal funds.

Public School Choice—Under the Title I law students in schools identified for improvement (SIFI) must be provided the option to transfer to public schools in their districts that demonstrate better academic performance. The school districts are required to provide transportation to the

students. Priority must be given to low-income students. For more information see the federal guidance document at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf>.

Reading First—A national initiative created in the 2001 reauthorization of ESEA providing competitive grants aimed at helping every child in every state become a successful reader. See <http://dpi.wi.gov/title1/rdngfirst.html> for information about the Reading First Program in Wisconsin and <http://www.ed.gov/nclb/methods/reading/readingfirst.pdf> for information on the federal website.

Site-based management (SBM)—SBM is a philosophy that allows management decisions to be made at the local level. In education site-based management, or school-based management, typically involves a delegation of authority to individual schools, a shared decision-making model involving various stakeholders, and facilitative leadership at the school level

Schoolwide Programs—Schoolwide programs use Title I money to support comprehensive school improvement efforts and help all students, particularly low-achieving and at-risk students, meet state standards at particular schools. To qualify as a Title I schoolwide program, at least 40 percent of a school's students must be considered low-income. Schoolwide programs can provide Title I services and support to all of the children in the school, regardless of income level. Schoolwide programs have more flexibility than targeted assistance programs when using Title I funds. For example, schools operating schoolwide programs can combine Title I funds with other federal, state, and local funding to finance a more comprehensive approach to improving student achievement. For more information see the federal guidance at <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>.

School Choice—Wisconsin's inter-district public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they reside—see the DPI website at <http://www.dpi.wi.gov/sms/psctoc.html>. The Milwaukee Parental Choice Program, which began in the 1990-91 school year, provides an opportunity for students, under specific circumstances, to attend at no charge, private sectarian and nonsectarian schools located in the city of Milwaukee—see <http://www.dpi.wi.gov/sms/choice.html>.

School Improvement Plan—The plan that schools identified for improvement (SIFI) are required to write for district approval. The plan should contain specific objectives, strategies, policies, practices, and professional development components that address problems which caused the school to be identified for improvement. The plan must also describe how the school will provide written notice to parents and include strategies to promote effective parent involvement.

Schools Identified for Improvement—Beginning in 2003, the annual review of district and school performance or AYP in Wisconsin is based on four objectives: test participation, graduation rate at the secondary level or attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators—Reading and Mathematics. A school not making AYP for two consecutive years in one or more of the listed objectives is identified as a school identified for improvement (SIFI) based on all of the school's tested grades

Scientifically-Based Research—Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. See DPI Title I Guideline #22 —*Scientifically Based Research*, the definition in the ESEA law ([section 9101 \(37\)](#)) or the *What Works Clearinghouse* web site—http://www.w-w-c.org/faq/what_research.html for more detailed definitions.

State Educational Agency (SEA)—The agency of state government primarily responsible for supervision of public elementary and secondary schools.

Supplant—Using federal funds to provide services or resources formerly furnished by non-federal funds. Supplanting is prohibited under Title I.

Supplement—Using federal funds to add to or build upon resources furnished by non-federal funds. The Title I law requires that federal funds be used only to supplement programming and services that are normally and regularly provided by the LEA.

Supplemental Educational Services (SES)—Under NCLB students from low-income families who are attending schools identified for improvement (SIFI) for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers and the services will be paid for by the school district. For more information see the DPI website at <http://www.dpi.wi.gov/esea/supplemental.html>.

Supplemental Education Services—Tutoring and other supplemental academic enrichment services that are provided outside of the regular school day. NCLB-required supplemental educational services must be of high quality and research-based. They must also be specifically designed to increase the academic achievement of eligible children and help children attain proficiency in meeting the state's academic achievement standards. To see a list of current providers go to the DPI website at http://www2.dpi.state.wi.us/ESEA_SES/ProvList.asp.

21st Century Community Learning Center—A program that funds after-school services to help students meet state and local academic achievement standards in core academic subjects, such as reading and mathematics. A center may provide students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs). Such centers operate during non-school hours or periods when school is not in session, such as before and after school or during summer recess. Centers can be located in schools or in other buildings in a community. Programs offered by a center reinforce and complement the regular academic school programs of students served. A center may also offer students' families opportunities for literacy and related educational development. For more information: <http://www.dpi.wi.gov/sspw/clc.html>.

Targeted Assistance—This term is used for Title I schools that do not qualify for or do not choose [schoolwide](#) status. In these schools, Title I funds are used to serve only specifically identified students who are failing or most at risk of failing to meet the state's student performance standards. Services may be delivered in a number of ways such as in-class instruction, pull out instruction, extended day, week or year programming. The Title I teacher(s) are responsible for providing extra services to the identified children, coordinating with other school personnel involved with the children and involving parents in the planning, implementation and evaluation of the Title I program. Non-Title I students are not eligible to receive Title I services in a targeted assistance school.

Teacher Quality—To ensure that every classroom has a highly qualified teacher, states and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities, and much more.

Terra Nova—Name of assessments used in Wisconsin Student Assessment System.

Title I—Federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Title I was formally called Chapter One.

Transition—Title I programs are to assist students in transitioning, or moving from one level to another. Examples include transition from early childhood programs to kindergarten, middle school to high school and high school to the world of work and/or advanced education.

Transferability—Flexibility authority that allows states and local educational agencies (LEAs) to use a portion of the funds that they receive under specified ESEA titles for activities and services authorized under other titles to more effectively address their unique needs. Funds may be transferred out of Titles II A, II D, IV A, and V A and into any of those Titles as well as Title I.

United states Department of Education (ED—also USDE, USDoE)

Wisconsin's Information Network for Successful Schools (WINSS)—WINSS is a website containing information about standards and assessment, data analysis, school improvement, and best practices is available on-line to help educators, parents, and community members learn about Wisconsin students and schools. WINSS is available at <http://dpi.wi.gov/sig/index.html>.

Wisconsin Knowledge and Concepts tests—WKCE—Section 118.30 of the Wisconsin Statute directed the state superintendent to adopt or approve examinations designed to measure pupil attainment of knowledge and concepts in 3rd through 8th grades. Wisconsin examinations given at these grade levels and for this purpose are called the Wisconsin Knowledge and Concepts (WKCE) Examinations, regardless of the test vendor who supplies the actual assessments. For more information see <http://www.dpi.wi.gov/oea/kce.html>.

Wisconsin Reading Comprehension Test (WRCT)—The WRCT was an assessment of primary-level reading given to all third graders in Wisconsin public schools designed to provide an indicator of the need for early intervention in student reading skills. The WRCT was discontinued in 2004-05 and was replaced by the third grade reading test given as part of the WKCE for AYP accountability purposes.

Wisconsin Uniform Financial Accounting Requirements (WUFAR)—The WUFAR is a double entry accounting system organized and operated on a fund basis. LEA budgets and annual reports account for revenues and expenditures using WUFAR function and object codes. ESEA expenditure claims must use WUFAR codes.