

Title I, Part A and Achievement Gap Reduction (AGR): Programs working together for continuous school improvement.

Title I, Part A and the Achievement Gap Reduction (AGR) program are federal and state programs with the intent to improve student achievement through family and community engagement, high quality instructional practices based in rigorous curriculum, and professional and staff development. As both programs have similar requirements, the school and district can align the programs to meet the highest needs identified and implement both programs in an intentional way that meets the requirements of both programs. A focused plan can streamline efficiencies and add capacity for the focus areas of the school. The following proposals offer best practices and considerations when schools dig into this work. Please reach out to your CESA, DPI consultant, and local stakeholders for input and support.

AGR Essential Components

that meet

Schoolwide Plan Essential Components

Developing a comprehensive plan based on needs

An AGR school must create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide.



The schoolwide plan must be based on a comprehensive needs assessment and focused on students with the greatest academic needs.

Implementing strategies for eligible students, staff, and families

An AGR school must implement one of three strategies, or a combination of these strategies in every K5-3rd grade classroom:

- provide one-to-one tutoring by a licensed teacher;
- provide instructional coaching for teachers by a licensed teacher;
- maintain 18:1 or 30:2 classroom ratios; and/or
- provide professional development on small group instruction.



The schoolwide plan must include strategies to address identified needs. Strategies should improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

A schoolwide plan must support all students, staff, and families in the school.

Coordinating resources, services, and programs

As a state program, AGR can coordinate in allowable ways to meet student needs.



The schoolwide plan must show how it coordinates with other federal, state, and local resources, services, and programs. For example, a schoolwide plan might coordinate Title I funds with their Title III funds to ensure the school's language programming is infused throughout the universal supports as they have a high English learner population.

Reviewing and sharing an accessible plan and progress

AGR requires a school board review of implementation and progress towards achieving performance objectives in each participating school at the end of every semester.

Report to the school board at the end of every semester:

- performance objectives;
- implementation and rationale of required strategies to meet identified performance objectives;
- formative and summative assessments used to evaluate success in stated performance objectives; and
- progress in closing the achievement gap.



The school must review the schoolwide plan at least annually and revise as necessary with their schoolwide team.

The plan may include tools and processes for ongoing student progress monitoring. Schoolwide programs must have methods for reporting student progress to parents.

The school's plan must be in an understandable format, easily accessible and available to school and district staff, parents, and the public.

Family and community engagement

Not an explicit requirement, but a best practice to improve coaching cycles and systems. For example, family input on the school's AGR strategies or engaging parents to support the implementation of a specific strategy can help the program succeed.



A schoolwide program must involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the schoolwide program. The process should include an adequate representation of the families served by the school.



Potential Alignment of Strategies

**This is not an exclusive list, please reach out to your DPI Title I or AGR consultant for additional information.*

AGR Strategy

Potential Schoolwide Program Strategies that Align (not exclusive)

Maintain 18:1 or 30:2 classroom ratios and provide professional development on small group instruction.



Using schoolwide funds to:

- reduce class sizes for 4th – 5th grades;
- implement a professional learning community (PLC) and training for staff (additional staff = potentially more training supports needed);
- provide co-teaching resources, time, and supports;
- provide coaching supports; and/or
- provide professional development for curriculum or instructional practice alignment (time, travel, fees, etc.) to improve universal instruction.

In schoolwide programs, all teachers are Title I teachers. The reduced class size AGR strategy can be utilized with schoolwide funds to meet the comprehensive plan with a focus on those students with the greatest needs.

Provide instructional coaching for teachers by a licensed teacher.



Using schoolwide funds to:

- implement a PLC;
- extend staff time for coaching and professional learning;
- provide paraprofessional support for small group instruction time (in order to focus on coaching); and/or
- purchase supplies and equipment to improve coaching (camera, etc.).

In schoolwide programs, all teachers are Title I teachers. The instructional coaching strategy can create opportunities to utilize funds in a way that is comprehensive and inclusive of all students, with a focus of those students with the greatest needs. Coaching would drive improvement through universal core instruction for all students in a schoolwide program where all students are Title I.

Provide one-to-one tutoring by a licensed teacher.



Using schoolwide funds to:

- Ensure collaboration and coordination between the tutoring program and universal core instruction, including curriculum, progress monitoring, and professional learning.
- Align the tutoring program to the MLSS/RtI program to ensure appropriate supports identify and meet the needs of students.
- Pay for the school's interventionist to continue support for the identified students through before or afterschool tutoring.

Considerations

Will this contribute to “reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating AGR grade”?

Will the evidence-based strategies help our school to meet the needs of all students?

Has the new innovation or change been selected based on data and root cause analysis, and is it the most impactful change that can be made to address the root cause?

Resources

Title I Schoolwide Program information: <https://dpi.wi.gov/title-i/schoolwide-program>

Handout on Schoolwide Plans: https://dpi.wi.gov/sites/default/files/imce/title-i/pdf/SW-Plan_1-pager.pdf

Handout on Schoolwide Programs: https://dpi.wi.gov/sites/default/files/imce/title-i/pdf/SW-Program_1-pager.pdf

Achievement Gap Reduction (AGR) information <https://dpi.wi.gov/sage>