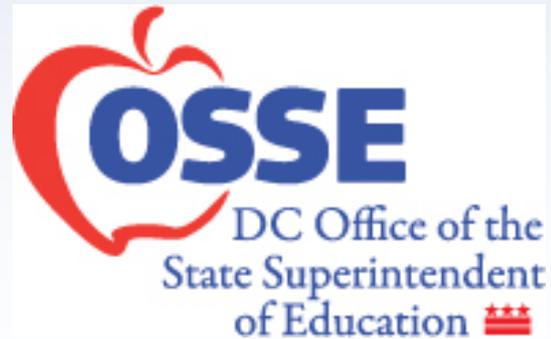


**School Improvement Funds:  
1003(a) and 1003(g)  
LEA and School level Set-asides**

**Federal Fiscal Year 2009**

**LEA Boot Camp**

**September 3, 2009**



# Welcome and Introductions

- Facilitator Introduction:
  - Edmund Han, Title I Program Analyst, OSSE
  - Darin Simmons, Title I Program Analyst, OSSE
- Audience:
  - Directors and grants managers at all LEAs, but particularly for those LEAs with schools or campuses in improvement
- Welcome and thank you for attending!





# Objectives

1. School Improvement Funds
2. School Improvement Plan Requirements
3. School Improvement Set-Asides
4. Reporting Requirements and Analysis of Data and Assessments

# 1. Overview of School Improvement Funds

- Title I School Improvement funds are distributed to eligible LEAs for the purpose of providing comprehensive assistance to schools identified as “in need of improvement”.
- There are two funding sources for School Improvement funds:
  - Section 1003(a) funds
  - Section 1003(g) funds



# The Two Different Funds

- Section 1003(a) funds come from a State-level reservation: 4 percent of the total amount received under Title I, Part A.
  - Of this reservation, 95% is allocated directly to LEAs for schools identified for school improvement, corrective action, and restructuring for activities under Section 1116(b) of Title I.
- Section 1003(g) funds come from a separate grant award: CFDA #84.377A.
  - For FFY 2009, Section 1003(g) funds will be distributed to states through a different process than from previous years, and the regular 1003(g) funds will be combined with the ARRA funds.
  - The Department of Education is still finalizing that process, and the funds will not be available until December 2009 or January 2010.

# General Purpose of Funds

- School Improvement funds must be used by schools to implement one or more of the strategies prescribed by the Department of Education.
- Each funded school must make every effort to achieve the following measurable outcomes:
  - Increasing the number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the DC CAS, in schools receiving school improvement funds;
  - Increasing the number of schools making adequate yearly progress (AYP) and moving out of improvement status; and
  - Using data and assessments to inform decisions on the use of these funds and create a system that provides continuous feedback and improvement.

# Eligibility for Section 1003(a) Funds

- An LEA must have one or more Title I served school identified for school improvement, corrective action, or restructuring under Section 1116 of Title I, Part A.
  - Note: Funds allocated to LEAs must be used for assisting schools or campuses identified for improvement.



# School Improvement Determination

- On August 14, 2009, OSSE made final 2009 DC CAS achievement data and school adequate yearly progress (AYP) results available.

<http://nclb.osse.dc.gov>



- When a school fails to make AYP for 2 consecutive years, it is identified for school improvement.

# School Improvement Progression

Number of consecutive years a school has not achieved AYP	School Improvement Status
2 Years	School Improvement, Year 1
3 Years	School Improvement, Year 2
4 Years	Corrective Action
5 Years	Restructuring, Year 1
6 Years	Restructuring, Year 2: Alternative Governance

LEAs should read the Department of Education’s non-regulatory guidance titled “LEA and School Improvement Non-Regulatory Guidance (July 21, 2006)” for information on improvement requirements, available at: <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>. Charter school LEAs should also read “The Impact of the New Title I Requirements on Charter Schools (July 2004)”, available at: <http://www.ed.gov/policy/elsec/guid/charterguidance03.doc>.



# Objectives



1. School Improvement Funds

2. School Improvement Plan Requirements

3. School Improvement Set-Asides

4. Reporting Requirements and Analysis of Data and Assessments

# 2. School Improvement Plans

What must a school do when identified for improvement?

- The improvement process begins with the school developing the required 2-year plan that addresses the academic issues that caused it to be ID'd for improvement.
- This 2-year plan must be completed no later than three months after being so identified.



# One Caveat for Charter Schools

- Please note that this presentation is coming from the State Educational Agency's perspective (OSSE).
- There is also a role for the charter authorizer (Public Charter School Board) in school improvement.
- The PCSB, as the District's charter authorizer is primarily responsible for holding charter schools accountable (in the way that a school district LEA would hold its schools accountable) when a school is in need of improvement, corrective action, or restructuring.
  - The PCSB's role is distinct from that of the SEA's role of overseeing LEA (or PCSB) compliance and funding.



# School Improvement Plans

## Every School Improvement Plan should address:

- Improving the quality of teaching and learning in the school;
- Having greater numbers of students achieve proficiency in reading and mathematics;
- Providing a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement.

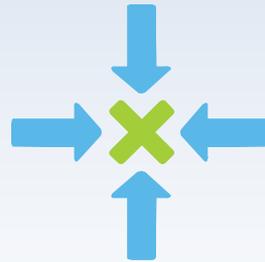


Note: In addition to the required Comprehensive Needs Assessment, School Improvement Plans should go hand-in-hand with the schoolwide plans that schools may be developing as part of the consolidated application process!

# Components of SIPs

Overall, the developed school improvement plan should embody a design that is:

- Comprehensive,
- Driven by data analysis,
- Highly structured,
- Specific, and
- Focused primarily on the school's instructional program.



**Section 1116(b)(3)(A)** of the ESEA provides a framework for and details the requirements attached to the development of a school improvement plan.

# School Improvement Plan Requirements

The School Improvement Plan must (per Section 1116(b)(3)(A) of ESEA):

- be developed in consultation with parents, school staff, the local educational agency serving the school, and outside experts;
- cover a two-year period;
- incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model;
- adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the DC CAS;
- provide an assurance that the school will spend not less than 10 percent of the Title I, Part A funds made available to the school for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —
  - directly addresses the academic achievement problem that caused the school to be identified for school improvement;
  - meets the requirements for professional development activities under Section 1119; and
  - is provided in a manner that affords increased opportunity for participating in that professional development;

# School Improvement Plan Requirements (cont'd)

(Continued from Section 1116(b)(3)(A) of the ESEA):

- specify how the funds described above will be used to remove the school from school improvement status;
- establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in Section 1111(b)(2), meet the State's proficient level of achievement on the DC CAS;
- describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
- specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency and the local educational agency's responsibilities under Section 1120A;
- 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; and
- incorporate a teacher mentoring program.

# Corrective Action and Restructuring Plans

## Corrective Action Plans (ESEA Section 1116(b)(7)):

- One year plan
- Take one of the following corrective actions:
  - Replace school staff relevant to failure to make AYP
  - Institute a new curriculum (and provide appropriate professional development to staff) that is based on research and is aimed at addressing specific issues leading to failure to meet AYP
  - Significantly decrease management authority at the school level
  - Appoint an outside expert to advise the school on its progress towards making AYP based on its school improvement plan
  - Extend the school year or school day for the school
  - Restructure the internal organizational structure of the school

## Restructuring Plans (ESEA Section 1116(b)(8)):

- Year 1: One year of planning to carry out Alternative Governance
- Year 2 (Alternative Governance): Implement one of following arrangements:
  - Reopen the school as a public charter school
  - Replace all or most of the school staff relevant to failure to make AYP
  - Enter into a contract with an effective entity to operate the school
  - Turn operation of school over to the SEA
  - Any other major restructuring arrangement that makes fundamental reforms

# Required Strategies

As you develop these school improvement plans, please note that schools **MUST** implement one or more of the following general categories of strategies required by the U.S. Department of Education.



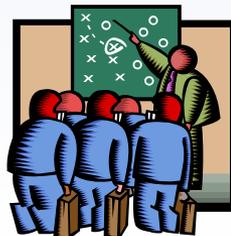
Each LEA has the flexibility to select the strategy or strategies it determines will be the most effective, based on data that reflect their individual circumstances, in building LEA and school capacity to improve student achievement and move schools out of improvement.

# Strategy One

**Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.**

Schools in improvement need individualized assistance to best meet the needs of each school. Individual needs may include:

- analysis of data regarding problems with classroom instruction, professional development, and parental involvement;
- identification and implementation of high-quality strategies supported in the school improvement plan; or
- analysis of budgets and resources to augment reform efforts.



# Strategy Two



**Use research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.**

LEAs must help the school choose the effective instructional strategies that are grounded in research and ensure that the school staff receives high-quality professional development relevant to their implementation.

# Strategy Three

**Create partnerships among other entities for the purpose of delivering technical assistance, professional development, and management advice.**

LEAs, schools, and other entities would benefit from a collaborative effort of consultation and service delivery.



# Strategy Four

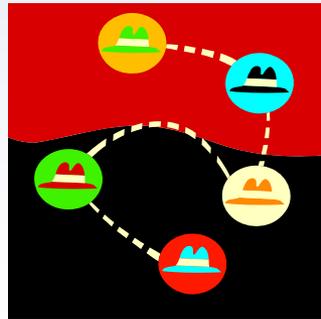
**Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the statewide system of support and that is informed by student achievement and other outcome-related measures.**



# Strategy Five

**Implement other strategies determined by the LEA, and approved by OSSE, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.**

LEAs have the flexibility to propose additional strategies specific to a unique need or to address areas not directly covered in the above items. OSSE retains approval authority.



# As you select strategies:

As your LEA is evaluating and selecting from these strategies, be sure to consider how each strategy will be implemented using the Section 1003(a) funds to address academic performance, including:



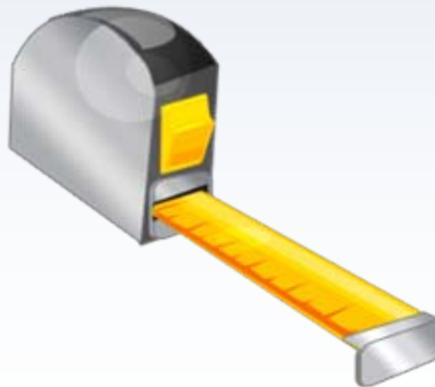
- The evidentiary support of that strategy's effectiveness toward the targeted population of students;
- The frequency and duration of each strategy;
- Who will be in charge of monitoring implementation of each strategy;
- What progress monitoring tool will be used to track effectiveness of the strategy;
- How frequently the progress monitoring will be done for each strategy;
- Ensuring that each strategy will supplement current services;
- The anticipated outcomes in academic performance for the targeted population of students for each strategy.

# Required Measurable Outcomes

## *And don't forget:*

LEAs that receive school improvement funds must also demonstrate that the selected strategies above are designed to build LEA and school capacity to improve student achievement and positively impact the following measurable outcomes:

- Increasing the number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the DC CAS, in schools receiving school improvement funds;
- Increasing the number of schools making adequate yearly progress (AYP) and moving out of improvement status; and
- Using data and assessments to inform decisions on the use of these funds and create a system that provides continuous feedback and improvement.



# SIP Resources

## Resources for LEAs regarding School Improvement Plans:

- Section 1116(b)(3)(A), 1116(b)(7), and 1116(b)(8) of the ESEA
- LEA and School Improvement Non-Regulatory Guidance (July 21, 2006), available at: <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>
- “The Impact of the New Title I Requirements on Charter Schools (July 2004)”, available at: <http://www.ed.gov/policy/elsec/guid/charterguidance03.doc>
- The ED website on School Improvement Funds: <http://www.ed.gov/programs/sif/index.html>
- OSSE Guidance accompanying the Section 1003(a) fund application





# Objectives



1. School Improvement Funds



2. School Improvement Plan Requirements

3. School Improvement Set-Asides

4. Reporting Requirements and Analysis of Data and Assessments

# 3. School Improvement Set-asides

When a school/campus has been identified for improvement, the LEA and school must set-aside some “off-the-top” reservations:

- High Quality Professional Development:
  - The school/campus that is identified for improvement must spend no less than 10% of the Title I, Part A funds made available to it on providing to the school’s teachers and principal high-quality professional development.
  - The LEA must spend at least 10% of its Title I, Part A allocation on high-quality professional development, which may include the 10% that schools/campuses spend on professional development.
- Public School Choice-Related Transportation and Supplemental Educational Services (SES):
  - The LEA must spend at least 20% of its Title I, Part A allocation on choice-related transportation and SES, unless a lesser amount is needed.

# High Quality Professional Development

The high quality professional development must:

- Directly address the academic achievement problem that caused the school to be identified for school improvement,
- Meet the requirements for professional development activities under Section 1119 of the ESEA, and
- Be provided in a manner that affords increased opportunity for participating in that professional development.



# What is SES?

**Under Section 1116(e)(12)(C) of the ESEA, Supplemental Educational Services or SES are:**

- Tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day.
- High quality, research-based, and specifically designed services geared towards increasing the academic achievement of eligible children.
- Assistance in helping eligible children in attaining proficiency in meeting the academic achievement standards.

# What is not SES?

**Supplemental Educational Services or SES are not:**

- A study hall.
- Optional for schools in Improvement, Year 2 status and beyond.
- A blank check.



# SES Student Eligibility

- Eligible students are all students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring.
- If the funds available are insufficient to provide SES to each eligible student whose parent requests those services, an LEA must give priority to the lowest-achieving eligible students [Section 1116(b)(10)(C); 34 C.F.R. §200.45(d)].
  - In this situation, the LEA should use objective criteria to determine which students are the lowest-achieving.

# LEA Responsibilities

## LEAs must:

- Annually notify parents about the availability of services and translate notifications and provider information into other languages as needed.
- Include the following at minimum in parent notifications:
  - Clear, Parent Friendly notification that their child is eligible for SES,
  - Provide parents with clear, complete, and consistent information about local provider options, and
  - Clear instructions about how to sign up for SES.
- Help parents choose a provider, if requested.
- Determine which students should receive services. If the number of students exceeds the amount of available funds, students with the greatest academic need must receive priority.
- Monitor SES Providers.

# LEA Responsibilities (cont'd)

- Enter into a contractual agreement with an SES provider selected by parents of an eligible student.
- Assist the state in identifying potential providers within the district.
- Protect the privacy of students who receive supplemental educational services.
- Promote the availability of SES services.
- Ensure staff is able to share SES information with parents and students.
- Assist in the development of Individualized Student Service Plans.
- Establish a collaborative relationship with providers.



# LEA – SES Agreements

**AGREEMENT– In the case of the selection of an approved provider by a parent, the LEA shall enter into an agreement with such provider. Such agreement shall include:**

1. Specific achievement goals for the student, developed in consultation with the student’s parents and the provider [*Section 1116(e)(3)(A); 34 C.F.R. §200.46(b)(2)(i)(A)*];
2. A description of how the student’s progress will be measured and how the student’s parents and teachers will be regularly informed of that progress [*Section 1116(e)(3)(A), (B); 34 C.F.R. §200.46(b)(2)(i)(B), (ii)*];
3. A timetable for improving the student’s achievement [*Section 1116(e)(3)(A); 34 C.F.R. §200.46(b)(2)(i)(C)*];
4. A provision for terminating the agreement if the provider fails to meet the student’s specific achievement goals and timetables [*Section 1116(e)(3)(C); 34 C.F.R. §200.46(b)(2)(iii)*];
5. Provisions governing payment for the services, which may include provisions addressing missed sessions [*Section 1116(e)(3)(D); 34 C.F.R. §200.46(b)(2)(iv)*];
6. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student’s parents [*Section 1116(e)(3)(E); 34 C.F.R. §200.46(b)(2)(v)*]; and
7. An assurance that SES will be provided consistent with applicable health, safety, and civil rights laws [*Section 1116(e)(5)(C)*].
8. In the case of a student with a disability, the achievement goals, measurement and reporting of progress, and timetable described in items 1 through 3 above must be consistent with the student’s IEP under Section 614(d) of the IDEA [*Section 1116(e)(3)(A); 34 C.F.R. §200.46(b)(3)*].

# Individualized Student Service Plan

- An Individualized Student Service plan is a written statement for each student rooted in scientific diagnostic pre test/assessment which specifies, among other things:
  - The specific services the student will receive
    - *The goals and objectives that the student will be working towards*
    - *A time table to report student progress*
  - The ISSP identifies areas of weakness and sets measurable goals and objectives
- NOTE: These are not “Cookie-Cutter” documents.

## Approved Supplemental Educational Services Providers 2009-2010

<b>1 on 1 BearPaw Tutors DC</b>	<b>A Plus Success</b>	<b>Heads Up</b>	<b>Healthy Families</b>
<b>A to Z In-Home Tutoring</b>	<b>Achieve Tutoring</b>	<b>Higher School Tutoring</b>	<b>Huntington Learning Center</b>
<b>Alternatives Unlimited</b>	<b>American Tutor, Inc.</b>	<b>Innovative Educational Programs</b>	<b>Kinetic Potential Scholars</b>
<b>Applied Scholastics International</b>	<b>The Aya Center</b>	<b>Latin American youth Center</b>	<b>The Literacy Lab</b>
<b>Capitol Educational Support</b>	<b>Catapult Learning</b>	<b>Princeton Review</b>	<b>The Right Prep</b>
<b>Center for Youth and Family Investment</b>	<b>Educate Online</b>	<b>Rocket Learning</b>	<b>Synergistic</b>
<b>Education Advantage</b>	<b>Education Solutions</b>	<b>Tutor Find</b>	
<b>Global Partnership Schools</b>	<b>Grade Results</b>		

# Per Pupil Cap Projections 2009-2010

2009 - 2010 LEAs required to offer Supplemental Educational Services	Projected Title I Part A Allocation	20% Set Aside	Projected Per Pupil Cap
ABC - Bilingual Community Academy	\$59,996.05	\$11,999.21	\$2,121.66
Booker T. Washington	\$164,296.87	\$32,859.37	\$2,121.66
Capital City	\$193,399.93	\$38,679.99	\$2,029.92
Cesar Chavez	\$936,974.09	\$187,394.82	\$2,029.92
Children's Studio	\$48,080.89	\$9,616.18	\$2,125.38
Community Academy	\$567,724.41	\$113,544.88	\$2,125.38
DC Preparatory	\$369,853.04	\$73,970.61	\$2,125.38
EL Haynes	\$207,529.60	\$41,505.92	\$2,029.92
Elsie Whitlow Stokes	\$219,137.93	\$43,827.59	\$2,125.38
Friendship	\$2,463,687.16	\$492,737.43	\$2,057.80
Hope Community	\$240,404.47	\$48,080.89	\$2,125.38
Hospitality	\$115,686.72	\$23,137.34	\$2,029.92

# Per Pupil Cap Projections 2009-2010 (Continued)

2009 - 2010 LEAs required to offer Supplemental Educational Services	Projected Title I Part A Allocation	20% Set Aside	Projected Per Pupil Cap
Hyde Leadership	\$429,188.88	\$85,837.78	\$2,029.92
Ideal PCS	\$245,952.27	\$49,190.45	\$2,125.38
Integrated Design Electronics Academy (IDEA)	\$312,619.06	\$62,523.81	\$2,029.92
KIPP Academy	\$1,078,270.84	\$215,654.17	\$2029.92
Maya Angelou	\$314,385.27	\$62,877.05	\$2,029.92
Meridian	\$303,279.49	\$60,655.90	\$2,125.38
Options	\$272,879.35	\$54,575.87	\$2,029.92
Paul Junior High	\$359,423.61	\$71,884.72	\$2,029.92
School for Arts in Learning (SAIL)	\$95,375.31	\$19,075.06	\$2,029.92
Tree of Life Community	\$235,781.31	\$47,156.26	\$2,125.38
Two Rivers	\$95,375.31	\$19,075.06	\$2,029.92
Young America Works	\$237,555.16	\$47,511.03	\$2,029.92

# What is Public School Choice?

When schools do not meet targets for improving the achievement of all students, parents need to have options. Title I, Part A of the ESEA responds to this need by giving parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, and restructuring the opportunity to transfer their children to a public school that has not been so identified.

- All students enrolled in a Title I school that is in need of improvement are eligible for Public School Choice.

- *See: Sections 1116(b)(1)(E), 1116(b)(5)(A), 1116(b)(7)(C)(i), and 1116(b)(8)(A)(i); 34 C.F.R. §200.44(a)(1)]*

- In offering choice, priority goes to the lowest achieving, low-income students.
- The LEA is responsible for providing, or paying for the provision of, transportation necessary for students to attend their new schools.

# Which schools can serve as transfer options?

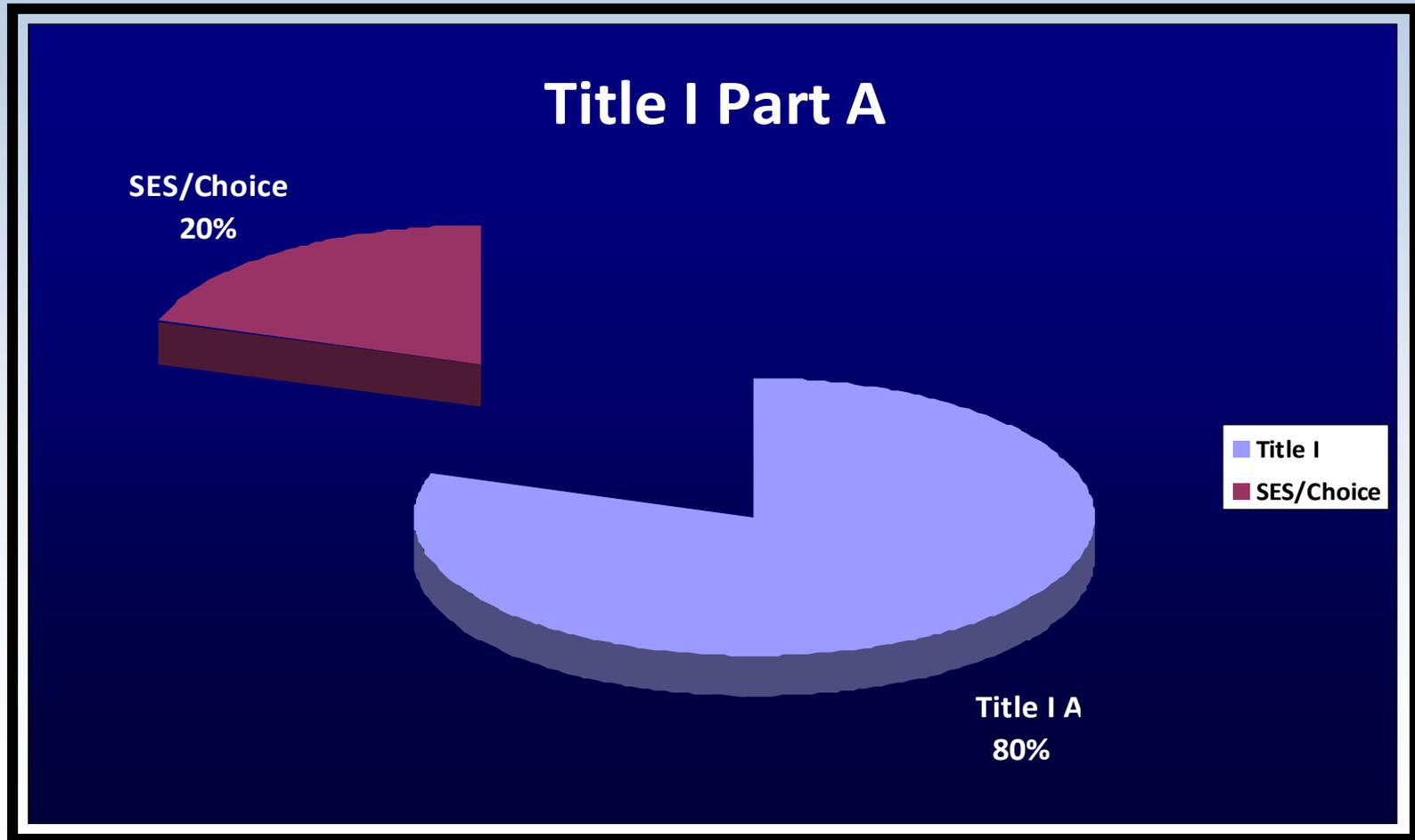
- LEAs determine which schools are designated as transfer options.
- Schools in Title I School Improvement **cannot** be transfer options.
- A student may remain at the Choice school until he or she has completed the highest grade in the school.



## Parent Notification of Public School Choice

- An LEA must provide an explanation of the public school choice option to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring.
- In addition to being timely and informative, this notification must be parent friendly.  
*Section 1116(b)(6); 34 C.F.R. §200.36(b)*
- At a minimum, the notification must:
  - Inform parents that their child is eligible to attend another public school and may receive “free” transportation to the school;
  - Identify each public school, which may include charter schools, that parents may select;
  - Include information on the academic achievement of the schools that parents may select per 34 C.F.R. §200.37(b)(4);
  - Describe the procedures and timelines that parents must follow in selecting a school for their child; and
  - Where necessary, the notification must be translated into a language the parent can understand.

# Choice/SES Funding



# Additional Resources

- SES Non-Regulatory Guidance from the U.S. Department of Education:  
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf>
- School Choice Non-Regulatory Guidance from the U.S. Department of Education:  
<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
- OSSE's Website:  
[www.osse.dc.gov](http://www.osse.dc.gov)



# Objectives



1. School Improvement Funds



2. School Improvement Plan Requirements



3. School Improvement Set-Asides



4. Reporting Requirements and Analysis of Data and Assessments

# 4. Reporting Requirements

The Department of Education requires annual reports on progress made towards the measurable outcomes for school improvement funds.

- Total number and percentage of students who are proficient in reading/language arts and mathematics in schools that received school improvement funds and whether that number and percentage increased from the prior year as measured by DC CAS;
- Number of schools that received school improvement funds that make AYP and exit improvement status;
- Evidence that SEAs, LEAs, and schools used data to make decisions about the use of school improvement funds and created a system of continuous feedback and improvement;
- Evidence indicating that those school improvement strategies that were effective in contributing to increased student achievement and schools' making AYP and exiting improvement strategies; and
- Amount of funds allocated under 1003(a) and 1003(g) to each LEA and school.



# Annual Reporting by LEAs



OSSE will be compiling this data for the annual report, and LEAs receiving school improvement funds will be asked to provide the following:

- Evidence that the LEA and schools used data to make decisions about the use of 1003(a) funds and created a system of continuous feedback and improvement;
- Evidence indicating that the selected school improvement strategies were effective in contributing to increased student achievement and schools' making AYP and exiting improvement status.

# Options for Data to Analyze

Schools and LEAs have a wide range of options for data and assessments to use in making decisions on the uses of Section 1003(a) funds and in creating a system that provides continuous feedback and improvement.

- DC CAS results in Reading and Mathematics, broken down by student subgroup or taken for the school as a whole;
- Other performance indicators, including:
  - Graduation rates;
  - Attendance rates;
  - Percentages of Highly-Qualified Teachers;
  - Data on parental involvement;
  - Data on school safety;
- Parent, staff, student, and community surveys
- And others...



# Analyzing the Data

By analyzing this and other data, schools and LEAs should aim to identify all possible interactions within a system that could be contributing to low academic achievement as indicated by these performance indicators. Examples of programmatic and administrative aspects that could be examined and incorporated as areas of focus in the school improvement plans include:

- The organizational structure of the school and LEA;
- Instructional methods used;
- External factors such as safety, etc.;
- Student demographics;
- Curriculum being taught;
- Number of teachers who are and are not highly-qualified;
- Professional development being offered to staff to analyze student achievement and program outcome data;
- Assessments and instruments being used to assess student progress in achieving proficiency in the DC CAS;
- How many times during the school year data analysis will take place at schools in improvement status;
- How this information will be used after the data analysis occurs;
- Resources that are currently in place or can be added to address academic performance.



# Further data analysis

For LEAs and schools, the analysis should also include:

1. A review of the relevant data about student achievement and related factors;
2. A review of the evidence that the strategies to be implemented with the school improvement funds have the greatest likelihood of ensuring that all students reach proficiency.

For example: LEA or school staff might consider data indicating that a particular strategy or combination of strategies contributed to improved student achievement in similarly situated schools.



# How to demonstrate use of data?

An LEA can demonstrate that it is making decisions regarding the use of school improvement funds based on data by:

1. Clearly articulating the data it analyzed;
2. Describing the conclusions drawn; and
3. Explaining how the proposed uses of school improvement funds address areas where the data indicate that changes are needed to improve teaching and learning.



# System of Continuous Feedback and Improvement

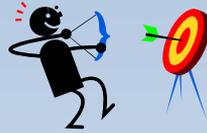
Once a strategy or strategies have been identified, LEA and school level staff should monitor to ensure that:

1. Those strategies are actually being implemented;
2. They are contributing to the desired outcomes either in terms of improvement in student achievement or increases in other activities that lead to increased student achievement. (For example: Greater parental involvement, more high quality professional development, etc.)

Changes should be made when data indicates that technical assistance or a strategy is not having the intended result.

There should also be a mechanism to report back to the LEA about practices that are proving to be effective, so that this information can be shared with other LEAs and schools.

# Reviewing Our Objectives



1. Overview of School Improvement Funds



2. School Improvement Plan Requirements



3. School Improvement Set-Asides



4. Reporting Requirements and Analysis of Data and Assessments

# Questions?



# Additional Resources

For additional questions:

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