



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

2023-2024 Title I Private School Program Report P01-P13

November 2023

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Bismarck, ND 58505-0440
nd.gov/dpi

District Name:

Private School Name:

Grade Levels Served:

Subject(s):

Please note: Monitoring documentation should be completed for each grade span served and subject area (i.e., reading, math). Schools can incorporate information from multiple grades, and supporting documentation should be clearly labeled. If multiple schools are participating, each school should compile documentation.

Submission P01 – Identification of Eligible Students

- Submit attendance area documentation reports that assure all participating private school children are residents of an eligible school attendance area of the LEA for Title I. **Label as Submission P01.**

Requirement

Under ESSA section 1115(c), a general requirement is outlined that the district must identify eligible children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards based on multiple, educationally related, objective criteria established by the district and supplemented by the school. Under ESSA section 1117, participation of children enrolled in private schools must be consistent with those of eligible children identified in the district served who are enrolled in private schools.

Student eligibility for Title I services for private school children is determined for Title I services by:

1. Residence in a participating public school attendance area, and
2. Educational need.

Poverty is not a criterion.

It is the district's responsibility to verify that the eligible private school children reside in participating public school attendance areas. This verification process must be documented.

Criteria for services are determined after timely and meaningful consultation with appropriate private school officials to provide such children on an equitable basis as requested by the officials to best meet the needs of such children. The district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services and which children will be served within the eligible group.

- Parent referral is never allowed, as it is not an objective criterion to determine student eligibility.
- If teacher referral is used as selection criteria, the teacher referral form must be included in the submission.
- The district is responsible for paying for all costs associated with the student selection process for Title I services. Any tests used in the selection process cannot be paid with Title I funding.

Documentation

- See subsequent page.

Resources

- [Equitable Services for Private Schools](#)
- [Targeted Assistance \(nd.gov\)](#)

Sample Documentation – Submission P01 – Attendance Area Eligibility

XYZ Public School District Worksheet to Determine Attendance Area Eligibility For XYZ Private School Students

The XYZ Public School District annually reviews the XYZ Private School’s student register to determine which students are district residents and reside in an eligible Title I school attendance area. The chart below reflects our documentation of this requirement.

As new students enroll in the private school, they are added to the Attendance Area Eligibility documentation to determine if the child is eligible to receive Title I services.

Student Name	Address	Public School Information	School Eligible for Title I? (Yes or No)	Student Grade Level	Title I Serves Grade Level at Public School? (Yes or No)	Eligible for Student Selection
XYZ Private School Student 1	123 Education Lane Anytown, ND 12345	XYZ Elementary School 1	Yes	6	No	No (Student would not get services if they attended the public school)
XYZ Private School Student 2	321 Education Lane Anytown, ND 12345	XYZ Elementary School 1	Yes	3	Yes	Yes
XYZ Private School Student 3	PO Box 987 Othertown, ND 98765	Other Title I School 1 (Outside XYZ District)	Yes	N/A	N/A	No (Outside district – district of residence responsibility)
XYZ Private School Student 4	889 Education Lane Anytown, ND 12345	XYZ Elementary School 2 (Non-Title I School)	No	N/A	N/A	No (Student would not get services if they attended the public school)
XYZ Private School Student 5	PO Box 987 Anytown, ND 12345	XYZ Elementary School 3	Yes	3	Yes	Yes

Submissions P02-P03 – Student Selection

Student Selection Criteria

- Submit a summary of your school’s student selection process, outlining the selection of students for Title I services and the services provided. This summary should include a list of the objective, educationally related, and uniformly applied student selection criteria used for each grade level served in reading and each grade level served in math. **Label as Submission P02.**
 - If applicable, include a copy of the teacher referral for each grade level if teacher referral is a selection criterion for students in grade three and above (and the referral is based on objective information).
 - If applicable, include the completed *Extended Day Services Paid with Title I Funds* if services outside the regular school day are provided with Title I funds.

Student Selection Worksheet

- Submit blank student selection worksheets for each grade level served in reading and each grade level served in math, ranking students in priority order according to the greatest need for services. **Label as Submission P03.**

Requirement

After establishing eligibility and criteria, Title I law requires a selection process to determine which eligible students need Title I services. The selection process for Title I private school students must be based on multiple, educationally related, objective, uniformly applied criteria given to all Title I eligible students at each grade level in all subject areas in which the students are being served (i.e., reading, math, etc.). This information must be documented on a student selection worksheet. Children from preschool through grade two (2) are selected solely based on such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures of educational need. Title I, Part A funding may not be used to identify private school children who are eligible to participate. However, Title I, Part A funds may be used to select participants from among those who are eligible and to determine the needs of the students.

Schools must maintain a worksheet that is used to compare the criteria gathered for each student to determine who will receive Title I services. After collecting all data, students must be ranked in priority order according to the greatest need for services. If the public school district can serve all eligible and selected students for Title I services, this information should be reflected on the student selection worksheet. The worksheet should list each of the criteria used to determine eligibility.

Typically, Title I funds are used for student services during the regular school day to provide direct, remedial services to at-risk students. However, some school districts choose to use their funds to provide extended day services to students. These may include, but are not limited to:

- Title I Summer School Programming
- Title I Preschool Programming
- Title I Before or After School Programming
- Title I Saturday School Programming
- Title I EL Programming
- Title I Homeless Programming
- Title I N&D Programming

Districts using additional Title I funds to supplement the current program are also monitored on those initiatives.

The following reminders apply:

- Parent referral is never allowed, as it is not an objective criterion to determine student eligibility.
- If teacher referral is used as selection criteria, the teacher referral form must be included in the submission.
- The district is responsible for paying for all costs associated with the student selection process for Title I services.
- Any tests used in the selection process cannot be paid with Title I funding.

Documentation

See subsequent pages.

Resources

- [Targeted Assistance \(nd.gov\)](#)

Sample Documentation – Submission P02 – Student Selection Summary

XYZ Public School District Student Selection Summary For XYZ Private School Students

At the XYZ Public School District, student selection criteria are discussed in consultation with private school officials during the spring of each year. Several steps take place to determine student eligibility and selection. Each is outlined below:

- Step 1 – Student residence is reviewed for eligibility.
- Step 2 – Student grade level and public school services are reviewed for grade level eligibility.
- Step 3 – Student is added to the student selection form.
- Step 4 – Students are ranked according to selection criteria established in conjunction with the school.

Step 1 – Student residence is reviewed for eligibility.

The XYZ Public School District reviews and logs student residences to determine which students are potentially eligible to receive Title I services. Only those students residing in Title I eligible attendance areas are eligible for services. Student poverty is not a factor.

Step 2 – Student grade level and public school services are reviewed for grade level eligibility.

Next, the XYZ Public School District reviews the student's grade level to determine if Title I services are provided in the residing public school attendance area in that particular grade level. For students to be eligible for services, they would have to have the ability to receive Title I services in their grade level if they attended the public school.

Step 3 – Student is added to the student selection form.

After the XYZ Public School District has determined that the student is eligible based on their residence and grade level, the student is added to our student selection form. The district established which multiple, educationally related, objective criteria will be used to determine which private school children will be eligible for Title I services. Again, this information must be shared and discussed with private school officials at the spring consultation.

Step 4 – Students are ranked according to selection criteria established in conjunction with the school.

Each of the student selection criteria is reviewed and scored. Students are then ranked and selected to receive services. Students are ranked according to priority, and those with the highest priority make up the Title I teacher's caseload. Only those students that rank a 3 or higher receive Title I services.

If students transfer during the school year after Steps 1 and 2 have been completed, the student is added to the student selection sheet. Criteria or services from previous schools are not taken into consideration. Students are continually added to the student selection process throughout the entire school year.

In addition to discussing selection issues and processes at the consultation meeting with private school officials, the public school district reviews our student selection process annually during the spring annual review meeting. If issues are noted regarding the selection process, they are addressed at this time.

Our student selection process outlines which students are most in need of services. By participating in the selection process, we determine which students receive services and which do not.

Sample Documentation – Submission P02 – Student Selection Criteria

XYZ Public School District Student Selection Criteria For XYZ Private School Students

The criteria established for the XYZ Public School District student selection process varies for each grade level. The criteria listed are unique to the grade levels served at XYZ Private School.

Students are ranked in priority order based on the following:

Kindergarten

- Reading – STAR early literacy scores, letter recognition, letter sounds
- Math – Kindergarten readiness mathematics assessment, number recognition, shape recognition

Grade 1

- Reading – STAR early literacy scores, Gates – MacGinitie reading score, Dolch sight words
- Math – Place value, addition and subtraction tables, tells time (nearest hour and half hour)

Grade 2

- Reading – Writing a basic sentence using proper mechanics and grammar, oral reading fluency, NWEA reading assessment
- Math – Money (identifies penny, nickel, dime, quarter), addition and subtraction of two-digit numbers, NWEA math assessment

Grade 3

- Reading – Last theme test in reading, vowel sounds (short and long), NWEA reading assessment
- Math – Fractions (identifies basic fractions), basic geometry (shapes, angles, coordinates), NWEA math assessment

Grade 4

- Reading – Proper sentence and paragraph structure, classroom reading assessment, NWEA reading assessment
- Math – Classroom math assessment, STAR math assessment, NWEA math assessment

Grade 5

- Reading – NWEA reading assessment, classroom reading assessment, classroom grades
- Math – Classroom math assessment, NWEA math assessment, classroom grades

Grade 6

- Not eligible for selection as XYZ Public School District does not provide Title I services to any public school students in grade 6.

Teacher referral is considered when conducting the selection process; however, there are three criteria a student must meet before teacher referral impacts whether the student receives Title I services. Enclosed, you will find a copy of our teacher referral form.

Sample Documentation – Submission P02 – Teacher Referral Form (only submit if used by the school as selection criteria)

**XYZ Public School
Title I Teacher Referral Form
For XYZ Private School Students**

Teacher referral is considered when conducting the selection process; however, there are three criteria a student must meet before teacher referral impacts whether the student receives Title I services.

Student Name: XYZ Student
Grade: 4
Teacher Name: XYZ Teacher
Date: September 12, 20xx

- Rank overall student performance in the classroom.
 Above the 70 percentile
 Between the 50 to 70 percentile
 Below the 50 percentile

- Has the student ever repeated a grade?
 Yes
 No

- Has Title I served the student in the past?
 Yes
 No

- Based on the criteria listed above (select one)
 I **do** recommend Title I services for this student
 I **do not** recommend Title I services for this student

Sample Documentation – Submission P02 – Extended Services Paid with Title I Funds, if applicable

Extended Day Services Paid with Title I Funds

(If applicable, include with Submission P02)

It is the policy of the Office of Educational Equity & Support when monitoring to include questions on all aspects of the Title I program. This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services in addition to the regular Title I program. These services may include but are not limited to those listed below. If you are implementing one or more of these programs, please answer all questions below and submit them with the district’s monitoring guide. **Please include one completed form for each additional program implemented.**

School District:

School:

Program Implemented:

- Title I Summer School Program
- Title I Preschool Program
- Title I Before or After School Program
- Title I Saturday School Program
- Title I Supplemental Contracted Services
- Other Title I Programs

Total Number of Students in District:

Number of Students Served by Additional Title I Services:

Please describe the additional services offered with Title I funds (i.e., what a typical day looks like).

Targeted Assistance Program Only:

How often does this program serve students? (daily, three times per week, etc.)

How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)

Please describe your student selection process for these services and include information on the criteria used:

Sample Documentation – Submission P03 – Student Selection Worksheet

XYZ Public School Title I Student Selection Worksheet For XYZ Private School Students

Below, you will find the student selection worksheet for the XYZ Public School District used for XYZ Private School Students. We have included the selection worksheet for the private school students in grade 3 reading and math. Selection worksheets for each grade level reflect the unique student selection criteria for each grade level.

Classroom Teacher Name: XYZ Title I Teacher
Grade: 3

READING

Student Name	Proper Sentence and Paragraph Structure	Classroom Reading Assessment	NWEA Reading Assessment	Total	Rank
XYZ Private School Student 2	D (2 pts)	C (1 pt)	200 (2 pts)	5 pts	3
XYZ Private School Student 5	C (1 pt)	D (2 pts)	210 (2 pts)	5 pts	3

MATH

Student Name	Math Classroom Assessment	STAR Math Assessment	NWEA Math Assessment	Total	Rank
XYZ Private School Student 2	D (2 pts)	62 (1 pt)	180 (3 pts)	6 pts	3
XYZ Private School Student 5	C (1 pts)	50 (2 pts)	225 (1 pt)	4 pts	2

Submissions P04-P05 – Notification of Eligible Students

- Submit documentation that after determining which students are eligible for Title I, parents and/or family members are informed their children are eligible and will receive services unless they decline services. **Label as Submission P04.**
- Submit documentation that signatures are obtained from a parent or family member whenever a student is eligible for Title I services but declines to receive them. **Label as Submission P05.**

Requirement

In a targeted assistance program, Title I law requires only students who are determined eligible for Title I services are provided such services.

After the public school district has determined which students are eligible for Title I services, a notification informing parents of their child's eligibility must be sent.

Schools may word the letter to indicate that Title I services will be provided whether the signed eligibility letter is returned to the school by the parents. However, if a parent refuses Title I services for their child, their signature rejecting these services must be kept on file.

Documentation

See subsequent pages.

Resources

No additional resources are available for this submission.

Sample Documentation – Submission P04 – Student Eligibility Notification

Dear Parent or Guardian,

Your child, _____, has been selected to receive additional instruction through the XYZ Public School District’s Title I program served at the XYZ Private School.

The goal of the XYZ Private School, in conjunction with the XYZ Public School District’s Title I program, is to assist your child in developing and expanding the reading, language arts, and math skills taught in the classroom. Please note that these services are provided in addition to your child’s regular classroom instruction. A highly qualified teacher provides Title I services through one-on-one or small-group instruction.

Please feel free to contact the XYZ Private School or the XYZ Public School District if you have any questions regarding your child’s participation in the Title I program.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School Title I Supervisor

XYZ Private School Contact

Your child will immediately begin receiving Title I services. If you would like to decline services, please indicate so by signing and returning the bottom portion of this notification letter.

No, I decline Title I services for my child.

Parent/Guardian Signature

Date

Please note: Unless the school receives your signature declining services, Title I will immediately serve your child.

Sample Documentation – Submission P05 – Student Eligibility Notification Rejecting Services

This year, the XYZ Public School District has yet to have any parents or guardians reject Title I services; however, if a parent or guardian does reject services, signatures are obtained and kept on file.

If parents request removal from Title I services after services have already begun, the parent completes the following form.

**XYZ Public School District
XYZ Private School
Title I Parent Request of Removal**

Based on the XYZ Public School District’s student selection process, my child, _____ is eligible for Title I services at the XYZ Private School through the XYZ Public School District’s Title I program.

However, as the parent/guardian, I request that my child be removed from the Title I program.

Parent/Guardian Signature

Date

Submission P06 – Document Communication with Classroom Teachers

- Submit documentation demonstrating communication with classroom teachers so the teaching in Title I coordinates with and supports the regular education programs. **Label as Submission P06.**

Requirement

Title I teachers must document communication with the classroom teachers so that what is being taught during Title I services is directly aligned with the work being done in the classroom. This is also an excellent time to remind classroom teachers that it is the Title I teacher's responsibility to supplement or enhance classroom instruction, not supplant or replace it.

Documentation

Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.

- Lesson Plans – Title I teachers can request lesson plans from cooperating teachers to assist in aligning, pre-teaching, and re-teaching subjects and content taught in the regular classroom.
- Skills this Week – Title I teachers can request that classroom teachers highlight the main skills they will teach the class in the upcoming week so the Title I teachers can align the curriculum accordingly. Samples are provided on the resources website listed below.
- Communication Form – Narrative communication forms can be completed by classroom teachers encompassing the skills and themes they will be teaching. Samples are provided on the resources website listed below.
- Reteach/Reinforce – Classroom teachers can outline specific skills for specific students that they would like Title I services to reteach or reinforce with the particular student. Samples are provided on the resources website listed below.

Many North Dakota schools are rural and close-knit in nature. Often, informal communication occurs between staff throughout the day in the hall, lunchroom, staff lounge, etc. Informal communication can only be used as documentation to meet this requirement if the Title I teacher keeps a log of informal communication incidents and the communication results.

See subsequent page.

Resources

No additional resources are available for this submission.

Sample Documentation – Submission P06 – Documenting Communication with Classroom Teachers

XYZ Public School District
Skills this Week
At XYZ Private School
Title I Weekly Communication of Lesson Planning

Classroom Teacher Name: XYZ Private School Teacher

Please share your basic lesson plans for the week emphasizing skills taught in the regular classroom. Thank you.

Week of: September 5-9

Subject: Reading

- Monday: Setting, plot, character, consonant clusters
- Tuesday: The Cats of Tiffany story, homonyms, end marks
- Wednesday: Writing sentences, end marks
- Thursday: Sentences, end marks
- Friday: Paragraph structure, homonym review

Classroom Progress Update

Title I Students:

XYZ Title I student has been applying the skills taught in Title I to the classroom setting. Keep up the great work and new strategies!

Current Grade/Comments:

Submissions P07-P09 – Parent and Family Engagement

Annual Parent Meeting (Held in the Fall)

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence that the meeting occurred that explains the Title I program and how parents can become involved in the Title I program. **Label as Submission P07.**

Opportunities for Training Parents and Family Members

- Submit documentation of all opportunities to train parents and family members during this school year about methods they can use at home to complement their child’s instruction. **Label as Submission P08.**

Annual Assessment of Parent and Family Engagement

- Submit documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components (including the compact). **Label as Submission P09.**

Submission P07 – Annual Title I Meeting (held in the fall)

Requirement

ESSA Sec 1117 requires districts receiving Title I funds to conduct outreach to parents and family members and implements programs, activities, and procedures for the involvement of parent and family members assisted under Title I. In the fall of each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting held in the spring, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain the school’s participation in Title I and targeted assistance requirements.
- Explain what participation in Title I programming means, including:
 - A description and explanation of the school’s curriculum;
 - Information on the forms of academic assessment used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the district parent and family engagement policy, school parent and family engagement policy, and school-parent compact.
- Explain the right of parents to become involved in the school’s programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond as soon as practicably possible.

To keep parents informed, schools must invite all parents of children participating in a targeted assistance program and encourage them to attend. Schools must also offer a flexible number of additional parental engagement meetings, such as in the morning or evening, so that as many parents as possible can attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning of the school year or in the fall.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?

- Do you involve parents in the agenda? Do you try to get their ideas on what this meeting should involve?

Documentation

See subsequent page.

Resources

- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)

Sample Documentation – Submission P07 – Annual Title I Meeting

**XYZ Public School District
XYZ Private School**

**Title I Reading and Math
Annual Open House and Parent Meeting**

**Date
Time**

XYZ Private School Cafeteria

Students are welcome when accompanied by a parent or family member!

AGENDA

1. What is Title I? What are the Title I Requirements?
 - a. How does this impact my child?
 - b. How is qualification determined?
2. Student projects, activities, and curriculum
 - a. Computer-based learning
 - b. Learning games
 - c. Samples of student books
 - d. Checkout programs
3. Assessments
 - a. How your child's progress is evaluated
 - b. What you can do at home
 - c. What children are expected to know and do
4. Samples of the student selection process
5. Discussion about the School-Family Compact and Parent and Family Engagement Policies
6. Opportunities for how parents and families can be engaged and involved
7. Questions and comments

HANDOUTS DISTRIBUTED TO PARTICIPANTS

- Ways to be involved in your child's education
- You can make a difference
- Website resources
- Additional services and resources

Submission P08 – Opportunities to Train Parents and Families

Requirement

ESSA Sec 1117 requires districts to implement Title I programs to ensure the effective involvement of parents and families to support a partnership among the school, parents, and community to improve student academic achievement. The Title I program should provide parents with opportunities to partner with the school in promoting the child's education at school and at home. This should include specific methods parents can use at home to complement their child's education.

This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.

Schools are encouraged to utilize research-based methods and strategies that support parent and family engagement, as outlined by Dr. Joyce Epstein of John Hopkins University.

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective school-to-home and home-to-school communication about school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum-related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Documentation

Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.

- Newsletters – Title I programs can document compliance with this requirement by submitting copies of newsletters disseminated to parents. Be sure to include the dates of when this information was shared with parents.
- Mailings – Title I programs can document this requirement by submitting copies of handouts, flyers, homework tips, and other information shared with parents during the school year. Be sure to include the dates of when this information was shared with parents.
- Meeting Minutes and Agendas – Some Title I programs offer training nights or events for parents. These training opportunities can be documented by meeting minutes, agendas, or attendance sheets.
- Summaries – Some Title I programs provide a summative format to meet this requirement. For this, they summarize each resource shared with parents, where the resources were obtained, and the method and date of dissemination.

Resources

- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)
- [Resource Center | North Dakota Department of Public Instruction \(nd.gov\)](#)

Sample Documentation – Submission P08 – Opportunities to Train Parents and Families

XYZ School Documentation of Opportunities to Train Parents and Families School Year: 20XX-20XX

Parents and families are given information and handouts at the annual Title I meetings, parent-teacher conferences, and throughout the school year. Advice, suggestions, and ideas are shared through demonstrations, explanations, and written format.

The following are examples of information distributed:

- School Calendar
- Monthly school newsletter
- Reinforcing the State’s Education Content Standards
- Ways to promote family literacy
- Home reading activities
- Home math activities
- Book lists and activities
- Computer night at school
- How to read with your child
- Helping your child succeed
- Homework study tips
- Summer activities

The following are examples of actual training opportunities/participation events for parents and families:

- School Open House – August
- Parent Advisory Committee – Monthly throughout the school year
- Family Fair – September
- Reading Night – February
- Math Night – March
- Mathematics for the Future – September
- Class plays – Throughout the school year
- Book Fair – November
- Parent-teacher conferences – November and February
- Music Programs – Throughout the school year
- Conscious Discipline – Throughout the year
- Marketplace for Kids – March
- Pastries with Parents – Throughout the school year

Please note: Schools using narrative documentation (such as the example provided above) must also provide supporting documentation for these events (e.g., sign-in sheets, agendas, meeting minutes, photographs, etc.) to evidence that these activities are taking place regularly.

Submission P09 – Annual Assessment of Parent and Family Engagement

Requirement

ESSA Sec 1117 requires districts receiving Title I funds to conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parent and family members assisted under Title I. Specifically, ESSA Sec 1116(a)(2) contains the required parent and family engagement policies and requirements, including that districts must conduct with parents an annual evaluation for content and effectiveness and address barriers to greater parental participation.

At the end of each school year, the Title I program must assess the engagement of parents and families in the Title I program. This assessment method must be documented so that it is available for review. Often, Title I teachers/coordinators choose to meet this requirement by administering a survey to Title I parents, asking them to review the parental and family engagement plan, share how effective and realistic the plan was in its implementation, and offer suggestions for improvement.

Documentation

See subsequent page.

Resources

- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)

Sample Documentation – Submission P09 – Annual Assessment of Parent and Family Engagement

**XYZ Public School District
XYZ Private School**

Title I Parent and Family Engagement Annual Evaluation

Dear Parents:

As partners in educating your child, we know the importance of a strong home-school bond. Please take time to respond to the following statements telling your feelings about the XYZ Public School District’s Title I program. Add comments and suggestions you think will help improve your opportunities for involvement. The XYZ Private School or the XYZ Public School District will use this information to make programmatic changes for the future.

1 = Agree	2 = Disagree			3 = No Opinion		
1. I feel that I have had many opportunities to become involved in my child’s Title I program.	1	2	3			
2. I have been informed about my child’s progress throughout the school year.	1	2	3			
3. I have been invited to observe my child’s group.	1	2	3			
4. I have been given information about how I can help my child with his/her education.	1	2	3			
5. The Title I meeting was informative and helpful.	1	2	3			
6. I have been given opportunities to make suggestions regarding my child’s program.	1	2	3			
7. I have made suggestions, and they were accepted and handled in a friendly and serious manner.	1	2	3			
8. I have been told that the Title I application and annual report have been reviewed by the school board and advisory council.	1	2	3			
Overall Comments/Suggestions:						

Submission P10 – Reviewing Title I Student Progress

- Submit copies of Title I Progress Reports for each grade level and subject area served, including the dates progress reports were sent to parents and families (twice minimally). Progress reports must document that more than one assessment criterion measured each student's progress in each subject area (e.g., three reading and two math assessments). **Label as Submission P10.**

Requirement

ESSA Sec 1117(b), 8501 requires districts to ensure that students are academically assessed and that results of the assessment are used to improve services to private school students. It is up to the Title I teacher to monitor progress in all the grades they serve. A review of each Title I student's progress is conducted to assess whether students are making adequate progress through Title I services. More than one assessment criterion should be used to measure student progress. Title I teachers must track the progress of all students served in the Title I program. It is also important to document the results of these assessments.

Please note:

- More than one different assessment must be used to record the progress of all Title I students in each subject in which they receive Title I services (e.g., three assessments in reading, two assessments in math).
- These assessments may be objective or subjective. For example, the Title I teacher could use narrative progress reports as one assessment criterion.
- A portfolio must be maintained on each Title I student, documenting each child's progress and showing the multiple assessments used.
- The assessments must be given to each student at least twice a year, preferably more often.
- Different assessment tools can be used at each grade level.
- Title I teachers are required to have more than one assessment measure in reading, and if serving students in math, more than one.
- Title I teachers must provide parents of all Title I students with their child's assessment results, minimally twice a year.
- The Title I assessment results are shared with parents in a written format, referred to as the Title I Progress Report.

Documentation

See subsequent pages.

Documentation may describe the process of evaluating the effectiveness of student services and how student data is used to improve or adjust services.

Documentation should include the dates progress reports were sent to parents and family members (twice minimally).

Resources

No additional resources are available for this submission.

Sample Documentation – Submission P10 – Title I Progress Report Documentation – Math

This Title I Progress Report reflects information used to report on 4th-grade math. Title I Progress Reports/Title I Report Cards are established for each grade level served by Title I, reflecting grade-level appropriate assessments.

TITLE I MATH ASSESSMENT

Student: _____

School Year: _____ Grade: _____

Teacher: _____

STAR MATH

	Date	Math Grade	NWEA Math
____ Grade			
____ Grade			
____ Grade			

MATH TIMED TEST

	Possible number correct	Actual number correct	Percentage
Fall Quarter Date _____			
Winter Quarter Date _____			
Spring Quarter Date _____			

Narrative comments of student progress based on my observations of your child:

Sample Documentation – Submission P10 – Title I Progress Report Documentation – Reading

This Title I Progress Report reflects information used to report on 4th-grade reading. Title I Progress Reports are established for each grade level served by Title I, reflecting grade-level appropriate assessments.

TITLE I READING ASSESSMENT

Student: _____

School Year: _____ Grade: _____

Teacher: _____

STAR READING

	Date	Reading Grade	NWEA Reading
___ Grade			
___ Grade			
___ Grade			

DIBELS ASSESSMENT

DIBELS Subtest			
Date Administered			
Score			
Benchmark Goal			

Narrative comments of student progress based on my observations of your child:

Submissions P11-P12 – Annual Review Meeting to Evaluate Title I Program and Parent Notification of Results

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission P11.**
- Submit a copy of the notification informing parents and family members of the results of the Annual Review meeting, including the date of the notice and method of distribution. **Label as Submission P12.**

Requirement

Each year, Title I programs are required to hold an annual review consisting of a formal meeting and then send correspondence of the results of this meeting to participating Title I parents. It is recommended that this meeting be held in the spring of the school year. The purpose of this meeting is to review all the components of the Title I program. For a targeted assistance program, items included for discussion in the annual review should include the following:

- Student selection process
- Professional development for Title I personnel
- District and school parent and family engagement policy
- School-parent compact
- Review of annual assessment on parental involvement (parent survey)
- Communication between Title I teachers and classroom teachers
- Title I assessment methods
- Methods of Title I services (in-class, pull-out, before/after school, etc.)
- Curriculum
- Other items important to the operation of the Title I program (e.g., Title I budget)

Title I teacher(s), Title I aide(s)/paraprofessional(s), an administrator, and several classroom teachers, as well as any other interested/involved staff members, typically attend the annual review meeting. Parents do not have to be invited to this meeting; however, parental input should come through the review of the annual assessment on parental involvement.

This meeting must be documented by an agenda, meeting date, location, and/or meeting minutes.

After this meeting has been held, the school must inform parents of the results of the annual review meeting. This can be done in various ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

Documentation

See subsequent pages.

Resources

There are no additional resources for this submission.

Sample Documentation – Submission P11 – Annual Review Meeting to Evaluate Title I Program Documentation

XYZ Public School District Title I Annual Review Agenda and Meeting Minutes

Date: Spring _____

AGENDA

- Greeting by Principal
- Student Selection Process
- Methods of Title I Services
- Assessment Methods
- Title I Teacher and Classroom Teacher Communication
- Parent and Family Engagement
 - District and School Parent and Family Engagement Policies
 - School-Family Compact
 - Review of Annual Parent and Family Assessment
- Title I Parent and Family Engagement Survey Results
- Professional Development for Title I Personnel
- Title I Budget
- Questions or Concerns
- Adjourn

MEETING MINUTES

The XYZ Public School District's Annual Title I Review Meeting was held on May 10, 20XX, at 7:30 am in the school's conference room. Principal XYZ led the meeting. Several staff members were present, including classroom teachers, special education personnel, and aides/paraprofessionals.

The purpose of our meeting was to review and discuss our Title I program's current operation and determine if there were necessary changes for the upcoming school year. Discussion was held regarding the progress of Title I students being served this school year and to determine if similar services will continue in the subsequent school year. The assessment methods, methods of service, and Title I parent and family engagement practices and expectations were also discussed. Although school personnel did not have recommendations at the meeting, Principal XYZ collected suggestions and recommendations through the end of the week.

We also discussed the Title I parent and family survey sent to Title I families to assess their opinions regarding our Title I program's parent and family engagement component. Most of the surveys were returned, and all had very positive comments.

Based on the review of the parent and family surveys and teacher discussion, we concluded that the Title I program adequately addressed the needs of its Title I students.

Principal XYZ then shared the proposed Title I budget with the staff. Due to an increased allocation, we discussed providing additional Title I services to our middle school students during the next school year. There will be further discussion before any major decisions are made.

Sample Documentation – Submission P12 – Notification of Annual Review and Evaluation Results

Fall _____

Dear Title I Parents and Guardians,

The purpose of this letter is to inform you of the results of the XYZ Public School District’s Annual Title I Review Meeting. This meeting was conducted with teachers and administration during the spring of ____ and is held each school year.

During this meeting, we discussed the merits of the Title I program and any questions or concerns of classroom teachers or other XYZ Public School District staff. At this meeting, we also discussed the results of the annual survey of Title I parents and families.

The Title I Annual Review agenda and minutes from our meeting last spring are enclosed. Please contact the school with any questions or concerns regarding this information.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School District Building Principal

XYZ Private School Contact

Submission P13 – Evidence-Based Research

- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and documentation as to how strategies used are evidence-based. **Label as Submission P13.**

Requirement

ESSA supports evidenced-based strategies, practices, activities, instructional materials, and programs that have been evaluated and proven to improve student outcomes. Districts can be confident that implementing evidence-based strategies will likely produce positive results.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. When you search for evidence-based strategies in the Evidence-Based Clearinghouse, the evidence-based strategies meet ESSA's definitions for Level 1 *Strong*, Level 2 *Moderate*, Level 3 *Promising*, or Level 4 *Demonstrates a Rationale*.

When an instructional program or practice is evidence-based, there must be consistent and reliable evidence that the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes. This includes interventions that:

- Employ systematic, empirical methods;
- Involve rigorous data analyses;
- Rely on measurements that provide reliable and valid data;
- Use experimental or quasi-experimental designs;
- Ensure that studies are clear and detailed to allow for replication; and
- Reviewed or accepted by independent experts.

What does this mean for Title I?

- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are evidence-based.
- All schools that receive Title I funds must provide documentation on how the programs and strategies they employ are evidence-based.
- Title I paid staff who provide instruction in reading and/or math, and all staff teaching in a schoolwide program must use evidence-based instructional strategies and methods.

External research partners can be an excellent resource for learning more about existing research on an activity, strategy, or intervention. If you have existing partnerships or are considering developing new research partnerships, ask them to share their insights and knowledge.

Documentation

See subsequent page.

Resources

- There are many resources and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence-based practices. Resources are available at [Evidence-Based | North Dakota Department of Public Instruction \(nd.gov\)](#).
- [Archived: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(PDF\)](#)

Sample Documentation – Submission P13 – Evidence-Based Research Documentation

**XYZ Public School District
XYZ School
How to Document Evidence-Based Research**

Title I Teacher: _____ **School Year:** _____

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general education curriculum is research-based will demonstrate that Title I teachers meet the evidence-based requirement.

Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)

District Reading Series: _____
 District English Series: _____
 District Math Series: _____
 District Assessments: _____

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence (Strong, Moderate, Promising)
<ul style="list-style-type: none"> ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪

Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#) developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [ND Literacy Plan April 2023](#)
- [Science of Reading Resources](#)
- [What Works Clearinghouse](#) developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only the most rigorous evidence criteria)

Outlined below are research articles supporting the above curriculums, activities, etc.

[School must reference or include supporting documentation, research articles, websites, etc., supporting the practices and curriculums listed above.]