



TITLE I
TARGETED ASSISTANCE
TA01 – TA14

FEDERAL TITLE PROGRAMS
MONITORING
2024-2025

District Name:

School Name:

Grade Levels:

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 TA01 – Parent Notifications and Staff Qualifications

Submit copies of the following three items regarding the Parent’s Right to Know requirement:

- The notification to parents and family members of each student attending a school receiving Title I funds when they request information regarding the professional qualifications of the instructional staff.
- The compiled list of the qualifications of all teachers and paraprofessionals in the building.
- The timely notification to parents and family members of students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher is assigned.

Label as Submission TA01.

Requirement

Section 1112 of the Every Student Succeeds Act (ESSA) requires that, at the beginning of the school year, Title I schools must notify parents that they have the right to request the professional qualifications of the teaching staff at the school. Specifically, they have the right to know if a teacher meets state licensing requirements for the grade/subject they teach, if they are teaching under a provisional license, and what major or other graduate certification they hold.

This requirement also pertains to aides/paraprofessionals. Schools must notify parents that they have the right to know the qualifications of aides/paraprofessionals working with their children.

A teacher aide/paraprofessional assists teachers and students under the direction of a professional teacher. The USED guidance defines an aide/paraprofessional as an employee who provides instructional support by reinforcing a teacher’s effect in the classroom in a program supported with Title I, Part A funds. Listed below are specific requirements to keep in mind regarding the use of an aide/paraprofessional.

- All instructional aides/paraprofessionals in a schoolwide setting must hold a high school diploma/GED and have met one of the following requirements documented by a Paraprofessional Certificate of Completion:
 1. Completed at least two years of study at an institution of higher education,
 2. Obtained an associate’s or higher degree, or
 3. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.

The law also requires that the notice be provided to parents in an understandable, uniform format. Most schools do this through an easy-to-read chart outlined in the sample.

Title I schools must also notify parents of the children impacted by this instruction after four weeks of instruction by a teacher who is not highly qualified. This notification should be handled in a timely, professional manner.

Documentation

See subsequent page.

Documentation includes the parent notification and a compiled list of the qualifications of all teachers and paraprofessionals.

Resources

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

Sample Documentation – Submission TA01 – Parent’s Right to Know Notification

Dear Parent or Guardian,

Our school receives federal funds for Title I programs that are part of the Every Student Succeeds Act (ESSA). Under ESSA, you have the right to request information regarding the professional qualifications of your child’s classroom teacher(s).

As always, we want to keep our parents informed on the quality education we deliver, and sharing staff qualifications is an excellent way to illustrate our commitment to our students. The staff at any school defines the education environment, and we are devoted to finding the best quality teachers and paraprofessionals to work with your children to ensure our school is a place where they can succeed.

Below is a table that lists the teaching staff at our school, their current position, degree major, any other graduate degree, certification or endorsement, years of teaching experience, and whether or not they meet the state qualifications and licensing requirements.

Teacher Name	Current Position (Grade Level/ Subject)	Bachelor’s Degree Major and/or Major Equivalency	Graduate Degree or Special Credentials or Endorsements	Meets State Qualification and Licensing Criteria	Teaching Under Emergency or Provisional Status	Years of Teaching Experience (Optional)

Below is a list of the paraprofessionals who work at our school and their qualifications. If your child receives services in our Title I program, these paraprofessionals may assist your child as they work with our Title teacher. We also use paraprofessionals to help classroom teachers and special educators.

Paraprofessional Name	Qualifications	Meets ESSA Requirements

In addition, if a teacher who is not highly qualified for four or more consecutive weeks teaches your child at any time during the school year, you will receive timely notice from the school.

Again, thank you for your inquiry. Please continue to contact me at any time if you have questions.

Sincerely,
(Administration)

Sample Documentation – Submission TA01 – Staff Qualifications

Dear Parent or Guardian:

Our district's goal is to provide your child the best education possible by employing quality teachers and staff, providing challenging curriculum and materials, monitoring each student's academic achievement, and communicating regularly with parents. Under the Every Student Succeeds Act (ESSA), teachers must meet certain requirements if teaching for four or more consecutive weeks. They must have North Dakota licensure and demonstrate competency in the subject matter for the grade level(s) and subjects they teach. These skills are necessary to help every child attain high academic and behavioral standards.

Our district is working to ensure all students are taught by teachers who meet the ESSA requirements. They assist employed teachers in obtaining the required certification and skills for their positions when necessary. This notice is to keep you informed regarding the status of your child's teacher(s).

Currently, one of our teachers, _____, is authorized to teach in North Dakota but has not yet completed the process for complying with ESSA requirements and taught your child for four or more consecutive weeks in the following subject(s):

Teacher qualification statutes in this subject area:

_____ Teacher is currently teaching under an emergency or other provisional status.

_____ Teacher is currently involved in training and coursework to attain North Dakota licensing requirements and to continue learning curriculum and instruction strategies related to their grade level(s) and subject assignment(s).

It is your right to request further information regarding the qualifications of your child's teacher(s). If you wish to request such information, please contact me.

Sincerely,
(Administration)

Submissions TA02-TA03 – 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 TA02.**
 - 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 math, ranking students in priority order according to the greatest need for services. **Label as Submission TA03.**

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. Title I law requires a selection process in a targeted assistance program to determine which students are eligible for Title I services. The selection process for Title I students must be based on objective, uniformly applied criteria given to all students at each grade level in all subject areas in which the students are being served (e.g., reading, math, etc.). This information must be documented on a student selection worksheet.

Each school has the authority to develop the criteria to determine Title I student selection. The criteria should be designed to identify disadvantaged students most in need of additional supplemental assistance.

Schools must maintain a worksheet 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 you can serve all students selected for Title I services, you should write that information on your student selection worksheet. The worksheet should clearly list each of the criteria used to determine eligibility.

Economically disadvantaged children, children with disabilities, English learners, migrant students, homeless children, and neglected or delinquent children are eligible for services on the same basis as all other students. Providing Title I services to these students is acceptable if their selection is based on the same criteria as everyone else. Also, if a new student moves into the district, they must be selected and ranked using the same criteria as the other students. Even if they received Title I services in another school, they must still meet the student selection criteria at your school before receiving Title I services.

Title I law requires local school districts to assume the cost and responsibility of identifying students in need of Title I services. Schools cannot use Title I funds to test all students to identify Title I students. Schools testing all students with the NDSA, the NWEA (MAPS), or any other assessments must use state, local, or other federal funds for this expenditure, not Title I funds.

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 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 Program](#)

Sample Documentation – Submission TA02 – Student Selection Summary

XYZ Public School District Student Selection Summary

At the XYZ Public School District, we review our student selection process annually during our spring annual review meeting. After this meeting, we conduct our selection process for the subsequent school year. As new students enroll in the school, we add them to the selection process. Students are continually added to the student selection process throughout the school year.

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.

We can ensure students are selected on the uniform, objective criterion consistent across particular grade levels. Subjective criteria are only considered in grades K-2. Students are not determined eligible based solely on parent or teacher referral.

Students are ranked according to priority, and those with the highest priority comprise the Title I teacher's caseload. Only those students that rank a three or higher receive Title I services.

Title I services are provided to students 30 minutes a day, three times a week.

Sample Documentation – Submission TA02 – Student Selection Criteria

XYZ Public School District Student Selection Criteria

The XYZ Public School District student selection process criteria vary for each grade level.

Students are ranked in priority order based on the following criteria:

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

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

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 TA02 – Teacher Referral Form (only submit if used by the school as selection criteria)

XYZ Public School
Title I Teacher Referral Form

Teacher referral is considered when conducting the selection process; however, there are three separate criteria that a student must meet before teacher referral has any impact on 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 percentiles
 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 TA02 – Extended Day Services Paid with Title I Funds

Extended Day Services Paid with Title I Funds

(If applicable, include with Submission TA02)

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 TA03 – Student Selection Worksheet

XYZ Public School Title I Student Selection Worksheet

Below is the student selection worksheet for the XYZ Public School District. We have included the selection worksheet for grade 4 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: 4

READING

Student Name	Proper Sentence and Paragraph Structure	Classroom Reading Assessment	NWEA Reading Assessment	Total	Rank
XYZ Student 1	A (0 pts)	A (0 pts)	230 (0 pts)	0 pts	0
XYZ Student 2	D (2 pts)	C (1 pt)	200 (2 pts)	5 pts	3
XYZ Student 3	C (1 pt)	D (2 pts)	210 (2 pts)	5 pts	3
XYZ Student 4	A (0 pts)	A (0 pts)	229 (1 pt)	1 pt	1
XYZ Student 5	A (0 pts)	A (0 pts)	220 (1 pt)	1 pt	1
XYZ Student 6	B (0 pts)	A (0 pts)	228 (1 pt)	1 pt	1
XYZ Student 7	D (2 pts)	C (1 pt)	180 (3 pts)	6 pts	3
XYZ Student 8	A (0 pts)	C (1 pt)	225 (1 pt)	2 pts	2

MATH

Student Name	Math Classroom Assessment	STAR Math Assessment	NWEA Math Assessment	Total	Rank
XYZ Student 1	A (0 pts)	87 (0 pts)	230 (0 pts)	0 pts	0
XYZ Student 2	D (2 pts)	68 (1 pt)	180 (3 pts)	6 pts	3
XYZ Student 3	C (1 pt)	45 (2 pt)	205 (2 pts)	5 pts	3
XYZ Student 4	A (0 pts)	90 (0 pts)	229 (1 pt)	1 pt	1
XYZ Student 5	A (0 pts)	84 (0 pts)	220 (1 pt)	1 pt	1
XYZ Student 6	B (0 pts)	93 (0 pts)	228 (1 pt)	1 pt	1
XYZ Student 7	D (2 pts)	62 (1 pt)	180 (3 pts)	6 pts	3
XYZ Student 8	C (1 pts)	50 (2 pts)	225 (1 pt)	4 pts	2

Submissions TA04-TA05 – 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 TA04.**
- 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 TA05.**

Requirement

In a targeted assistance program, Title I law requires only students who are determined eligible for Title I services to be provided such services (ESSA Sec 1115, 1117). The district must have a process in place to identify eligible students, provide services to students equitably based on educational needs, and notify parents and families in a timely manner.

Eligible children are 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, except that children from preschool through grade 2 shall be selected solely based on criteria, including objective criteria, established by the district and supplemented by the school.

A notification informing parents of their child's eligibility must be sent after a school has determined which students are eligible for Title I services.

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 TA04 – 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.

The goal of our 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 instruction in the classroom. A highly qualified teacher provides Title I services through one-on-one or small-group instruction.

Please contact the school if you have questions regarding your child’s participation in the Title I program.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School District Building Principal

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: Your child will receive Title I services immediately unless the school receives your signature declining services.

Sample Documentation – Submission TA05 – Student Eligibility Notification Rejecting Services

This year, the XYZ Public School District has not had 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 begun, the parent completes the following form.

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

Based on the XYZ Public School District’s student selection process, my child, _____, is eligible to receive Title I services through the 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 TA06 – 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 TA06.**

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 a good time for the Title I teacher to remind classroom teachers that it is their 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 teach. 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 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 TA06 – Documenting Communication with Classroom Teachers

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

Classroom Teacher Name: XYZ Title I Teacher

Please share your basic lesson plans for the week emphasizing skills that will be taught. 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 TA07-TA10 – Parent and Family Engagement

Annual Meeting to Inform about Title I (Held in Fall)

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred and explain the Title I program and how parents can become involved in the Title I program. **Label as Submission TA07.**

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 TA08.**

School-Family Compact

- Submit a copy of the current school-family compact, jointly developed with parents and families, aligned to the requirements outlined in the ESSA.
- Submit an explanation of the distribution of the compact.

Label as Submission TA09.

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 TA10.**

Requirement

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 their 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 to formulate suggestions and participate, as appropriate, in decisions about their children's education. The school must respond to any such requests 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 (in the fall) of the school year.
- This meeting, whatever form it takes, must be documented with minutes.

- Is there two-way communication at this meeting, or is the teacher/administrator giving information to parents about the program?
- Do you engage and 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](#)
- NDSBA Policy
 - KAB-E School-Parent Compact

Sample Documentation – Submission TA07 – Annual Title I Meeting to Inform

**XYZ Public School District
Title I Reading and Math
Annual Open House and Parent Meeting to Inform about Title I**

**Date
Time
Title I Room and Cafeteria
Students are welcome when accompanied by a parent!**

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 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 TA08 – Opportunities to Train Parents and Families

Requirement

The Title I program should provide opportunities for training parents and families to become partners with the school in promoting the education of the child at school and at home. In addition, programs should provide information about methods that can be used at home to complement the child's instruction.

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

Schools are encouraged to utilize the six types of parent and family engagement, as Dr. Joyce Epstein of John Hopkins University outlined.

- 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](#)

Sample Documentation – Submission TA08 – Opportunities to Train Parents and Families

XYZ Public 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 TA09 – School-Family Compact

Requirement

Each school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to parents of participating children a written School-Family Compact that contains information required by the ESEA. This compact is part of the School Parent and Family Engagement Policy. The compact must outline how parents/families and the school staff will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help students achieve the state's high standards.

The school-family compact cannot just be a verbal agreement. You must have a copy on file and documentation of how it was distributed. Signatures on the compact are optional.

The school-family compact must be updated annually with the School Parent and Family Engagement Policy.

Documentation

See subsequent page.

Resources

- [Title I Parent and Family Engagement](#)
- [NDSBA Policy](#)
 - [KAB-E School-Parent Compact](#)

Sample Documentation – Submission TA09 – School-Family Compact

XYZ Public School District School-Family Compact

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

The **XYZ Public School** and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-family compact is in effect during the **20XX-20XX** school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities – The XYZ Public School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

The XYZ Public School will ensure all students know and work toward achieving the state standards. This will be accomplished by providing a challenging curriculum taught with evidence-based practices.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed regarding the individual child's achievement. Specifically, these conferences will be held:

Conferences will be held during the regularly held fall and spring parent-teacher conferences and at a separate parent meeting in the fall of the school year.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports are sent home with student report cards at the end of the four nine-week grading periods. Parents with Internet access can access their child's progress through PowerSchool.

4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

In addition to the regularly scheduled parent-teacher conferences, staff will be available for parents before school and after school daily. Parents will also be able to access staff by telephone and email.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Administrators and teachers welcome parents to visit their children's classrooms during the school year. Parents have been invited to assist in classroom lessons and activities. Parents are welcome to volunteer to help with special projects and activities.

Parent Responsibilities – We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring the amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*

- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding as appropriate.*

Submission TA10 – Annual Assessment of Parent and Family Engagement

Requirement

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.

Please note that you do not have to use a survey to meet this Annual Assessment of Parent and Family Engagement requirement. This is just the most common method that is used. Other ideas for this requirement could be having an end-of-the-year meeting to assess the program with parents/families or calling parents at the end of the year and asking assessment questions. Whatever method you use, please remember that you must somehow document that the assessment took place.

Documentation

See subsequent page.

Resources

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

Sample Documentation – Submission TA10 – Annual Assessment of Parent and Family Engagement

XYZ Public School District
Title I Parent and Family Engagement Annual Evaluation

Dear Parents/Guardians:

As partners in educating your child, we know the importance of a strong home-school bond. Please respond to the following statements telling your feelings about the Title I program. Add comments and suggestions that will help improve your opportunities for involvement.

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 TA11 – Reviewing 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 TA11.**

Requirement

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 or not students are making adequate progress through Title I services. More than one assessment criteria 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 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 and two 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 use more than one assessment measure in reading, and if serving students in math, more than one math assessment measure.
- 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 Report Card or Title I Progress Report.

Documentation

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

See subsequent pages.

Resources

No additional resources are available for this submission.

Sample Documentation – Submission TA11 – Title I Progress Report Documentation – Math

This Title I Progress Report reflects information used to report on 4th-grade math. Title I Progress Reports 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 TA11 – 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 TA12-TA13 – Annual Meeting to Evaluate the Title I Program and Parent Notification of Results

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission TA12.**
- Submit a copy of the notification to inform parents and family members of the results of the Annual Review meeting. **Label as Submission TA13.**

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-family compact
- Review of annual assessment on parent and family engagement (e.g., 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 and family members do not have to be invited to this meeting; however, parental input should come through reviewing the annual parent and family engagement assessment.

This meeting must be documented by an agenda, meeting date, 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 TA12 – 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 Assessment
- Title I Parent 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 TA13 – 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 20XX 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 last spring's meeting minutes 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

Submission TA14 – Evidence-Based Research

- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and strategies are evidence-based. **Label as Submission TA14.**

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 you see meet ESSA's definitions for Level 1 ("Strong"), Level 2 ("Moderate"), or Level 3 ("Promising").

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. Ask them to share their insights and knowledge if you have existing partnerships or are considering developing new research partnerships.

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 TA14 – 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)
▪ ▪	▪ ▪

Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#) developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [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.]