



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION

TITLE I

PRIVATE SCHOOL

SAMPLE DOCUMENTATION

P01 – P13

2019-2020

Sample Monitoring Documentation for Private School Programs

Nationally, Title I receives a significant amount of funds from the federal government. The Office of Educational Equity & Support is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. The U.S. Department of Education (USDE) is clearly enforcing this regulation. It is the responsibility of the state to ensure that states, districts, and schools are held accountable in regard to Title I and Every Student Succeeds Act (ESSA) regulations. ESSA Sec 1117 requires districts with students enrolled in private schools, after timely and meaningful consultation with private school officials, to determine the needs of eligible children and on an equitable basis address the needs. In addition, the district must ensure teachers and families of the children participate, on an equitable basis, in services and activities developed for parent and family engagement.

The purpose of this document is to provide assistance to schools and districts as they complete the Federal Title Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available. Below is a summary of each category.

“Requirements” Section

This section outlines the specific requirements defined by the federal and state law to assist schools in understanding the requirements.

“Documentation” Section

This section explains the type of documentation necessary to adequately meet the monitoring requirement.

“Alerts” Section

This section offers alerts to note regarding the requirement or outlines common issues regarding the submission or documentation.

“Resources” Section

- [Equitable Services for Private Schools](#)
- [Federal Non-Regulatory Guidance - Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel](#)
- [ESSA Fiscal Changes](#)

Submission P01 – Identification of Eligible Students

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 on the basis of 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 within the eligible group, which children will be served.

Documentation

See subsequent page.

Alerts

- Parent referral is never allowed, as it is not objective criteria to determine student eligibility.
- If teacher referral is being 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.

Resources

- [Equitable Services for Private Schools](#)

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 residents of the district 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

Requirement

After eligibility and criteria have been established, Title I law requires that a selection process take place to determine which of the eligible students are in need of 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 in order to determine who will receive Title I services. After all data has been collected, students must be ranked in priority order according to greatest need for services. If the public school district is able to serve all students that are eligible and selected for Title I services, this information should be reflected on the student selection worksheet. The worksheet should clearly 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

When school districts choose to use additional Title I funding to supplement their current Title I program, the Division of Student Support & Innovation is required to monitor these initiatives.

Documentation

See subsequent pages.

Alerts

Parent referral is never allowed, as it is not objective criteria to determine student eligibility.

If teacher referral is being 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.

Resources

- [Equitable Services for Private Schools](#)

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

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

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 taken into consideration when conducting the selection process; however, there are three separate criterion that a student must meet before teacher referral has any impact on whether or not 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 taken into consideration when conducting the selection process; however, there are three separate criterion a student must meet before teacher referral has any impact on whether or not the student receives Title I services. Enclosed you will find a copy of our teacher referral form.

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

- Rank overall student performance in 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 the student been served by Title I 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

School District: XYZ Public School District		
School: XYZ Private School Title I Program		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input checked="" type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Title I Supplemental Contracted Services <input type="checkbox"/> Other	Total Number of Students in School:	100
	Number of Students Served by Additional Title I Services:	7
<p>Please provide a detailed description of the additional services offered with Title I funds (i.e., paint us a picture of what a typical day looks like):</p> <p>Our Title I After School Program begins at 3:15 pm after students have been dismissed and busses have left. The students come into the Title I classroom to receive services. This After School Program is specifically for the upper elementary Title I students (grades 4-6). It is difficult to find time during the day to provide Title I services to these students so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned to their regular classroom lessons.</p>		
<p>Please describe your student selection process for these services and include information on the criteria used:</p> <p>We select the 4-6 grade students based on the following selection criteria: classroom reading grades, NDSA scores, unit testing, and objective classroom teacher referral. Only those students who qualify and whose parents grant permission are served.</p>		
<p>How often are students served by this program (daily, three times per week, etc.)</p> <p>The services are provided three days a week (Tuesday, Wednesday, and Thursday).</p>		
<p>How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.)</p> <p>The Title I After School Program runs from 3:15 pm to 4:30 pm.</p>		

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 are reflective of 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

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 or not the signed eligibility letter is returned to the school by the parents. However, if a parent refuses Title I services for their child, the parent's signature rejecting these services must be kept on file.

Documentation

See subsequent pages.

Alerts

There are no alerts for this submission.

Resources

No additional resources 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 these services are provided in addition to the regular instruction your child is receiving in the classroom. Title I services are provided by a highly qualified teacher 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, your child will be immediately served by Title I.

Sample Documentation – Submission P05 – 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 already have begun, the following form is completed by the parent.

**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 to receive Title I services at the XYZ Private School through the XYZ Public School District’s Title I program.

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

Parent/Guardian Signature

Date

Submission P06 – Document Communication with Classroom Teachers

Requirement

Title I teachers must document communication with the classroom teachers so that what is being taught during Title I services is directly aligned to 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 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 being taught in the regular classroom.
- Skills this Week – Title I teachers can request that classroom teachers highlight the main skills they will be teaching to 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 specific student. Samples are provided on the resources website listed below.

See subsequent page.

Alerts

Many North Dakota schools are rural and close knit in nature. Often informal communication happens between staff continually throughout the day in the hall, lunchroom, staff lounge, etc. Informal communication cannot be used as documentation to meet this requirement unless the Title I teacher keeps a log of informal communication incidents and the results of the communication.

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

Week of: September 5-9

Subject: Reading

Please share with us your basic lesson plans for the week emphasizing skills that will be taught in the regular classroom.

Thank you.

<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
Setting, Plot, Character, Etc.	<i>The Cats of Tiffany Story</i>	Writing Sentences	Sentences	Paragraph Structure
Consonant Clusters	Homonyms End Marks	End Marks	End Marks	Homonym Review

Classroom Progress Update:

<u>Title I Students</u>	<u>Current Grade/Comments</u>
XYZ Private School Title I student has been working at applying the skills taught in Title I to the classroom setting. Keep up the great work and new strategies!	

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 to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I, Part A programs and encourage them to attend. In a targeted assistance program, just those parents with children participating in Title I should be invited. 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 are able to 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 ideas from them on what this meeting should involve?

Documentation

See subsequent page.

Alerts

There are no alerts for this submission.

Resources

There are no additional resources for this submission.

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
Dinner and Childcare Provided

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 student selection process
5. Discussion about the School-Family Compact and Parent and Family Engagement Policies
6. Opportunities on 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 implementing Title I programs to ensure effective involvement of parents and families to support partnership among the school, parents, and community to improve student academic achievement. The Title I program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about 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.

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 their 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 of the resources shared with parents, where the resources were obtained, the method of dissemination, and date of dissemination.

Alerts

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

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of 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 in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Resources

There are no additional resources for this submission.

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 implements 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 family 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.

Alerts

There are no alerts for this submission.

Resources

There are no additional resources for this submission.

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 – Title I Progress Report

Requirement

ESSA Sec 1117(b), 8501 requires districts to ensure that students are academically assessed and 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 or not students are making adequate progress through Title I services. A minimum of three assessment criteria is used to measure student progress. Title I teachers are required to track the progress of all students served in the Title I program. It is also important that they document the results of these assessments.

Please note:

- At least three different assessments must be used to record progress of all Title I students in each subject in which they receive Title I services (e.g., three assessments in reading, three 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 the progress of each child and showing the three assessments being 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 three assessment measures in reading, and if serving students in math, three math assessment measures.
- Title I teachers must provide parents of all Title I students with their child's individual assessment results, minimally twice a year.
- The Title I assessment results are shared with parents in a written format, which is referred to as the Title I Progress Report.

Documentation

See subsequent pages.

Alerts

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

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/Title I Report Cards 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 Requirement

Requirement

Each year Title I programs are required to hold an annual review consisting of a formal meeting and then sending 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:

- Student selection process
- Professional development for Title I personnel
- District and school parental 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, and/or minutes of the meeting.

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

Documentation

See subsequent pages.

Alerts

There are no alerts for this submission.

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 2018

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, 2018, at 7:30 am in the school's conference room. The meeting was led by Principal XYZ. Several staff members including classroom teachers, special education personnel, and aides/paraprofessionals were present.

The purpose of our meeting was to review and discuss the current operation of our Title I program and to 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 time of the meeting, Principal XYZ was collecting suggestions and recommendations through the end of the week.

We also discussed the Title I parent and family survey, which was sent to Title I families to assess their opinions regarding the parent and family engagement component of our Title I program. 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 was adequately addressing the needs of its Title I students.

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

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

Fall 2019

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 2017 and is held each school year.

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

Enclosed are the Title I Annual Review agenda and minutes from our meeting last spring. If you have any questions or concerns regarding this information, please feel free to contact the school.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School District Building Principal

XYZ Private School Contact

Submission P13 – Evidence-Based Research

Requirement

ESSA supports the use of evidenced research that instructional materials or programs used in schools. Evidence-based strategies, practices or activities have been evaluated and proven to improve student outcomes. Programs may include evidence-based strategies. Districts can have confidence that evidence-based strategies are likely to produce positive results when implemented.

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").

What is evidence based? When an instructional program or practice is evidence based, there must be consistent and reliable evidence that the particular program or practice has been proven effective.

The definition of evidence based is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This includes research that:

- Employs systematic, empirical methods;
- Involves rigorous data analyses;
- Relies on measurements that provide reliable and valid data;
- Uses experimental or quasi-experimental designs;
- Ensures that studies are clear and detailed to allow for replication; and
- Has been 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 who receive Title I funds must provide documentation as to how the programs and strategies they employ are evidence based.
- Title I paid staff who provide instruction in reading and/or math, as well as all staff teaching in a schoolwide program, must use instructional strategies and methods that are evidence based.
- There are many resources and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence based practices. A list of resources are available on the [Evidence-Based Website](#).

Documentation

See subsequent page.

Alerts

External research partners can be a great 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.

Resources

[Evidence-Based Website](#)

Sample Documentation – Submission P13 – Evidence-Based Research Documentation

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

Title I Teacher: XYZ Public School 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 educational curriculum is research-based will also demonstrate that Title I teachers are meeting the evidence-based requirement.

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

District Reading Series: Scott Foresman, 2014

District English Series: Harcourt, 2014

District Math Series: Saxon Math

District Assessments (e.g., STAR, NWEA)

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence
<ul style="list-style-type: none">▪ Guided Repeated Oral Reading Procedures▪ Comprehension Direct Vocabulary Instruction▪ Phonemic Awareness Instruction▪ Dream Box	<ul style="list-style-type: none">▪ Strong▪ Strong▪ Strong▪ Moderate

Websites and resources cataloging evidence-based practices

- Evidence for ESSA, developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- RAND report on school leadership interventions under ESSA (categorized in ESSA evidence tiers)
- SRCL Evidence-Based Literacy Resources (categorized in ESSA evidence tiers)
- What Works Clearinghouse, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only 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., that support the practices and curriculums listed above.]