

Title I, Part D, Subpart 2 Standards Implementation Tool

Frequently Asked Questions

Why are we doing this?

Under the Every Student Succeeds Act (ESEA section 1414(a)(2)(A)), State Education Agencies were asked to describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program. Through collaboration with local educational agency (LEA) and institution stakeholders, consisting of education directors and teachers from institutions receiving Title I, Part D, Subpart 2 funds, the Standards Implementation Tool was created. The Standards Implementation Tool better aligns with the instruction of institution teachers and provides a more accurate and useful measure of alignment to standards. This will provide insight into technical assistance that may be provided in support of institutions.

Who completes and submits this form?

LEAs and institutions with Title I, Part D, Subpart 2 programs should complete and submit **one** form. The LEA receiving the funding should work in conjunction with the educators at the institution to complete this form. The LEA must submit one Standards Implementation Tool for each program that receives Title I-D funding in the LEA.

Which students are included?

Students who are receiving supplemental educational services funded through Title I, Part D, Subpart 2. It is worth noting that a teacher working with students with a brief length of stay (less than a week for example), may not have the units/lessons necessary to complete the form.

Do we have to complete every page?

No. An institution must complete **one** English language arts (ELA) page (reading literacy and informational text, writing, speaking and listening, or language) and the mathematics page. Note that one ELA unit/lesson may address multiple literacy standards, so in those cases, choose the standard of greatest emphasis.

What resources will help me complete this?

- Wisconsin Standards for English Language Arts:
<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>
- Wisconsin Standards for Mathematics
<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/MathematicsStandards2021.pdf>
- [Instructional Practice Guide for Equitable Teaching and Learning in English Language Arts](#)
- [DPI Guiding Principle on Responsive environments engaging learners](#)
- Example units from highly rated, standards aligned mathematics and ELA curriculum
 - EL Education ELA Units
 - [All K-8 grade units here](#)
 - Illustrative Mathematics Units
 - [All 6-8 grade units here](#)
 - [All 9-12 units here](#)

An example of a completed version of this Standards Implementation Tool form can be viewed on the Title I, Part D, Subpart 2 Forms and Applications webpage:

<https://dpi.wi.gov/neglected-delinquent/subpart-2>.

**Note: a specific unit is highlighted from both EL Education and Illustrative Math in the Writing and Math section of the Example Standards Implementation Tool linked above*

What happens if we revise the unit/lesson after we have completed the form? Do we need to resubmit?

There is no need to resubmit this form if the unit/lesson is revised. The subsequent year provides an opportunity to submit a new sample.

Can we use a unit/lesson that is centered on career and technical education?

Yes. When choosing a unit/lesson centered on career and technical education, describe the portion of the unit/lesson which addresses the English language arts or mathematics standards.

How do we create culturally responsive learning environments and develop instructional practices that advance educational equity for all students?

Historically, Wisconsin's educational system has not been equitable for all our students. Therefore, we have added questions to ensure we are intentionally considering how to make each unit/lesson relevant, meaningful and accessible to each of our students. The [Instructional Practice Guide for Equitable Teaching and Learning in English Language Arts Grades](#) is a great resource that shares specific instructional practices that support advancing educational equity for all of Wisconsin's students. We envision this guide being supportive when considering a "cultural responsiveness/equity lens" for the "plan/do" section for each standard. The [DPI Guiding Principle on Responsive environments engaging learners](#) is also a great resource that identifies structures teachers can build to create culturally responsive learning environments. We would love to hear what you are doing to advance educational equity for your students as well.

If a student is a 7th grader but at a 3rd grade reading level, can the teacher use the 3rd grade reading standards?

No. When older students are still developing as readers, they need instruction that both develops their reading skills and provides them with access to grade-level thinking and work. The federal Reading First study showed that students who received interventions focused exclusively on decoding fell behind in reading comprehension, seeming to indicate a need for both instruction in decoding and instruction in comprehension, which involves reading connected text (Gamse, B.C., Jacob, R.T., Horst, M., Boulay, B., & Unlu, F. [2008]; Reading First impact study final report [NCEE 2009-4038]; Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education). Students who are not engaged in grade level standards will fall farther behind their peers, and reason would suggest that they would not catch up to grade-level. In order to actually close achievement gaps, consider how to provide the student access to 7th grade thinking while perhaps using texts at the student's reading ability.

Examples:

- The 7th grade Reading standard 9 says, "Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences." That could be accomplished with texts at a lower reading level, or an audio book. The 7th grade standard 1 says, "Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences." Again, that could be done with text at a lower reading level, or an audio book.

- Another area to consider would be submitting a lesson/unit plan that focuses on the Speaking and Listening standards or the Writing standards. 7th grade Writing standard 2 says, “Write texts in a variety of modes,” and goes on to explain that those modes are, “arguments,” “informative,” or “narratives.” The standard doesn’t say anything about how long this piece of writing should be and the writing could be a response to a text (or several texts) that the student has read at their level.

What scaffolds give students access to grade-level standards?

This school improvement strategy is effective because all students are provided with grade-level, standards-based instruction. In some cases, students will need scaffolds to fill in gaps in knowledge or skills in order to be able to do the work of the grade-level standards. Continuing to engage students with instruction that is not at grade-level, maintains or widens student achievement gaps.

- In the area of English language arts, standards are a staircase where each standard leads to the next. Educators can use the ELA standards document to identify gaps in student knowledge or skills and trace back through the prerequisites to develop appropriate scaffolds.
- In the area of Mathematics, standards relate to each other across grade levels. [The Coherence Map](#) can support educators in identifying gaps in student knowledge and trace back through the prerequisites. Additional content support can be found in the [Math progression documents](#).

What is standards-based assessment?

Standards-based assessment is an evaluation of what a student knows and can do in relationship to specific content area academic standards. A standards-based assessment can be formative (a “no stakes” assessment that gives an instructor information about a student’s knowledge or understanding that allows the instructor to plan additional, relevant instruction), interim (a “low stakes” assessment given after some instruction has occurred that the instructor uses to group students, adjust instruction, make decisions about providing additional challenges or supports, and/or plan additional, relevant instruction), or summative (a “high stakes” assessment given at the conclusion of instruction to make a final evaluation of a student’s knowledge and skills and to make bigger curricular decisions). Educators utilize all three types of assessment during the learning process. Find additional assessment resources at <https://dpi.wi.gov/strategic-assessment>.

What is meant by “progress monitoring” in the anchor standard document?

“Progress monitoring” refers to processes or practices educators use to measure or monitor how students are doing in relation to the end of unit/lesson goals. Progress monitoring can be either formal (tests) or informal (conversations). It is important that educators use the progress monitoring information to design instruction that meets students’ needs.