A Profile of Success:
Best Practices for
Reward Schools and Reward Districts

30th Annual GCEL, Inc. Conference

March 2 – 4, 2015

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SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS

Agenda

- Review the requirements for:
    - o Reward Schools
    - o Reward Districts
    - o National Title I Distinguished Schools

- Review Methodology for Determining Title I Reward Schools
    - o Title I Reward Schools & Reward Districts
    - o National Title I Distinguished Schools

- Review Best Practices for Schools & Districts

- Review federal requirements for allowable and allocable costs of reward monies

Title I Reward Schools Program

Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver has allowed the state's Title Programs Division to move from the ESEA's Academic Achievement Awards program to the Reward School Awards program

Selection Depends on Performance

Title l Reward Districts, Title I Reward Schools and National Title I Distinguished Schools are selected annually based on the district's or school's performance as defined in Georgia's ESEA Flexibility Waiver

Defining Reward Schools

- Georgia's Rewards Schools are based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools

- Two categories of Reward Schools will be recognized:

    o Highest-Performing Reward School

    o High-Progress Reward School

Highest-Performing Reward Schools

- A Title I school that has the highest absolute performance over a number of years for the all students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools throughout the state with the highest graduation rates

- A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school

High-Progress Reward Schools

- A High-Progress Reward School is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the all students group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates

High-Progress Reward Schools

- A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school
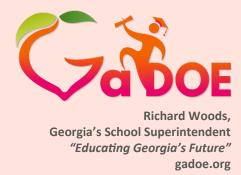
Highest-Performing Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- Count the number of Title I schools in the state for school year (1560)

- Multiply the number of Title I schools in the state for school year by 5 percent (78)

  - The resulting value is the number of Title I schools in the state that are to be identified as Highest-Performing Reward Schools

Highest-Performing Reward School Data

Methodology for Determining the List of Title I Reward Schools

- At the school level, aggregate the All Student and subgroup achievement results assessment data for all End-of-Course Tests (EOCTs) and all Criterion Reference Competency Tests (CRCTs), all Criterion Referenced Competency Tests – Modified (CRCT-M), Georgia Alternate Assessments (GAAs**)**
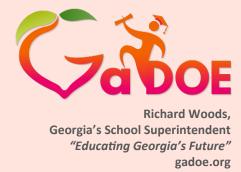
Highest-Performing Reward School Data

Methodology for Determining the List of Title I Reward Schools

- For a group (All Students, as well as, the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area

Highest-Performing Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- Rank the Title I schools based on the average of their 3-year aggregate achievement results form highest achievement to lowest achievement

- Remove Schools from the list schools that have been identified as Focus Schools

- Remove high schools from the list that are not among the schools with the highest graduation rates

Highest-Performing Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- Remove schools from the list that did not make AYP
- Identify the top 78 schools as Highest-Performing Reward Schools

High-Progress Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- Count the number of Title I schools in the state for school year. (1560)
- Multiply the number of Title I schools in the state for school year by 10 percent. (156)
- The resulting value is the number of Title I schools in the state that are to be identified as High-Progress Reward Schools

High-Progress Reward School Data

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Methodology for Determining
the List of Title I Reward Schools

- At the school level, aggregate the All Student and subgroup achievement results based on 3 years of assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests –Modified (CRCT-M), Georgia Alternate Assessments (GAAs)

High-Progress Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- For a group (All Students, as well as, the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member

High-Progress Reward School Data

Methodology for Determining
the List of Title I Reward Schools

- Based on aggregate achievement results, calculate progress using the following formula:

    ((Year 1 Results – Year 2 Results) +

    (Year 2 Results – Year 3 Results))/2

- Rank the schools based on the greatest amount of progress.

- Remove schools from the list that have been identified as Focus Schools and as Priority Schools.

- Identify the top 156 schools as High-Progress Reward Schools.

Recognizing the Title I Reward Schools

- Georgia will recognize Highest-Performing and High-Progress Title I Reward Schools each year at the annual statewide Title Programs Conference
- Each Title I Highest-Performing Reward School and High-Progress Reward School will receive a reward certificate
- Further, these schools will each receive a monetary reward equal to Georgia's total reward allotment

Required Use of Funds Narrative

Three items that must be addressed:

1. The activities and materials to be funded using the **Title I Reward Schools** award for each school in the district receiving a Reward School award
    - This summary must delineate the decision making process utilized at each Reward School in the district for determining the expenditure of the **Title I Reward Schools** award
    - A listing of the staff with job titles involved in the decision making process must be included in this narrative. (This requirement also applies to **Reward Districts**)

Required Use of Funds Narrative

Three items that must be addressed:

2.   The process the school and the district will implement to monitor the use of the **Title I Reward Schools/District** award
     - Example: Inventory

Required Use of Funds Narrative

Three items that must be addressed:

3. The internal controls the school/district will implement to promote efficiency, assure appropriate use of the **Title I Reward Schools/District** award, and to safeguard assets and/or avoid fraud and error

    - Example: Role of Title I Director in the approval process

Georgia Department of Education

Allowable Use of Funds

- Districts/Schools receiving monetary awards may use funds for educational purposes only
- Awards monies may be used to purchase instructional materials and supplies

  - Schools may have instructional materials and supplies such as: pencils, pens, inexpensive jump drives and inexpensive calculators imprinted with Title I Reward School

  - These items should be listed in the budget explanation as pencils, pens, inexpensive jump drives and inexpensive calculators

- Title I Reward School funds can only be used to support the core content academic areas: reading, English, language arts, mathematics, science, social studies

Allowable Use of Funds

- Provide monetary awards for current employees
  - Each personnel group receiving a monetary award must receive the same amount of money
    - ➢ Para-educators receive the same amount
    - ➢ All teachers receive the same amount
    - ➢ Custodial staff receive the same amount
  - Only current personnel employed at the Title I Reward School may be awarded funds
  - Monetary awards may only be disbursed to personnel paid with Title I funds in a targeted assistance school
  - Monetary awards may be prorated to part time employees

Allowable Use of Funds

- To operate schoolwide projects to enhance instruction
- To operate districtwide projects to enhance instruction (Reward District award only)
- To purchase Reward School signs and banners
- Expenditure of funds must be allowable and reasonable in accordance with 2 CFR 200, Uniform Guidance (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards)

Allowable Use of Funds

- Federal funds must be used to supplement, not supplant services, staff, programs, or materials that would otherwise be paid with state and/or local funds (and, in some cases, other federal funds)
- Questions that should always be asked:

  o What would have happened in the absence of federal funds?
  o Did the school provide the program with Title l funds in prior years?
  o Is the district providing the program for non-Title l children with other funds?

Georgia Department of Education

Allowable Use of Funds

- Schools receiving monetary awards may not use funds for:
  - o Employees who have transferred from the Reward School
  - o To supplant funds provided by the district

- Remember--
  - o All monetary awards to individuals are subject to appropriate state and federal tax guidelines
  - o Title I Reward Schools/Districts funds may not be carried over

Georgia Department of Education

Allowable Use of Funds

May

- Instructional materials for classroom instruction in English, language arts, mathematics, science, and social studies

- Monetary awards for current Title I employees

- Schoolwide projects, such as computer labs, materials and supplies for the classroom, etc.

May Not

- Capital outlay projects such as carpeting, renovations, and construction

- Gift cards, trophies, school uniforms, tee shirts, movie tickets, theme park tickets

- Signs, flags, and banners (exception: the Title I Reward School or District banners and signs)

- Food unless it is associated with a parental involvement activity that meets the guidelines

Title I Reward Districts

The Title Programs Reward Districts Program recognizes and honors local school districts that have made the greatest gains in the percent of economically disadvantaged students meeting or exceeding state standards on assessments administered in the previous school year compared to assessments administered in the current school year

Title I Reward Districts

- Title l Reward Districts are districts that are the highest-preforming districts in their size category

- Four school districts receive the award each year

- Title l Reward Districts receive

  - o A Certificate of Recognition

  - o A $50,000 Monetary Award

  - o Recognition Banner

  - o Recognition at Georgia's annual Title Programs Conference

FY15 Title I Reward Districts

- Large (districts with over 10,000 students) - Forsyth County

- Medium (districts with 4000 to 9,999 students) - Oconee County

- Small (districts with 2000 to 3,999 students) - Jefferson City

- Extra small (districts with under 2000 students) - Chickamauga City

Title I Reward Schools

Title I Reward Schools may serve as models for and provide support to other schools, especially schools identified for Priority, Focus, and Alert Schools

Best Practices: Reward School and Districts

What are some of the common elements that exist between Reward Schools and Reward Districts?

Community & Outside Support Groups

- A strong commitment to the community

- A focused commitment to help others in the school and community

- Businesses, parents, students, civic and religious groups meet to share information, discuss issues and give insight as to how various school decisions will impact the community

Best Practices: Reward School and Districts

Community & Outside Support Groups

- Stakeholders visit classrooms

- Businesses in the community help sponsor events

- Strengthen ties in the community

Best Practices: Reward School and Districts

School Climate & Culture

- Provides a framework for the creation and implementation of change

- Teachers readily embrace change and see it as a catalyst for maximizing student growth

- Commitment to continuous school improvement

- Positive interactions between students and teachers

- Our school culture seeks to create a warm and inviting atmosphere

Best Practices: Reward School and Districts

School Climate & Culture

- Celebrate students' growth and academic success

- School and teacher leaders willing to do whatever it takes for students to achieve

- A rich culture of high academic standards

- Whole student growth

- Academic success is honored

- Maintain high expectations for all students

Best Practices: Reward School and Districts

School Climate & Culture

- Provides a framework for the creation and implementation of change

- Be business like in expectations for student growth in academics and the development of successful life habits

- Community support

- Expectations of excellence

- Creating a community of learners

Best Practices: Reward School and Districts

District & School Leadership

- Leaders model a strong work ethic and a genuine concern for student achievement

- School's leaders stand as guardians of instructional time

- Grade level and content area teams meet on an on going basis to plan collaboratively for instruction, assessment, data analysis, and interventions

Best Practices: Reward School and Districts

District & School Leadership

- School leaders maintain a calm, focused demeanor regardless of the circumstance and continue to encourage teachers and students as a part of their routine

- A sense of urgency and determination to create the perfect storm that will produce change and academic improvement

- Transparency and strong conviction on the part of a school's leader

Best Practices: Reward School and Districts

District & School Leadership

- The essential component needed to effect change is putting together a team of talented, committed teachers and support staff who share the vision of success for all

Best Practices: Reward School and Districts

Teacher & Instructional Staff Commitment

- Teachers regularly reflect on ways to improve by collaborating with one another

- All teachers are available for individualized tutoring

- Teachers promote a philosophy of lifelong learning and improvement by modeling and sharing best practices with students as well as staff

- Close collaboration among the teachers

- Teachers study group meetings to analyze student work and record academic, attendance, and discipline data

Best Practices: Reward School and Districts

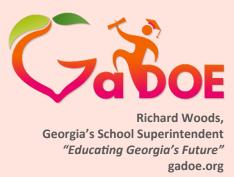## Teacher & Instructional Staff Commitment

- Teacher study groups are a tool that we use to support teaching and student learning

- Awareness of vertical alignment

- Focus walks provide critical formative data

- Focus on the whole child and the home life in which they live

- Completing a task prior to assigning it to students

- Collaborative discussions and planning, both vertically and horizontally

Best Practices: Reward School and Districts

Teacher & Instructional Staff Commitment

• Positive staff

• Collaboration between grade levels

• Collaboration within the grades and subjects

• Teachers communicate strengths and weaknesses of students with each other

• Cooperative groups

• Varied teaching methods

Best Practices: Reward School and Districts

Teacher & Instructional Staff Commitment

- Teachers review the information to determine gaps in curriculum and design lesson plans to accelerate instruction to meet the needs of the students

- Group students by ability and mixed ability per subject and provide appropriate interventions

- Staff given the opportunity to network with students, families, and community members

- Staff collaborates in PLC meetings to review data

Best Practices: Reward School and Districts

Teacher & Instructional Staff Commitment

- Peer observations provide fresh ideas to integrate in meeting student's needs

- Teachers update, review, and use student data to design and implement a response to it

- Full time Reading Specialists

- Professional development sessions, coaching, modeling, and offering literacy support to teachers

Best Practices: Reward School and Districts

Teacher & Instructional Staff Commitment

- Collaboration at weekly grade level PLCs, monthly SIT meetings, quarterly data meetings, bi-annual vertical planning meetings and Student Support Team meetings

- Maintain highly qualified teachers

- Part time tutors to provide additional practice on critical skills and ensure mastery learning

Best Practices: Reward School and Districts

Student Commitment

- Encourage all students to participate in extracurricular activities

- Integrate life lesson conversations with students

- Use thinking maps to help students make connections to concepts being taught

Best Practices: Reward School and Districts

Parents of Students

- Parental involvement plays an important part in education

- Understand the value in parental Involvement

Best Practices: Reward School and Districts

Academic Program Elements

- A reading and math coaching program

- Aligned data to prior year and current year objectives to determine pacing and content for core academic areas

- Look for learning gaps and growth patterns

- A balanced literacy approach to close the achievement gaps

- Small group guided reading and writing lessons

Best Practices: Reward School and Districts

Academic Program Elements

- Daily instructional activities are used to encompass the five domains of literacy including vocabulary, phonemic awareness, phonics, comprehension, and fluency.

- Provide multiple opportunities to read continuous leveled texts and provide a written response to recognize reciprocity in literacy while improving higher level critical thinking skills

Best Practices: Reward School and Districts

Academic Program Elements

- Full time reading specialists

- Professional development sessions, coaching, modeling, and offering literacy support to teachers

- Part time tutors to provide additional practice on critical skills and ensure mastery learning

- A balanced literacy approach to close the achievement gaps

Best Practices: Reward School and Districts

Academic Program Elements

- Small group guided reading and writing lessons

- Select initiatives that will best meet the needs of the learner

- Provide differentiated instruction

- Daily instructional activities are used to encompass the five domains of literacy including vocabulary, phonemic awareness, phonics, comprehension, and fluency

Best Practices: Reward School and Districts

Academic Program Elements

- Provide multiple opportunities to read continuous leveled texts and provide a written response to recognize reciprocity in literacy while improving higher level critical thinking skills

Best Practices: Reward School and Districts

Academic Program Elements

- Any student that is not proficient according to state assessment standards in all grades is considered at-risk

- Continuous improvement

- Consistency in the use of effective best practices

Best Practices: Reward School and Districts

Technology

- Understand the impact of technology and the need for students to be global participants

- Integrate technology in curriculum

Best Practices: Reward School and Districts

Use of Data & Evaluation

- Disaggregation of student achievement data

- Data teams meet regularly to review data from state and locally developed assessments

- A review of student performance data is conducted to determine optimum student placement

- Common formative assessment data is used to determine the alignment of instructional and assessment practices

Best Practices: Reward School and Districts

Use of Data & Evaluation

- An annual review of student performance data allows content area and grade level teachers an opportunity to determine strengths and weaknesses

- Student achievement data is used to determine which programs and activities will best address the skill deficits of students

- All instructional decision-making is data-driven and focused on the diverse academic needs of students

Best Practices: Reward School and Districts

Use of Data & Evaluation

- Weekly assess student work

- Decisions regarding program changes are solely based on the analysis of student performance data

- Students who are most at-risk of not meeting the state's academic standards are identified

- Assessment drives instruction

Best Practices: Reward School and Districts

Use of Data & Evaluation

- Use the data to evaluate the effectiveness of instruction

- Use a variety of assessment data

- Use multiple assessments to make well-informed instructional decisions

Best Practices: Reward School and Districts

Richard Woods,
Georgia's School Superintendent
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Use of Data & Evaluation

- Collect data on students' attendance, behavior, and performance, to view the whole child

- Use data from a variety of sources to improve student achievement

- Uses data in a variety of ways

- Use data to assess the needs of individual students

Ideas for Use of Funds

- Consultant fees for professional learning on working with schools on work design and student engagement

- License to different Web-based software to support direct instruction with at-risk learners

- Supplemental reading books and magazines to use during guided reading and readers workshops

- Permitting the data to drive instruction

Georgia Department of Education

Ideas for Use of Funds

- Web-based reading fluency and comprehension materials to support social studies

- Reading Materials – Exploring reading kits – leveled readers to support guided reading

- Science Manipulatives – scientific calculators, lab equipment, dissecting specimens, family science night materials to support science

Ideas for Use of Funds

- Parental Involvement materials – to create parental involvement centers and support parent engagement

- Literacy collaborative and reading recovery books to support guided reading

- Technology Equipment—notebooks, laptops, computers, digital cameras, flash drives, smart boards

Ideas for Use of Funds

- Math and science manipulatives
- Professional development for staff
- Tutors for students
- Title I Reward School banners and signs

Most Frequently Made Narrative Mistakes

Lack of Information

- Several of the district's schools used something other than the Department's use of funds form, and these forms did not contain all of the information that is requested on the Department's Use of Funds form. Schools/Districts may use their own forms; however, all information requested on the Department's form must be addressed

Lack of signatures

- Some schools used and attached the Department's Use of Funds form; however, there were no signatures on the forms and many times the name of the school was not on the form

Most Frequently Made Narrative Mistakes

Not budgeted by school

- Budgets cannot be approved unless you make it clear how much money is budgeted for each school

Narrative and Budget Do Not Match

- The narrative on the Use of Funds form submitted for each Title I Reward School does not match the budget that is entered for the school in the consolidated application

Georgia Department of Education

Most Frequently Made Narrative Mistakes

No Use of Funds Form Attached

- The required Use of Funds form is not submitted/ attached for each of the district's Title I Reward Schools (Remember to submit a separate Use of Funds form for each school)

Use of Funds Form Not Uploaded to Program Information Tab in Reward School/District Budget

- Many districts submitted the Use of Funds form to the Attachment tab

Georgia Department of Education

Most Frequently Made Budget Mistakes

Refrain from using these words: such as, will include, including but not being limited to, and etc. This implies that there are other supplies that are not mentioned

Refrain from using acronyms and/or abbreviations that may be unfamiliar and may lead to misunderstanding the intent of the budgeted item

Most Frequently Made Budget Mistakes

Expending Reward School/District funds without prior approval from the Department– remember that your Title I Reward Schools/District budget must be submitted and approved by the Department before spending the money

Inadequate description/explanation to support items budgeted. All explanations must be clear and specific. There must be enough description to explain how the funds are being spent

Most Frequently Made Budget Mistakes

For schools giving monetary awards to teachers - make sure that the amounts for awards are clearly spelled out for each category of employee

- 1000-199 $5,000

    Monetary awards to 10 teachers at ABC Elementary School. (10 teachers x $500 per teacher = $5,000)

Most Frequently Made Budget Mistakes

Showing budget expenditures for all Title I Reward Schools as one line item per function and object code. Districts must show budget expenditures by individual schools. It should be evident in the budget detail how the funds are to be used for each distinguished school

- Non-Example: 1000-610 $1350 Pencils, paper, crayons, markers, poster board

- Example: 1000-610 $1350 Pencils, paper, crayons, markers, poster board.
$500--ABC Middle School; $350—XYZ Elementary School; $500—EFG High School

Budget Details

All explanations must be clear and specific

Adequate Examples	Inadequate Examples
Supplies: writing materials, notebooks, poster board, staples, markers, and tape	Supplies: writing materials, staples, etc. or Supplies such as writing materials and staples.
Rich Middle School - Monetary Awards for 10 teachers @ $165 each, 2 paraprofessionals @ $100 each	Stipends for 10 teachers @ Rich Middle School or $13,000 for stipends for 10 teachers
Staff Recognition Monetary Award – 3 custodial staff @ $60 each; 6 cafeteria staff @ $41.25 each	Staff Recognition – classified staff $500.
$20,000 for computers: 5 at HES for mathematics lab, 5 at MES for core classrooms, and 10 at CES for literacy lab	$20,000 for computers

Budget Codes
Monetary Awards

Teachers: 1000-199

Paraprofessionals: 1000-199

School Nurse: 2100-199

School Counselor: 2100-199

Principal: 2400-199

Assistant Principal: 2400-199

Secretaries/Book-Keeper: 2400-199

Custodians: 2600-199

Instructional Technology Specialist: 1000-199

Media Specialist: 2220-199

Coaches (Literacy/Math): 2210-199

Budget Codes
Monetary Awards

Instructional Supplies: 1000-610

Professional Development Supplies: 2210-610

Professional Development Stipends: 2210-116

Books (non-textbooks) & Periodicals: 1000-642

Bus transportation (energy): 2700-620

Bus transportation (driver): 2700-180

Reward District signs and banners: 2230-610

Reward School signs and banners: 2400-610

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