

Schoolwide Program Presentation

New England Comprehensive Assistance Center

Steve Hamilton

Schoolwide Programs

- **“Schoolwide programs (SWPs) are a cornerstone of the vision for school reform as defined in Title I of the federal No Child Left Behind (NCLB) Act of 2001.”**
- **Title I schools often choose to change their status from targeted assistance to SWP status for school improvement efforts and/or related fiscal reasons.**

Schoolwide Program Overview

- **Eligible schools are those in which at least 40 percent of the children in the school attendance area are from low-income families for the initial year of the SWP.**

Established Under IASA/ESEA TITLE I Legislation

- ***“The ‘new’ Title I has one overriding goal: to improve the teaching and learning of children in high poverty schools to enable them to meet challenging academic content and performance standards. The law enables more Title I schools to develop schoolwide programs by lowering the minimum poverty level at which a school can become a schoolwide (SWP) program from 75% to 60% poor children in school year 1995-1996 and then to *50% in subsequent years.”***

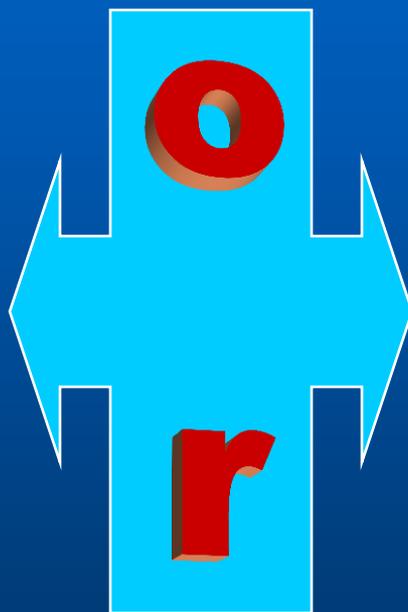
**** (Now 40%)***

IASA/ESEA TITLE I Legislation

- ***“Schoolwide programs will be able to combine Title I with other federal, state, and local funds to serve all students in the school. These funds will be used for schoolwide reform strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for all children, according to a comprehensive plan to meet the state's high standards.”***

TAS or SWP – For what purpose? To what end?

Targeted Assistance



Schoolwide

Targeted Assistance - TAS

- schools ineligible or have not voted for a schoolwide approach
- use funds for programs for children who are failing, or most at risk of failing (targeted students), to meet the state's performance standards
- give primary consideration to extended learning time strategies
- are based on what research shows is most effective in teaching and learning
- involve accelerated curricula, effective instructional strategies, strong coordination with the regular program
- (New) minimize “pull-out” from regular education

Schoolwide programs overview

- **NCLB allows schools that have received approval to be a SWP to consolidate or blend funds from other sources.**

What advantages do SWPs offer?

- **By allowing schools to integrate their programs, strategies, and resources, the schoolwide program becomes the catalyst and/or support for comprehensive reform of the entire instructional program.**

Note the following example:

- Imagine an SWP funded under Title I, Part A, that also receives professional development funds under Title II, bilingual education funds under Title VII, and vocational education funds under the Perkins Act. This SWP school would not have to document that it spent professional development funds on professional development activities or Perkins money on vocational education programs. Nor does the school have to demonstrate that it is complying with all the requirements of each program.

Note the following example:

- As long as the school fulfills the intent and purposes of these programs and shows that its SWP plan contains sufficient activities to reasonably address the needs identified through the comprehensive needs assessment, it could combine those funds with other funds to support overall schoolwide initiatives for all students. Ultimately, evaluation of the SWP's effectiveness will show whether the intended beneficiaries' needs are being met by the many resources of the various programs.

Schoolwide Overview

- **To become an SWP, eligible Title I schools must develop a comprehensive plan that describes how the school will be improved academically so that all students attain proficiency on the state academic content standards, especially those students farthest away from demonstrating proficiency.**

Comprehensive schoolwide programs must:

- **Reflect an understanding of the school's academic strengths and needs related to the state academic content standards. (Comprehensive Needs Assessment)**
- **Be based on scientific research that reflects the best practices for improving students' academic achievement. (Reform Strategies)**

Comprehensive schoolwide programs must:

- **Reflect a thoughtful process for improvement that involves administrators, teachers, school personnel, parents, and people who will have responsibility for implementing the schoolwide program plan. (Needs Assessment and Professional Development)**
- **Provide for regular evaluation of the program's effectiveness related to the state academic content standards.**

Larson

A case can be made for sharing resources to benefit all students in a school....

not only those “most” at risk for failure.



"I've got it, too, Omar . . . a strange feeling like we've just been going in circles."

Schoolwide Program Presentation

New England Comprehensive Assistance Center

Steve Hamilton