

TITLE I

TARGETED ASSISTANCE

SAMPLE MONITORING

DOCUMENTATION

TA01 – TA14

2019-2020

Sample Monitoring Documentation for Targeted Assistance 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 states, districts, and schools are held accountable in regard to Title I and Every Student Succeeds Act (ESSA) regulations.

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 each monitoring requirement.

"Alerts" Section

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

“Resources” Section

This section outlines current resources available on the particular requirement.

Submissions TA01 – Parent Notifications and Staff Qualifications

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 they have the right to request the professional qualifications of teaching staff at the school. Specifically, they have the right to know if a teacher meets state licensing requirements for the grade/subject in which they are teaching, 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 they have the right to know the qualifications of aides/paraprofessionals working with their child.

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

Documentation

See subsequent page.

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

Sample letters and documentation tables regarding this requirement are available on the Office of Educational Equity & Support website. Please see the resources section for further details.

Alerts

After four weeks of instruction by a teacher who is not highly qualified, Title I schools are obligated to notify parents of the children impacted by this instruction. This notification should be handled in a timely, professional manner. This, too, is outlined in Section 1112 of ESSA.

Resources

- [Parent's Right to Know Guidance](#)
- [Parent's Right to Know - Template](#)
- [Notice of Teacher Status for Four or More Weeks - Template](#)

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 along with 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 be assisting your child as he/she works with our Title I teacher. We also use paraprofessionals to assist classroom teachers and special educators.

Paraprofessional Name	Qualifications	Meets ESSA Requirements

In addition, if at any time during the school year a teacher who is not highly qualified for four or more consecutive weeks teaches your child, 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 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, and when necessary, assist employed teachers in obtaining the necessary certification and skills for their positions. 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/or 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

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. In a targeted assistance program, Title I law requires that a selection process take place 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 (i.e., reading, math, etc.). This information must be documented on a student selection worksheet.

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

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 you are able to serve all students that are 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.

Children who are economically disadvantaged, 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. It is acceptable to provide Title I services to these students if their selection is based on the same criteria as everyone else. Also, if a new student moves into the district, he/she must be selected and ranked using the same criteria as the other students. Even if he/she received Title I services in another school, he/she 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 for the purpose of identifying Title I students. Schools that are 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 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 a selection criteria, the teacher referral form must be included in the submission.

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.

It is our student selection process that 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 assure that students are selected on uniform, objective criterion that is consistent across particular grade levels. Only in grades K-2 is subjective criteria considered. In no instance are students determined eligible based solely on parent or teacher referral.

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.

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 criteria established for the student selection process at the XYZ Public School District varies for each grade level.

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

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

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 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 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.

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 TA02 – Extended Day Services Paid with Title I Funds

TITLE I, PART A TARGETED ASSISTANCE PROGRAM	
School Mission	School Vision
NEEDS ASSESSMENT	
The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also highlights the strengths and needs of the entire program. Schools with targeted assistance programs should place emphasis on strategies that help learners who have not yet met grade-level standards.	
Describe procedures and best practices to support your comprehensive plan	
IDENTIFICATION OF STUDENTS	
Title I Targeted Assistance Programs must select students, based on criteria they establish. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for assistance. The criteria for identifying students must be objective, educationally related, and include multiple measures.	
Describe procedures to support programs, activities and courses to ensure mastery of academic standards	
PRACTICES AND STRATEGIES	
Identify the practices and strategies of your school’s targeted assistance program. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The law requires programs to review the progress of students served in targeted assistance and revise the program, if needed, to enable students to meet state standards.	
Describe instructional strategies, programs and services to support best practices that strengthen academic program	
COORDINATION AND TRANSITIONS	
The Title I program should be coordinated with the school’s overall education program. ESSA emphasizes that targeted assistance programs should minimize the removal of children from the regular classroom during regular core instruction when providing additional instruction through Title I, Part A. Schools should develop the targeted assistance program in coordination with core instruction, extended day offerings, English learner programs, special education, career and technical education, and others.	
Describe the procedures to support transition between early childhood and elementary grades or other grade spans in the Title I program	
PARENT & FAMILY ENGAGEMENT	
Plan for the strategies your school will use to engage parents and families of students served by the Targeted Assistance program. Parents, families, and community members provide excellent partners in helping students meet the state’s challenging academic standards. The school’s parent and family engagement efforts may also include services supporting family literacy.	
Describe policies and procedures to support parent and family engagement which aligns to targeted assistance practices and strategies	
PROFESSIONAL DEVELOPMENT	
Title I allows for professional development to teachers, principals and other school leaders, paraprofessionals, and if appropriate specialized support personnel and other personnel who work with eligible students in the program or in the regular education program serving Title I eligible students.	
Describe procedures to support the professional development needs of your targeted school staff	

Sample Documentation – Submission TA03 – Student Selection Worksheet

XYZ Public School Title I Student Selection Worksheet

Below you will find 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 are reflective of 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 T04 & TA05 – 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 (ESSA Sec 1115, 1117). The district must have a process in place to identify eligible private school students, provide services to private school students in an equitable manner based on educational need, and notify parents and families in a timely manner.

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

Services to private school students should begin at the same time as public school students.

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 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, 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 school 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 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: Unless the school receives your signature declining services, your child will be immediately served by Title I.

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 already have begun, the following form is completed by the parent.

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

Parent/Guardian Signature

Date

Submission TA06 – 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 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

Week of: September 5-9

Subject: Reading

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

Title I Students:

XYZ 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!

Current Grade/Comments:

Submission TA07 – Annual Meeting to Inform about Title I (held in fall)

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 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 or 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 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 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
Dinner and Childcare Provided
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 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 evidenced 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.

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.

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

XYZ Public School District
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 given by demonstrations, explanations, and in written format.

The following are examples of information distributed:

- School calendar
- Monthly school newsletter
- Reinforcing the State’s Content and Achievement 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 a 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 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 the means by which 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.

Documentation

See subsequent page.

Alerts

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

Resources

[Title I Parent and Family Engagement](#)

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 the means by which 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 the means by which 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 that all students know and work toward achieving the state standards. This will be accomplished by providing a challenging curriculum that is taught with research-based practices.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to 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 each of the four nine-weeks grading periods. Parents with Internet access will be able to access their child's progress through PowerSchool.
4. Provide parents 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 on a daily basis. 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:
Parents are welcomed by administrators and teachers to visit their children's classrooms during the school year. Parents have been invited to assist in classroom lessons and activities. Parents are welcomed 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 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 either 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 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.

Please note that you do not have to use a survey to meet this requirement of an Annual Assessment of Parent and Family Engagement. 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 actually 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.

Alerts

There are no alerts for this submission.

Resources

[Annual Assessment of Parent and Family Engagement](#)

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 take time to respond to the following statements telling your feelings about the Title I program. Add comments and suggestions you think 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 – Title I Progress Report/Title I Report Card

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. 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 Report Card or 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 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 Review Meeting to Evaluate Title I Program and Notification of Results

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 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 the review of the annual assessment on parent and family engagement.

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 TA12 – Annual Review Meeting to Evaluate Title I Program Documentation

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

Date: Spring 2017

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, 2017, 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 TA13 – 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 2018 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

Submission TA14 – 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 an activity, strategy, or intervention that 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
- 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 TA14 – 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.]