



Title I, Section 1003 Guidance

School Improvement

Introduction

The Every Student Succeeds Act (ESSA) became law in December 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps. Title I, Section 1003 and related section 1111(d) outlines district requirements to support any school within the district identified in need of either comprehensive support and improvement, or targeted support and improvement, and includes requirements for such identified schools. The goal of this section¹ is to ensure identified schools engage in school improvement efforts that effect significant change in student outcomes. Schools are identified as comprehensive or targeted; districts are not. Districts are required to provide ongoing support for identified schools.

Allocation of funds for this section are distributed between Area Education Agencies (AEAs) for support and improvement services and schools identified as in need of comprehensive and targeted support and improvement. The districts' allocation is based on a state determined formula. Comprehensive schools receive funding throughout a three-year cohort continuous improvement cycle; whereas, targeted schools receive funding only during year-one of their three-year cohort cycle.

Required and Recommended Actions

Table 1 provides public school districts an overview of actions required per ESEA Sections 1003 and 1111(d) as actions to improve program implementation and efficacy. It is recommended to select one primary contact person within the school to oversee ESSA activities, including all the requirements indicated in Table 1. For a detailed timeline of Year One requirements and activities, please see the [ESSA School Timeline](#).

Table 1. ESEA Citation, Action, and Related Resource

ESEA Citation	Action. <i>Related Resource</i>
1003(e)	<p>District Support for Identified Schools. Districts are required to support schools identified in need of either comprehensive or targeted support and improvement. To comply with ESSA, districts are required to support identified schools to develop and implement improvement plans as outlined in this table, align resources, and as appropriate, modify practices and policies in order to enable schools to effectively implement improvement plans. In addition, districts must provide assurances regarding allocation of funds and, if applicable, that rigorous reviews have been completed on any selected outside partner that the district may work with to provide support to comprehensive or targeted support and improvement schools.</p> <ul style="list-style-type: none">• See the following Assurances section.

¹ It is important to note that this section replaces the previous School In Need of Assistance (SINA) and District In Need of Assistance (DINA) process under *No Child Left Behind*.

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ESEA Citation	Action. <i>Related Resource</i>
1111(d)(1) 1111(d)(2)	<p>Engage the Building Leadership Team. School building leadership teams are required to be part of the design, development, and implementation of School Improvement Action Plans.</p> <ul style="list-style-type: none"> See the following Building Leadership Team section.
<p>Complete a Needs Assessment. See the following Needs Assessment section.</p>	
1111(d)(1) 1111(d)(2)	<p>Data Review. As the school plan must be informed by the indicators used to identify the school in need of comprehensive or targeted support, each identified school must engage in a Data Review of the ESSA Accountability Index.</p>
1111(d)(1) 1111(d)(2)	<p>Local Needs Assessment. Schools are required to engage in a school-level needs assessment. The <i>Self-Assessment of Multi-Tiered System of Supports (SAMI)</i> is the identified needs assessment for the purpose of ESSA.</p> <ul style="list-style-type: none"> SAMI must be scored and submitted in Consolidated Accountability and Support Application (CASA)
1111(d)(1) 1111(d)(2) 1111(d)(3)	<p>Resource Review. Schools are required to identify resource inequities at school and district level.</p> <ul style="list-style-type: none"> Resource Review must be submitted in Consolidated Accountability and Support Application (CASA)
<p>Develop and Submit a School Improvement Action Plan & Engage in Technical Assistance. See the following School Improvement Action Plan & Technical Assistance section.</p>	
1003(e) 1111(d)(1) 1111(d)(3)	<p>Comprehensive School Improvement Plan. For schools identified in need of comprehensive support and improvement, the plan must be approved by the school, district and SEA, and submitted to - and monitored by - the SEA.</p> <ul style="list-style-type: none"> School Improvement School Improvement Action Plans must include <i>Evidence-Based Interventions</i>. Comprehensive School Improvement Plan must be developed and submitted in Consolidated Accountability and Support Application (CASA) Schools identified in need of comprehensive support and improvement are required to engage in specific Technical Assistance.
1003(e) 1111(d)(2) 1111(d)(3)	<p>Targeted School Improvement Plan. For schools identified in need of targeted support and improvement, the plan must be approved by the district, submitted to the SEA, and monitored by the district.</p> <ul style="list-style-type: none"> School Improvement Action Plans must include <i>Evidence-Based Interventions</i>. Targeted School Improvement Plan must be developed and submitted in Consolidated Accountability and Support Application (CASA) Schools identified in need of targeted support and improvement may engage in specific Technical Assistance.
1111(d)(3)	<p>Extended Comprehensive or Targeted Support and Improvement School. Schools identified as comprehensive or targeted support and improvement for more than 3 years are identified as needing Extended support and improvement.</p> <ul style="list-style-type: none"> School identified Extended Comprehensive or Targeted is required to implement a state-approved strategy that aligns with district and building needs. See the Extended Comprehensive or Targeted section.

Allowable Activities

Districts may use section 1003 funds to implement interventions aimed at improving the school, such as but not limited to professional learning. In addition, funds may be used to increase student achievement, such as but not limited to summer school, tutoring opportunities, supplemental instruction, and family and community engagement. Alignment is essential; activities supported with section 1003 funds must be consistent with the School Improvement Action Plan.

As per requirement 1118(b) Title I funds are to be used to **supplement**, and not supplant, state and local funds. Federal funds are additive and do not take the place of state and local funds in low-income schools.

Application Requirements

A school district is required to submit a Needs Assessment, School Improvement Action Plan and Assurances to the Department in the [Consolidated Accountability and Support Application \(CASA\)](#) to receive their Title I, Section 1003 program allocation.

Related Resources

Building Leadership Team

School building leadership teams are required to be part of the design, development and implementation of School Improvement Action Plans. This includes being actively engaged throughout each step (i.e., needs assessment and plan development). The leadership team membership requirements include but are not limited to as per ESEA 1111(d)(1)(B) and 1111(d)(2)(B):

- Principal(s)
- School leaders
- Parents
- Teachers (e.g., general education, special education, English learners, early childhood, literacy, mathematics and social-emotional-behavior well-being and mental health)

Needs Assessment

All schools identified in need of comprehensive or targeted support and improvement must complete a local needs assessment. The results are used as the basis for a locally developed school improvement action plan. The local needs assessment must be completed within the school's building leadership team and includes:

- **Data Review.** As the School Improvement Action Plan must be informed by the indicators used to identify the school in need of comprehensive or targeted support, each identified school must engage in a data review of the ESSA Accountability Index. The ESSA Data Review guide - available for all schools online - provides tools and guiding questions to support teams in planning through the review and initial interpretation of accountability index data.
- **Self-Assessment of Multi-Tiered System of Supports (SAMi).** Schools are required to engage in a school-level needs assessment. The SAMi is the identified needs assessment for the purpose of ESSA. By utilizing the SAMi packet, it enables the district/school to prioritize and focus resources on those areas in need of the most attention or support. The needs within the SAMi are identified and submitted in [Consolidated Accountability and Support Application \(CASA\)](#).
- **Resource Review.** Schools are required to identify resource inequities at the school and district level. Within the Resource Review, inequities are identified and submitted in [Consolidated Accountability and Support Application \(CASA\)](#)

School Improvement Action Plan

Each identified school must develop and submit a School Improvement Action Plan. The plan must be based on the completed needs assessment [Data Review, SAMi and Resource Review], and include *Evidence-Based Interventions*. This plan is developed and submitted in the [Consolidated Accountability and Support Application \(CASA\)](#)

- For schools identified in need of comprehensive support and improvement, the plan must be approved by the school, district and SEA, and submitted to - and monitored by - the SEA.

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- For schools identified in need of targeted support and improvement, the plan must be approved by the school and district, submitted to the SEA, and monitored by the district.
- **Evidence-Based Interventions.** With section 1003 school improvement funds, evidence-based interventions must be based on strong, moderate, or promising evidence of statistically significant effect on improving student outcomes or other relevant outcomes, as defined in ESEA section 8101(21)(A)(i).
 - Schools are required to indicate which of the interventions included in their action plans meet the evidence-based intervention requirements. For schools needing Comprehensive support, Iowa's AEAs are responsible for providing the review and verification that the interventions meet the evidence-based standards.
 - The Department does not have a list of approved interventions for use in Iowa schools. The Department will publish a white paper indicating the research base, including evidence-based interventions, for each conceptual area of the school improvement model. The Department may provide all Iowa schools with information regarding interventions that meet the evidence-based standards, but does not require the use of interventions on a specific reviewed list for schools needing Comprehensive or Targeted Support and Improvement.

Engage in Technical Assistance

According to ESEA 1003 and 1111(d), support and improvement activities based on school-level needs and student outcomes are to be established by the SEA and Districts. Technical assistance is provided for comprehensive and targeted schools as they complete a needs assessment and develop their School Improvement Action Plan via PD online, facilitation guides, and available regional trainings. Additional technical assistance is required of comprehensive schools. During Years 2 and 3 of a three- year improvement cycle, the district must support schools to engage in the following requirements:

1. **Review Consolidated Application.** All schools, regardless of designation, must annually review and adjust their consolidated application.
2. **Implement the School Improvement Action Plan.** Schools must implement their developed action plans in years two and three.
3. **Engage in Technical Assistance.** Schools identified in need of comprehensive support and improvement are required to engage in specific technical assistance that includes the following;
 - a. **Monthly action plan data review:** Each school receives a monthly data review focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan. The reviews are facilitated by the DE/AEA leads supporting the school and the school and/or district level team is required to participate.
 - b. **District Coach Support:** Ongoing technical assistance on coaching the implementation of evidence-based practices is provided to district coaches
 - c. **Professional learning support:** Every year, a menu of available technical assistance across the state is released. The learning is focused around evidence-based practices in each conceptual area of the school improvement model. Schools are to select training to attend based upon their priority areas. The Iowa Professional Development Model is used to support schools in using best practices in professional learning.
 - d. **Summer Institute:** Following each implementation year (years 2 and 3), a summer institute is required for all Comprehensive Schools. The institute focuses on reviewing outcome and implementation data and reviewing action plan successes and needs.

Schools identified in need of targeted support and improvement may engage in technical assistance that is indicated in underlined italics.

Extended Comprehensive or Targeted Support and Improvement

Schools identified as in need of comprehensive support and improvement for more than 3 years are identified as needing *Extended Comprehensive Support and Improvement*; Schools identified as in need of targeted support and improvement for more than 3 years are identified as needing *Extended Targeted Support and Improvement*.

Extended schools are required to implement a state-approved strategy that aligns with district and building needs. These schools will choose from evidence-based strategies that have been identified by the Department, in collaboration with AEA and LEA partners, and organized under the conceptual areas of *Iowa's Differentiated Accountability and Support System*. Further, the school is required to direct the state's established Teacher Leadership and Compensation (TLC) coaching and professional learning resources toward the successful implementation of those evidence-based strategies.

Assurances

In order to comply with Title I, Section 1003 and related section 1111(d), districts are required to submit the following assurances in CASA:

1. An assurance that comprehensive and targeted schools received the funds as allocated by the State.
2. If applicable, an assurance that the district used a rigorous review process to recruit, screen, select and evaluate any outside partners that the district will partner with to provide support to comprehensive or targeted schools.

Next Steps

The Department will hold webinars and on-site workshops to assist districts in completing their ESSA applications. For more information on Iowa's ESSA implementation and training schedule, including archived and upcoming webinars, see the [ESSA School Improvement Timeline](#).

Additional Guidance

For additional Title I, Section 1003 guidance, see the Department's [Every Student Succeeds Act](#) webpage or contact Stacie Stokes, Title I School Improvement Consultant, at stacie.stokes@iowa.gov.