

Criteria for Title I-A Targeted Assistance Plans

Schools that implement a targeted assistance program under Title I-A must develop a plan for supporting specifically identified students most at risk of failing to meet state standards.¹ Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need. As a result, **only the students identified are eligible to receive the services.**

Districts are encouraged, but not required, to use Oregon's [Title I-A Targeted Assistance Planning Template](#) which meets all the criteria listed below. For districts that choose to use their own template, this document serves as a review tool to ensure [all required plan components](#) are included.

Summary of Needs Assessment

- **Student Demographics – Who are our students?** Describe the students you serve. How have your student demographics changed over time? What trends are you seeing? How is your school serving students who have been historically underserved by the system?
- **Data Examined – What data did we look at?** Articulate the multiple measures of data reviewed during the needs assessment including outcome data (academic, behavioral, programmatic), systems data (e.g.; ORIS indicators) and perception data.
- **Plan Determination – Why are we choosing a Targeted Assistance plan?** Describe how the school determined that a Targeted Assistance Plan is the best approach for supporting students.
- **Engagement – Who was at the table?** [Who was engaged](#) in the development of the plan? Which community members (e.g.; students, staff, families, [tribal leaders, and tribal organizations](#)) were included?

Program Design

- **Targeting Criteria – What criteria do we use to determine student eligibility?** Describe the process used to identify the students most at risk of failing, including consideration for homeless, migrant, and neglected students. Include the multiple, educationally related, objective criteria used.
- **Targeted Services – What interventions or services do eligible students receive? How are services supplemental?** The plan should include a description of the specific services targeted students receive and how the services are supplemental for students (in addition to the regular core classroom instruction).

¹ ESSA Section 1115(b)

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- **Professional Learning – How are we supporting staff?** Describe the professional learning opportunities provided to staff in implementing services to eligible students.

Family Engagement

- **Annual Meeting, Compacts and Building Capacity - How do we engage families around these requirements?** What is shared with families at the annual meeting? How does the school communicate about opportunities for family involvement in school activities? How are families involved in the design of compacts? How are compacts discussed with families and students? What are the strategies we use to help build the capacity of families to support their student's learning?
- **Removing Barriers – How do we ensure participation by ALL families?** What steps does the school take to remove potential barriers to participation by families (e.g.; consideration of home languages, transportation, timing of events, childcare)?

Student Progress Monitoring

- **Plan Review - What is our process for reviewing the progress of eligible students?** Describe the process (including frequency and staff involved) for reviewing student progress and making adjustments to the program when needed.
- **Exit Criteria – How do we know when students no longer need services?** Describe performance criteria that will indicate a student is no longer eligible for services.

Resources

- [Oregon's Title I-A Targeted Assistance Planning Template](#)
- [School Systems Health Needs Assessment Tool](#) (ORIS)