



TITLE I
TARGETED ASSISTANCE
SAMPLE DOCUMENTATION
TA01 – TA25

2016-2017

Sample Self-Monitoring Documentation for Targeted Assistance Programs

Nationally, Title I receives a significant amount of funds from the federal government. The Office of Federal Title Programs 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 *No Child Left Behind* (NCLB) 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 mandated by the federal law, state law, or the Office of Federal Title Programs. This section provides an explanation of the requirements to assist schools in understanding the requirement’s rationale.

“Documentation” Section

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



Correct: This symbol notes the correct type of documentation.



Incorrect: This symbol indicates incorrect documentation that is often used to evidence the requirement.

“Please Note” Section



This section offers relevant information relating to the requirement. This section may simply indicate that the requirement relates to other federal programs or outlines common issues we find regarding the submission or documentation.

“Resources” Section



This section outlines current resources available on the particular requirement.

Submission TA01 – Inventory

Requirement

EDGAR 74.34 specifies the rules and regulations pertaining to the use of federal funds for permanent fixtures such as equipment and furniture. Title I programs must keep track of all items purchased with Title I funds, but those with a value of \$750 or more as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, SMART boards), and TITLE I FURNITURE (filing cabinets, bookshelves) must be inventoried more formally and will be reviewed during the Title I self-monitoring process.

The USDE has informed the Federal Title Programs office that **ALL COMPUTERS, TECHNOLOGY RELATED PURCHASES, and TITLE I FURNITURE** must be tracked on the inventory, no matter the purchase price. Therefore, if a district purchases a computer for \$500, a digital camera for \$350, an iPad for \$600, and a computer desk for \$250, these items must all be recorded on the inventory.

An equipment inventory must document the following:

1. Description of the equipment.
2. Serial number.
3. Acquisition date.
4. Acquisition cost.
5. Location of equipment.
6. Any disposition data (including date of disposal and sale price).

The district must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the value of the item, are labeled as purchased with federal Title I funds. The equipment inventory will also be reviewed to see that all equipment is being used primarily for Title I purposes. In addition, all equipment purchased with Title I funds must be permanently located in the Title I room (targeted assistance programs only).

All items must be kept on the Title I inventory for a minimum of five years. After five years, the items lose their identity as purchased with federal Title I funds and then belong to the district. The district then has the authority to use or dispose of the items as they see fit as long as it is recorded under disposition data.

Documentation

See subsequent page

Please Note



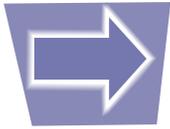
Other Federal Funds and Competitive Grants: Equipment purchased with federal funds other than Title I must also be maintained on an inventory.

Resources



Sample Documentation – Submission TA01 – Inventory

Correct



XYZ Public School District

Inventory of items purchased with **Title I** grant money as required by EDGAR 74.34.

Equipment housed at XYZ Public Elementary School.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	8/3/2009	\$947.40	Title I Classroom	Transferred to district PK program 7-2012 (\$150)
IMAC Computer	XB8270AACT9	1/1/2012	\$1,499.00	Title I Classroom	
IMAC Computer	RN1310JFMT	9/24/2012	\$350.00	Title I Classroom	
Nikon Digital Camera	V221JYFZNC727	6/4/2011	\$450.00	Title I Classroom	
Dell Laptop	2005-008372	7/15/2012	\$450.00	Title I Classroom	
iPad	2011-0413	08/01/2014	\$600.00	Title I Classroom	

Incorrect – Not all information provided



Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195		\$947.40	Title I Classroom	District office
IMAC Computer	XB8270AACT9	1/1/2012		Title I Classroom	

Incorrect – Located outside of Title I classroom



Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	1/1/2012	\$1,145.00	2 nd Grade Classroom	
IMAC Computer	XB8270AACT9	9/24/2011	\$799.00	Title I Classroom	

Submissions TA02 & TA03 – Parents’ Right to Know

Requirement

Section 1111 of the NCLB Act requires that, at the beginning of the school year, Title I schools must notify parents that they have the right to request the professional qualifications of teaching staff at the school. Specifically, they have the right to know if the 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 that they have the right to know the qualifications of aides/paraprofessionals working with their child.

The law also requires that 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

Sample letters and documentation tables regarding this requirement are available on the Federal Title Programs’ website. Please see the resources section for further details.

Please Note

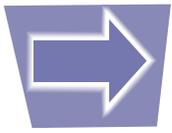


After four weeks of instruction by a teacher who is not highly qualified, Title I schools are obligated to notify parents of the children impacted by this instruction. This notification should be handled in a timely, professional manner. This, too, is outlined in Section 1111 of the NCLB Act.

Resources



Sample Documentation – Submissions TA02 & TA03 – Parents’ Right to Know



Dear Parent/Guardian,

Hiring high quality teachers is a priority at our school. Through federal law, you have the right to information about the professional qualifications of teachers and paraprofessionals at our school. We wish to share that with you.

To be “highly qualified” under federal law, teachers must:

1. have a state teaching certificate or license
2. have a bachelor’s degree, AND
3. for “new”:
 - elementary teachers, pass a rigorous test
 - middle/senior high teachers, pass a rigorous test or have major/coursework
4. for “not new” teachers, pass a rigorous test, major/coursework, or state evaluation.

Below is a table that lists each teacher at our school:

Teacher Name	Current Position (Grade Level/ Subject)	Bachelor's Degree Major and/or Minor	Graduate Degree and Field of Study	Years of Teaching Experience	Meets State Qualifications & Licensing
XYZ Teacher	1	Elem. Education		5	Yes
XYZ Teacher	2	Elem. Education		6	Yes
XYZ Teacher	3	Elem. Education	English	7	Yes
XYZ Teacher	4	Elem. Education		8	Yes
XYZ Teacher	5	Elem. Education	Administration	9	Yes

If these state qualifications have not been met, we will be working with staff to complete them in a timely manner. This may require teacher testing or additional college courses.

There are also new state qualifications for paraprofessionals serving Title I schools. Paraprofessionals or instructional teacher aides assist classroom teachers, Title I reading teachers, and special education teachers. They must have a two-year college degree, or have completed two years of college study, or pass a rigorous test.

Aide/Paraprofessional	Qualifications	Meets State Requirements
XYZ Aide/Paraprofessional	2 years of higher education	Yes
XYZ Aide/Paraprofessional	Taken and passed Praxis exam	Yes

If at any time during the school year your child is taught by a teacher for four or more consecutive weeks who is not highly qualified (such as a long-term substitute teacher), you will receive a notice from our school.

Please contact me anytime during the school year if you would like more information about teachers who are working with your children. We wish to keep our parents informed on the quality education we deliver. Sharing staff qualifications is an excellent way to show our commitment to students. Staff members at any school define the education environment. We are devoted to finding the best quality educators to work with your children to ensure that school is a place where they can succeed.

Sincerely,

Submission TA04 – Notification of School’s AYP Report

*** Not applicable due to the AYP Freeze.**

Requirement

Under the NCLB Act, all public schools are required to send written correspondence to the parents of each child enrolled in the school regarding the school’s Adequate Yearly Progress (AYP) status. This requirement applies to schools receiving and not receiving federal funds. The notice must be written in an understandable format and, when applicable, in a language that parents can understand. An actual copy of the state-generated school AYP report must accompany this notice. Federal law mandates that this notification take place in a timely manner.

- For Title I schools identified for improvement and required to offer school choice, this notice must take place at least 14 days prior to the first day of school. When there are no schools to which students can transfer, parents still must be notified prior to the beginning of the school year that their child’s school has been identified for improvement.
- For Title I schools identified for program improvement and school choice does not apply, this notice must take place prior to the first day of school. If applicable, the notification should also inform parents of the option of receiving supplemental educational services for those children who are eligible in schools in year two or more of program improvement.
- For Title I schools NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).
- For non-Title I schools, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

Documentation

See subsequent page

Please Note



*** This requirement is not applicable during the transition year due to the AYP Freeze.**

Many schools send their notification to parents through a school mailing or newsletter; however, they often fail to include the actual copy of the AYP report. It is stated in federal law that an actual copy of the appropriate school’s AYP report is to be included with this information disseminated to parents.

If the district chooses to write a joint letter explaining the district’s and the school’s AYP reports, both district and school information must be included in the letter.

Resources



Sample Documentation – Submission TA04 – Title I School AYP Report – School Made AYP



Dear Parents and Guardians,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's AYP report. You will note our school's AYP status at the bottom of the report. According to the report, our school did make AYP.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program, which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

Sample Documentation – Submission TA04 – School AYP Report – School Made AYP

Annual Adequate Yearly Progress Report North Dakota Department of Public Instruction School Year 2015-2016

**XYZ Public School District #
XYZ Public School (K-6)**

Reading 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Math 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Secondary Indicators Attendance Goal: 93% Rate: 91.56% Graduation Goal: 89% Result: See Below
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Listed below are your school's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule	Graduation Rate	Result
Comp. Score	89.10%	90.23%	100.00%	Comp. Score	83.54%	90.23%	100.00%	All Students	
Subgroups				Subgroups				Subgroups	
Econ. Disadv.	91.30%	90.32%	100.00%	Econ. Disadv.	86.40%	90.32%	100.00%	Econ. Disadv.	
Ethnicity:				Ethnicity:				Ethnicity:	
White	91.30%	89.76%	100.00%	White	86.40%	84.00%	100.00%	White	
Native American				Native American				Native American	
Black				Black				Black	
Asian				Asian				Asian	
Hispanic				Hispanic				Hispanic	
Other				Other				Other	
Students with Dis.				Students with Dis.				Students with Dis.	
Students with LEP				Students with LEP				Students with LEP	

Adequate Yearly Progress Category:

Met Adequate Yearly Progress

Submission TA05 – Supplemental Questionnaire on Additional Services Paid with Title I Funds

Requirement

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 in other ways to provide services to students. These may include, but are not limited to:

- Title I Summer School Programming
- Title I Preschool Programming
- Title I Reading First Look-A-Like Programming
- Title I Before or After School Programming
- Title I Saturday School Programming
- Title I ELL 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 Federal Title Program office is required to monitor these initiatives.

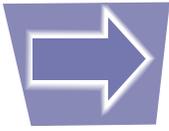
Documentation

See subsequent page

Resources



Sample Documentation – Submission TA05 – Supplemental Questionnaire on Additional Services Paid with Title I Funds



Title I Issues – Administrative Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission TA05)

When monitoring, it is the policy of the Federal Title Programs office to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I, Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I summer school, Title I preschool, Title I before/after/Saturday school programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the Federal Title Programs office.

Please include one copy per additional program being implemented.

School District: XYZ Public School District		
School: XYZ Public School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input checked="" type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School:	210
	Number of Students Served by Additional Title I Services:	15
<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>Targeted Assistance Programs Only – 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>		

Submissions TA06 & TA07 – Time/Effort Documentation & Assurance

Requirement

The federal law requires all employees, including teachers, paraprofessionals, and other staff who are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.

All individuals being paid with federal funds must document their time and effort, no matter what the percentage of time they are paid. An employee dedicating 5% of their time to a federal program must document their time and effort just as an individual employed 100% in a federal program would have to document their time and effort. The difference is the type of documentation that each employee would be required to submit.

Documentation

Documentation for this requirement varies based on the positions being funded with federal funds. For monitoring purposes, all individuals paid with federal funds must submit documentation of their time and effort through one of the options listed below:

- **Permanent Schedule** – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- **Semi-Annual Certification** – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2015 to June 30, 2015, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.
- **Daily Log** – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- **Monthly Certification** – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). A sample monthly assurance could state, “For the month of October 2014, Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.

The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position.

Position	Permanent Schedule	Semi-Annual Certification	Daily Log	Monthly Certification
Title I Teacher (fixed schedule)	✓	✓		
Title I Teacher (variable schedule)			✓	✓
Data Coordinator			✓	✓
School Improvement/Schoolwide Coordinator			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓
Class-size Reduction Teacher (fixed schedule)	✓	✓		
Preschool Teacher (fixed schedule)	✓	✓		
Title I Coordinator			✓	✓
Aides/Paraprofessionals (fixed schedule)	✓	✓		
Aides/Paraprofessionals (variable schedule)			✓	✓

See subsequent pages for Sample Time and Effort Logs and Assurances

Please Note

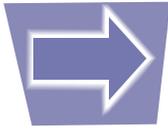


Other Federal Programs and Competitive Grants: Districts that receive federal funds other than Title I must document time and effort as well. These federal funds may come from formula grants, such as Special Education or Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth.

Resources



Sample Documentation – Submission TA06 – Time/Effort Documentation – Permanent Schedule



A permanent schedule is most often used for teachers, paraprofessionals, or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file at the school and updated throughout the school year.

Teacher Name: XYZ Teacher

School Name: XYZ Public School

Position: 50% Reading Specialist and 50% Reading Coach (paid with district funds)

Time Slots	Students Worked With <small>(List names of students served during this time slot.)</small>	Subjects Covered <small>(Reading, math or other subject. Give description of skills in the subject area.)</small>	Grade Level of Student
8:30 – 9:00	All	Reading	Grade 4
9:00 – 9:30	XYZ Students	Reading	Grade 3
9:30 – 10:00	XYZ Students	Reading	Grade 2
10:00 – 10:30	XYZ Students	Reading	Grade 1
10:30 – 11:00	XYZ Students	Reading	Grades 5 & 6
11:00 – 11:30	All	Reading	Grade 3
11:30 – 12:00	All	Reading	Grade 2
12:00 – 1:30	Lunch and Prep		
1:30 – 2:00	All	Reading	Grade 1
2:00 – 2:30	XYZ Students	Reading	Grade 4
2:30 – 3:00	All	Reading	Grades 5 & 6
3:00 – 3:30	Prep		

Sample Documentation – Submission TA06 – Time/Effort Documentation – Daily Log



Individuals who work less than 100% of their time for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by both the employee and their supervisor. Signatures must be dated AFTER the last date of service.

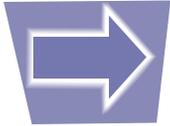
Please be mindful that time and effort documentation must:

- *Reflect an after-the-fact distribution of the actual service provided by the employee.*
- *Account for the total activity for which the employee is compensated.*
- *Be prepared at least monthly and must coincide with one or more pay periods.*
- *Be signed by the employee.*

School District XYZ School District		School XYZ Public School	
Name of Staff Member XYZ, Title I Coordinator		Supervisor XYZ, Title I Supervisor	
Date of Service	Time	# of Hours	Scope of Service
August 15, 2015	3:00 pm – 5:00 pm	2	Coordinated review of student selection procedures for all Title I schools
August 25, 2015	8:00 am – 3:00 pm	7	Met with each Title I building staff to review caseloads and upcoming year
August 30, 2015	3:00 pm – 5:00 pm	2	Prepared materials for upcoming parent meeting
September 1, 2015	3:00 pm – 5:00 pm	2	Attended Title I fall parent meeting
September 15, 2015	5:00 pm – 6:00 pm	1	Individualized parent meeting with a concerned parent
Total Hours ↻		14 hours	I certify with my signature that the information submitted is accurate.
*Employee Signature	Date	*Supervisor Signature	Date

**Signatures must be dated AFTER the last date of service.*

Sample Documentation – Submission TA07 – Assurance – Semi-Annual Certification



Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From August 1, 2014 to December 15, 2014, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.

Teacher Name: XYZ Teacher

School Name: XYZ Public School

Position: 50% Reading Specialist and 50% Reading Coach (paid with district funds)

This is to certify that I, _____, worked _____ of my time on _____
(Employee First and Last Name) (FTE %) (School & District)

Title I, Part A program performing instructional activities for the period of _____ to _____.
(Month/Day/Year) (Month/Day/Year)

*XYZ Teacher Signature

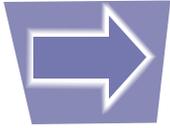
*XYZ Supervisor Signature

Date

Date

**Signatures must be signed and dated AFTER the last date of service.*

Sample Documentation – Submission TA07 – Semi-Annual Certification for Large Group



Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). This sample assurance could be used when multiple individuals are supervised by one constant individual.

I verify by my signature below that I directly supervise the following employees and they spent 100% of their time on the designated program during the sixth-month time period from July 1, 2015 through December 31, 2015.

Employee: John Doe
100% Title I, Part A

Employee: Jane Doe
100% Title I, Part C

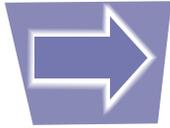
Supervisor Name:
Supervisor Title:

*Supervisor Signature

* Date

**Signature must be signed and dated AFTER the last date of service.*

Sample Documentation – Submission TA07 – Assurance – Monthly Certification



Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be signed monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). This assurance must be kept on file at the school and made available for monitoring purposes. A sample monthly assurance could state, “For the month of October 2014 Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.

Teacher Name: XYZ Title I Coordinator

School Name: XYZ Public School

From October 1, 2015 to October 31, 2015, XYZ Title I Coordinator
(Start Date) (End Date) (Employee Name)

Spent 50% of her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.
(FTE)

*XYZ Title I Coordinator Signature

*XYZ Supervisor Signature

Date

Date

**Signatures must be dated AFTER the last date of service.*

Submissions TA08, TA09, TA10, & TA11 – Student Selection

Requirement

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.

Economically disadvantaged, learning disabled, LEP, and migrant students must be selected 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.

Documentation

See subsequent pages

Please Note



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



Sample Documentation – Submission TA08 – 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.

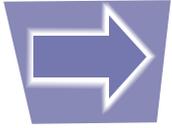
It is our student selection process that outlines which students are most in need of services. By participating in the selection process, we determine which students receive services and which do not.

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 TA09 – 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

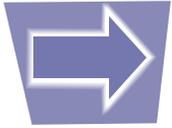
- Reading – NWEA reading assessment, classroom reading assessment, classroom grades
- Math – Classroom math assessment, NWEA math assessment, classroom grades

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 TA10 – 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 _____ August 31, 2015 _____

- Rank overall student performance in classroom.

_____ Above 70 percentile
_____ Between 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 TA11 – 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

Submission TA12 – Student Caseload

Requirement

In a targeted assistance program, the number of students a teacher serves is referred to as the teacher's caseload.

The average caseload for a 1.0 FTE Title I teacher is 25-35 students. A caseload above 45 students is too many for one (1.0 FTE) teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.

The Federal Title Programs office has developed a supplemental questionnaire to gain further insight on student caseload.

Documentation

See subsequent pages

Please Note



When a Title I teacher serves a particular student in multiple subject areas, that student would count multiple times in the caseload calculation. For instance, if a teacher served XYZ student in reading and in math, the student would count as "2" on the caseload.

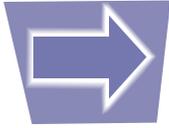
The reason the student is counted twice is because the amount of paperwork, assessments, portfolios, etc., doubles when the student is being served in both academic areas.

Resources



There are no resources specific to this submission.

Sample Documentation – Submission TA12 – Student Caseload



The Federal Title Programs office has developed a supplemental questionnaire to gain further insight on student caseload.

Title I Issues – Targeted Assistance Schools Supplemental Questionnaire on Title I Caseload (Submission TA12)

School District XYZ Public School District		
School XYZ Public Elementary School		
<i>The Title I caseload is determined by adding together the total number of Title I students served within your program as determined by your student selection process. Please note that if a student is served in math and reading, then they count twice for the caseload numbers, once for each subject.</i>	Total Number of Students in School:	100
	Number of Students Served in Title I Reading:	15
	Number of Students Served in Title I Math:	12
	Total Title I Caseload Number:	27
<p>Please indicate how you determine your maximum caseload of Title I students:</p> <p>Once a total score is assigned to each student in the class, students are ranked according to priority level. Those students who have a total score of 4-5 points receive the highest priority ranking, a “3” ranking. Those students who have a total score of 2-3 points receive a “2” ranking. Those who receive a total score of 1 point receive a “1” ranking. Those students who receive 0 points receive a “0” ranking. We will serve as many students as possible to fulfill our caseload of 25-35 students.</p>		
<p>How often are students served in your Title I program (daily, three times per week, etc.)?</p> <p>Students identified for receiving Title I services are assisted daily (Monday through Friday) for each subject in which they are identified (reading and/or math).</p>		
<p>How long do students receive Title I services each day and how many days per week (20 minutes each day, 30 minutes every other day, 1 hour three times a week, etc.)?</p> <p>Students receive services for 30 minutes a day for each subject in which they are identified (reading and/or math).</p>		
<p>What is the group size of the Title I services (one-on-one, 2-3 students, 5-6 students, etc.)?</p> <p>Title I group size consists of 2-3 students and some one-on-one instruction for the neediest students.</p>		

Please provide a detailed description of your Title I program (i.e., paint a picture of what a typical day looks like).

Our Title I services begin at 7:30 am when any identified Title I student may come to the Title I resource area for extra assistance. This extra assistance is in addition to their time slot when regular Title I services are provided during school hours. The school day begins at 8:15 am when we serve two students in fifth grade (in-class model, reading). From 8:45 am to 9:15 am, we serve three students in second grade (in-class model, reading). Our third section of Title I begins at 9:30 am with two first grade students (pull-out model, reading). This is followed by serving three students in third grade at 10:00 am (pull-out model, reading). At 10:15 am, the fourth graders begin math work time, serving three students (pull-out model, math). At 10:45 am, one fifth grade student comes for math services (pull-out model, math). From 11:15-11:45 am, two first graders receive math services (pull-out model, math).

The Title I teacher then has a 30 minute lunch break followed by a 30 minute prep period.

Title I services continue at 12:45 pm, serving three third grade students (pull-out model, math). At 1:15 pm three second grade students receive services (pull-out model, math) and at 1:45pm three students in fourth grade receive reading services (pull-out model, reading). A first grade student is served one-on-one from 2:00-2:30 pm (pull-out model, reading). Another student in second grade also receives individual reading assistance (pull-out model, reading) from 2:30-3:00 pm.

The Title I teacher finishes her day with one-on-one tutoring after school from 3:10-3:30 pm for one student in sixth grade. Special accommodations are made to serve this student at the end of the school day, rather than during the regular school day, due to parent request and an increased workload.

Student progress is reviewed every four weeks. For students showing significant progress, a decrease in Title I services are offered for the next three to four weeks before they are formally released from Title I services.

Please justify the number of staff members you have hired with Title I funding and provide details on how each member contributes to your Title I program.

At this time, our Title I program serves a total of 27 students in the subjects of reading and math. In other years, this number has been as low as 22 and as high as 37 students, depending on student selection procedures and outcomes.

When the student caseload is as high as 37 students, it is difficult for one Title I teacher to manage; however, a caseload of 27 is quite manageable for a 1.0 FTE, even with small groups and several one-on-one sessions.

Submissions TA13 & TA14 – Student Eligibility

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 a school 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

Resources



Sample Documentation – Submission TA13 – 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 TA14 – 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 TA15 – Documenting 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

Please Note

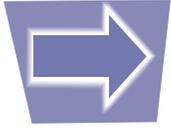


Many North Dakota schools are rural and close-knit in nature. Often informal communication happens between staff continually throughout the day in the hall, lunchroom, staff lounge, etc. Informal communication cannot be used as documentation to meet this requirement unless the Title I teacher keeps a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

Resources



Sample Documentation – Submission TA15 – 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.	The <i>Cats of Tiffany</i> Story	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 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!	

Submissions TA16 & TA17 – Annual Review Meeting and Parental 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 parental involvement policy
- School-parent compact
- Review of annual assessment on parental involvement (parent survey)
- Parental involvement components
- Communication with 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

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.

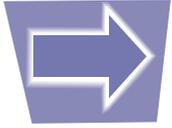
Documentation

See subsequent pages

Resources



Sample Documentation – Submission TA16 – Annual Review Meeting Documentation



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

Date: Spring 2014

AGENDA

- Greeting by Principal
- Student Selection
- Title I Services
- Assessment Methods
- Title I Teacher and Classroom Teacher Communication
- Parental Involvement
- Title I Parent Survey Results
- Professional Development
- 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, 2014, 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.

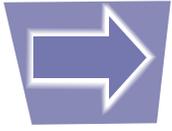
The purpose of our meeting was to review and discuss the current operation of our Title I program and to determine if there were necessary changes for the upcoming school year. Discussion was held regarding the progress of Title I students being served this school year and to determine if similar services will continue in the subsequent school year. The assessment methods, methods of service, and Title I parental involvement 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 survey, which was sent to Title I parents to assess their opinions regarding the parental involvement 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 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 TA17 – Annual Review Parental Notification of Results



Fall 2016

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 2014 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 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 TA18 – 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.

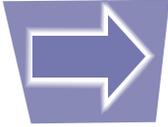
Documentation

See subsequent pages

Resources



Sample Documentation – Submission TA18 – Title I Progress Report/Title I Report Card Documentation – Math



This Title I Progress Report/Title I Report Card 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 TA18 – Title I Progress Report/Title I Report Card Documentation – Reading



This Title I Progress Report/Title I Report Card 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 TA19 & TA20 – Parental Involvement Policies (District and School)

Requirement

In support of strengthening student academic achievement, each district and school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to parents of participating children, written parental involvement policies that contain information required by the ESEA. These policies establish the district and school expectations for parental involvement, describe how the district and school will implement a number of specific parental involvement activities, and incorporate such policies into the district's plan submitted to the Office of Federal Title Programs.

Personnel have the option of writing a separate District Parental Involvement Policy and a separate School Parental Involvement Policy or combining the two into one District-School Parental Involvement Policy. Each of these policies are outlined below.

The District Parental Involvement Policy – School districts, in consultation with parents, should use the sample template provided by the Office of Federal Title Programs as a framework for the information to be included in their parental involvement policy. School districts must follow this sample template or framework to establish the district's expectation for parental involvement and to ensure all of the components have been incorporated. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that support effective parental involvement and strengthen academic achievement.

The School Parental Involvement Policy – Schools, in consultation with parents, should use the sample template as a framework for the information to be included in their parental involvement policy. Schools must follow this sample template or framework to establish the school's expectation for parental involvement and to ensure all of the components have been incorporated. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement. The school policy must include such information as the school-parent compact, annual parent meeting, annual assessment of parental involvement, etc.

The District-School Parental Involvement Policy – The School Parental Involvement Policy and the District Parental Involvement Policy are generally two separate documents; however, for small districts, the components for the district and school policies may be addressed in either one policy (school/district policy) or two policies (school policy and district policy). If your district/school plans to combine all the requirements of both the district policy and school policy into one policy, make sure all necessary components of the school policy and all necessary components of the district policy are included.

Districts/schools planning to combine the policies into one policy, in consultation with parents, should use the sample template as a framework for the information to be included in their parental involvement policy. Districts/schools must follow this sample template, or framework, to establish the district's/school's expectations for parental involvement and ensure all of the components have been incorporated. Districts/schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

Please keep this in mind regarding the District, School, and District-School Parental Involvement Policies:

- Each year, you must **update** the policy/policies in consultation with parents and **document** how it was distributed to parents.

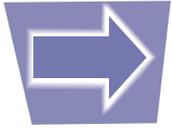
Documentation

See subsequent pages

Resources



Sample Documentation – Submissions TA19 & TA20 – Parental Involvement Policies (District and School) Documentation



Since the XYZ Public School District and XYZ Public School buildings are one in the same, we have decided to write a combined District-School Title I Parental Involvement Policy.

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The **XYZ Public School District** agrees to implement the following statutory requirements:

- *The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include as a component, a school-parent compact.*
- *The school district will incorporate this district-wide parental involvement policy into its district plan.*
- *In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.*
- *The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000). This is not applicable to the XYZ Public School District.*
- *The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:*

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) *Parents play an integral role in their child's learning;*
- (B) *Parents are actively involved in their child's education at school;*
- (C) *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) *Parents are involved in the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

1. The **XYZ Public School District** will take the following actions to involve parents in the joint development of its district/school parental involvement plan:
 - *Parents will have the opportunity to be involved in the development of this policy in various ways including the annual parent meeting in the fall of the school year.*
 - *Parent comments/suggestions are encouraged during parent-teacher conferences and on the annual assessment of parent involvement.*
 - *Individualized parent meetings will be scheduled.*
 - *Parent comments are welcome year round.*

2. The **XYZ Public School District** will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved,
- *The annual meeting will be held at 6:30 pm on October 18, 2014 in the school gymnasium. All parents are invited.*

3. The **XYZ Public School District** will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

XYZ Public School District personnel will provide numerous opportunities for parent meetings including the following:

- *Parent-teacher conferences.*
- *Scheduled individual parent meetings.*
- *Individualized meetings can be arranged at any time.*

Parents with transportation or daycare concerns are encouraged to contact Title I personnel at the school if they are unable to attend any of the meetings.

4. The **XYZ Public School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- *Staff meetings.*
- *Teacher in-services, workshops and conferences.*
- *Schoolwide coordinator will stay informed through trainings offered by the Office of Federal Title Programs.*
- *Teacher in-services will be held prior to the start of the school year where parental involvement policy requirements will be reviewed.*

5. The **XYZ Public School District** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school/district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- *The state's academic content standards and student academic achievement standards will be reviewed at each scheduled parent-teacher conference during the school year. Parents are given a copy of their child's grade levels as well as guidance in understanding the information.*
- *The state and local academic assessments, including alternate assessments, will be reviewed at the annual parent meeting in the fall. School staff will provide assistance in understanding these assessments.*
- *The requirements of the schoolwide plan will be reviewed at the annual parent meeting in the fall.*
- *School staff will show parents how to monitor their child's progress at the annual parent meeting in the fall, as well as through scheduled parent-teacher conferences and quarterly progress reports. Staff will provide assistance in understanding these reports.*
- *Staff will show parents how to work with other educators at the annual parent meeting in the fall and at the scheduled parent-teacher conferences.*
- *Other important areas to note:*
 - *Letters and newsletters will be disseminated and sent home regularly.*
 - *The schools and district's adequate yearly progress (AYP) report will be sent out.*
 - *School district profile (school report card) will be accessible in the school.*
 - *Information on the school website will be provided.*

The **XYZ Public School District** will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- B. The school/district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- *Letters and/or newsletters are mailed out and sent home.*
 - *Brochures/research articles are distributed at the annual parent meeting (fall).*
 - *Resources are listed on the school website with links provided.*
 - *Parents are able to email teachers with questions or concerns.*
- C. The school/district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- *Teacher in-services and/or workshops.*
 - *Staff newsletters (email).*
 - *State and regional conferences, in-services and meetings.*
 - *Use of the Internet and website.*
 - *Email correspondence between parents and teachers.*
- D. The school/district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *The school district will work with Head Start, and preschool programs (as available) to make a smooth and easy transition into the school district.*
 - *The school district will work with our local special education unit to make an easier transition for those students with handicaps or disabilities or those on an individual education plan (IEP).*
- E. The school/district will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Schoolwide information will be reviewed for content and readability*
 - *Request for alternative formats of information will be provided to the extent possible*
6. The **XYZ Public School District** will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs] by:
- *The school district will work together with Head Start and other preschool programs (as available) to make a smooth and easy transition into the school district.*
 - *The school district will work with our local special education unit to make an easier transition for those students with handicaps or disabilities or those on an individual education plan (IEP).*
 - *Title I staff will meet with staff from Head Start and preschool programs to share information and strategies to be able to better service students.*
7. The **XYZ Public School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- *Annual parent meeting conducted in the fall of the school year. Parents will be responsible for aiding in the development of this policy as well as other pertinent information regarding schoolwide programming.*

- *Parent surveys mailed out in the spring of the school year. Parents will be responsible for helping develop the schoolwide program through questions and concerns addressed in the survey.*
 - *During the annual parent meeting conducted in the fall of the school year, parents will be informed of the previous school year's annual review meeting with teachers and administration.*
8. The **XYZ Public School District** will take the following actions to involve parents in the process of school review and improvement:
- *Annual parent meeting conducted in the fall of the school year.*
 - *Parent survey mailed out in the spring of the school year.*
 - *During the annual parent meeting conducted in the fall of the school year, parents will be informed of the previous years' annual review meeting with teachers and administration.*
9. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- *If parents are not satisfied they are given the opportunity to voice their concerns through parent meetings, parent-teacher conferences, and the annual parent survey.*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- *Parents will help in the development of the school-parent compact during the annual parent meeting in the fall of the school year.*
- *Parents will receive a copy of the school-parent compact in the fall of the school year. It will also be available in the student handbook.*
- *Suggestions and comments on improving the school-parent compact are welcome any time throughout the school year.*

PART IV. DISCRETIONARY DISTRICT-SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The District-School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- *Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.*
- *Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.*
- *Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.*
- *Train parents to enhance the involvement of other parents.*
- *In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.*
- *Adopt and implement model approaches to improving parental involvement.*
- *Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.*
- *Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.*
- *Provide other reasonable support for parental involvement activities under section 1118 as parents may request.*

- *Parents will be given the opportunity to have input in this process at the annual parent meeting in the fall, parent-teacher conferences, and at any time parents feel necessary.*

PART V. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- *Schoolwide information will be reviewed for content and readability.*
- *Requests for alternative formats of information will be provided to the extent possible.*

PART VI. ADOPTION

This District-School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by **school board meeting minutes**.**

This policy was adopted by the **XYZ Public School District** on **7/1/2014** and will be in effect for the period of the **2014-2015 school year**. The school district will distribute this policy to all parents of participating Title I children on or before **9/1/2014**.

(Signature of Title I Authorized Representative)

(Date)

*This template of a District-School Parental Involvement Policy has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parental Involvement Policy provided by the North Dakota Office of Federal Title Programs.

**Although provided in this sample, board approval on the school and/or district parental involvement policy is not required by state or federal law.

Submission TA21 – Annual Parent Meeting

Requirement

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, 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 parental involvement policy, school parental involvement 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 schoolwide program, this means ALL parents should be invited; 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 involvement 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

Resources



Sample Documentation – Submission TA21 – Annual Parent Meeting Documentation



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

**November 14, 2014
5:00 – 6:00 p.m.
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. Leapfrog checkout program
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-Parent Compact and Parental Involvement Policies
6. How parents can be involved and opportunities for parents
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 TA22 – Opportunities to Train Parents

Requirement

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.

Please Note



Schools are encouraged to utilize the six different types of parental involvement, as outlined by Dr. Joyce Epstein of the John Hopkins University. The six types of parental involvement include:

- 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



Submission TA23 – School-Parent 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-Parent Compact involvement policy that contains information required by the ESEA. This compact is actually part of the School Parental Involvement Policy. The compact must outline how parents 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-parent 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

Resources



Sample Documentation – Submission TA23 – School-Parent Compact Documentation



XYZ Public School District School-Parent 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-parent compact is in effect during the **2014-2015** 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 TA24 – Annual Assessment of Parental Involvement

Requirement

At the end of each school year, the Title I program must assess the involvement of parents 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 involvement plan, share how effective and realistic the plan was in its implementation, and offer suggestions for improvement.

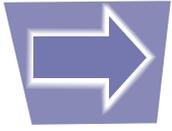
Documentation

See subsequent page

Resources



Sample Documentation – Submission TA24 – Annual Assessment of Parental Involvement Documentation



XYZ Public School District Title I Parent Involvement 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 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 TA25 – Scientifically-Based Research (SBR)

Requirement

The basis behind scientifically-based research (SBR) is that some schools have been implementing lessons, materials, and curriculum that have been proven ineffective. In response to this, the federal government has addressed this issue through the NCLB Act. NCLB requires that **instructional materials or programs used in schools must be based on SBR.**

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

The definition of SBR 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 based on SBR.
- All schools who receive Title I funds must provide documentation as to how the programs and strategies they employ are based on SBR.
- 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 based on SBR.

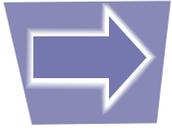
Documentation

See subsequent page

Resources



Sample Documentation – Submission TA25 – Scientifically-Based Research Documentation



XYZ Public School District How to Document SBR

Title I Teacher: XYZ Teacher

School Year: 2014-2015

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 SBR requirement.

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

District Reading Series: Scott Foresman, 2012

District English Series: Harcourt, 2013

District Math Series: Saxon Math

Supplemental instructional strategies, that are research-based, used in the Title I program to assist Title I students.

<ul style="list-style-type: none">▪ Four Blocks▪ Preteaching▪ Reviewing▪ Reteaching▪ Study skills▪ Comprehension	<ul style="list-style-type: none">▪ Word attack skills▪ Mastery of math facts▪ Computational fluency▪ Problem solving▪ Critical thinking skills
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Evidence of Scientifically-Based Research Practices

<ul style="list-style-type: none">▪ Direct vocabulary instruction▪ Systematic phonics instruction▪ Comprehension instruction▪ Phonemic instruction▪ Repeated oral reading▪ Fluency instruction▪ Scholastic Reading Skills Kit	<ul style="list-style-type: none">▪ STAR reading assessment▪ STAR early literacy assessment▪ STAR math assessment▪ Small group learning▪ Focus on meaning▪ Number sense▪ Use of manipulatives▪ NWEA assessments in reading and math
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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.]