**District Title I Program Review for the 2018-2019 school year**

## Targeted Assistance Program Private Schools

In a TAS, children eligible for Title I are those most at risk of failing to meet high standards as determined by multiple indicators. Title I funds are traditionally used to add supplemental reading and/or math programs serving a select number of identified students. The role of the Title I District Coordinator is to review the progress of the Title 1 program toward enabling private school Title I participants to meet the agreed-upon standards on an annual basis.

**Checklist**

* **Title I Planning Team**
* **Consultation between private school and LEA**
* **Targeting Students for Title I Services**
* **Program Goals**
* **Instructional Program**
* **Professional Development**
* **Parental Involvement**
* **Monitoring/Evaluation**

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| Name of School: | Name of Reviewer:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Private School Administrator:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date of Review:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Elements of Title** | **Meets Req** | **Does Not Meet Req** | **Evidences** |
| ❑ Title I Planning Team  The Title I Program plan was developed, and is reviewed annually, by a committee including representatives from the LEA and the private school. This may include teachers, a building administrator, parents, and where appropriate, community members and students.  **Evidence:**   * List of planning team members with their position listed. * Records of meeting dates and topics discussed. |  |  | \_\_\_\_\_\_\_\_ Members on the team    ­­­ Number of Meetings |
| ❑ **Consultation between private schools and LEA.**  Consultation with officials from private schools and the LEA is an essential requirement in the implementation of an effective Title 1 program for eligible private school children, their teachers and their families.  **Evidence:**   * Documentation of an annual meeting between LEA, including Title IA, Title II and Title III, and private school officials. * Documentation of written affirmation signed by officials of each private school and LEA representatives. |  |  | \_\_\_\_\_\_\_\_\_ date of annual meeting  \_\_\_\_\_\_\_\_\_\_date of consultation with signature |
| **❑ Program Goals**  Title I program goals are measurable and based on the results of the needs assessment. The program goals are specific to targeted students.  **Evidence:**   * Measurable academic goals. * An analysis has been made of data collected to measure the achievement of targeted students. * Priority needs have been identified, based on data. * Areas of strength have been identified. * Process to measure goals. |  |  | Student data that was collected\_\_\_\_\_\_\_\_\_\_\_\_  The needs for the \_\_\_\_\_SY were\_\_\_\_\_\_\_\_\_\_\_\_  The strengths for the \_\_\_\_\_ SY were \_\_\_\_\_\_\_\_  The process to measure goals was\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Elements of Title** | **Meets Req** | **Does Not Meet Req** | **Evidences** |
| ❑ **Instructional Program**  Title I program goals reflect the needs of the most at-risk of the educationally disadvantaged students. **Evidence:**  * The program addresses the needs of ELL and high-risk populations. * There are increased learning time opportunities for targeted students. * Instructional strategies are effective and research based.   The model for service to targeted students is documented |  |  | The service delivery model was\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The model’s strengths were\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The model’s growth areas are\_\_\_\_\_\_\_\_\_\_ |
| **❑ Targeting Students for Title I Services**  In consultation with private school officials, the LEA established multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and within the eligible group, which children will be served. (To the extent appropriate, the LEA must select private school children who are failing, or most at risk of failing, to meet high student academic achievement standards).  **Evidence:**   * The selection of students to be served by Title I is made using a rank ordered list. * The selection criteria are appropriate. Teacher referral is not the primary factor for placing a student (except K-2) * Students in greatest need are served in rank order. * Documentation of any low-priority student being served out of order is addressed. |  |  | Students were selected the through\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❑ **Professional Development**  Professional development activities for the teachers of private school participants must be planned and implemented with meaningful consultation between LEA and private school officials and teachers. **Evidence:**  * Professional development activities address how teachers can serve Title I students better. * Professional development activities are tied to targeted student academic needs. * Training focused on identification of student difficulties and strategies for assisting individual students. |  |  | Private School teachers providing Title I services were provided PD via\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **❑ Parental Involvement**  Activities for the parents of private school participants must be planned and implemented after meaningful consultation with private school officials and parents.  **Evidence:**   * A written agreement between the LEA and parents of private school participants regarding the responsibilities of the LEA and parents in the Title I program, * Communication between the Title I teachers and parents on students’ academic progress. * Variety of family involvement opportunities offered that support academic goals. * Records of parent involvement, including parent conferences and parent education. |  |  | A parent night was held on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and had approximately\_\_\_\_\_\_\_\_parents attend. The focus was\_\_\_\_\_\_\_\_\_. |
| ❑ **Monitoring/Evaluation**  An LEA must annually assess the progress of the Title I program toward enabling private school Title I participants to meet the agreed-upon standards. Each year the LEA and private school officials must consult on what constitutes annual progress for the Title I program. If the Title I program for the private school participants does not make the expected annual progress, the LEA must annually make modifications to the Title I program.  **Evidence:**   * Procedures for measuring student progress including state and local assessments. * Schedule of meeting dates for consultations. * Review of program on an annual basis, including an assessment of student performance relative to the program’s goal. * Modifications of program, when applicable. |  |  | An evaluation of the \_\_\_\_\_\_SY was held on\_\_\_\_\_\_\_\_.  Next steps for the \_\_\_\_\_\_\_SY are\_\_\_\_\_\_\_\_\_\_\_. |