District

TITLE I, PART A MONITORING FORM FOR:
District (Central Office)
2005-06

Date(s) of Visit: _____ *District:* _____

Program Reviewer(s): _____

***Note: information in *(italic)* is an example of documentation to have on file for the review. ***

I. ELIGIBLE PUBLIC SCHOOLS AND ALLOCATIONS, Section 1113	YES	NO	N/A
1. Is the documentation of low-income used to identify participating schools accurate so that only eligible schools are served by Title I? *(Measure of low-income – free/reduced price meals, AFDC/TANF, poverty data from census, Medicaid, or combination. For free/reduced eligibility, computer printout or forms must match date low-income measure was taken and number of students reported on Title I Ranking Report.)*			
2. Do the numbers on the documentation correspond with the Title I Ranking Report?			
3. Was the low-income data for all schools taken on the same day? Date: _____ *(Date of count must be during planning year and must be consistent for all schools.)*			
4. Are the allocations received by the public schools being followed? *(Ranking Report, Comprehensive Improvement Plans, & MUNIS reports)*			
5. Are the per pupil amounts large enough so that high poverty schools may operate programs of sufficient quality to improve student achievement for at-risk students. *(Ranking Report, Comprehensive Improvement Plans, observations, & interviews)*			
Comments:			

II. INSTITUTIONS FOR NEGLECTED CHILDREN, Section 1113	YES	NO	N/A
1. Was each institution consulted about services and are services based on student needs? *(Notes and dates of meetings, signature of institution official, needs assessment data, or other evidence to show consultation with institutions that generate funds)*			
2. Are funds in the district set-aside being expended on identified student needs? *(MUNIS expenditure reports, interview with institution officials)*			
Comments:			

III. HOMELESS CHILDREN AND YOUTH, Section 1113	YES	NO	N/A
1. Are Title I funds reserved and expended to meet the needs of homeless children in non-Title I schools? *(District set-aside on Title I Ranking Report, MUNIS reports)*			
2. If the district receives a McKinney Homeless Education grant, are Title I funds reserved and expended to meet the needs of homeless children, and are the programs coordinated to meet their needs? *(District set-aside on Title I Ranking Report, MUNIS reports, interview with Homeless Education Coordinator)*			
Comments:			

District

IV. PARENT INVOLVEMENT, Section 1118	YES	NO	N/A
1. Were parents involved in the design and implementation of the Title I program? *(Minutes and dates of meetings, sign-in sheets or other evidence)*			
2. Were parents (of participating students in public and private schools) involved in the development of the district Parent Involvement Policy, and do they review the policy annually? *(Minutes and dates of meetings, sign-in sheets or other evidence)*			
3. Is the District Parent Involvement Policy being implemented? *(Interviews with teachers and parents or other evidence)*			
4. Are funds spent on parent involvement? *(Expenditure reports or other evidence to show that funds are spent on parent involvement – at least 1% of district allocation if allocation is greater than $500,000. MUNIS reports generated by using ORG Code #0002150, key 150 or by using object code 0892)*			
5. Is 95% of the district's 1% allocation distributed to schools being served by Title I? *(MUNIS expenditure reports)*			
6. Are parents involved in deciding ways in which parent involvement funds are used? *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in program planning, design and implementation and how funds are used)*			
7. Is there ongoing communication with parents in their native language? *(Letters, log of phone calls or other evidence to show opportunities for participation)*			
8. Are there efforts to train parents, teachers, and principals to build a partnership between the school and home? *(Sign-in sheets, training topics or other evidence of efforts)*			
9. Is there an annual meeting to inform parents of: program requirements; the right of parents to be involved in planning, review, and improvement of parent programs; and a description and explanation of the curriculum used in the school, types of assessment and proficiency levels. *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in program planning, design, and implementation)*			
10. Are there opportunities for the full participation of parents who lack literacy, language skills, are disabled, or are economically disadvantaged? *(Letters, log of phone calls or other evidence to show opportunities for participation)*			
11. Is there an annual evaluation of the district parent involvement policy to determine whether there has been increased participation? *(Copy and results of annual evaluation of parent involvement program)*			
12. Does the annual evaluation determine whether there are barriers to greater participation by parents who lack literacy, language skills, are disabled or are economically disadvantaged? *(Copy and results of annual evaluation of parent involvement program)*			
13. Are the evaluation findings used to revise district and school-level policies so that they promote the improvement of student academic achievement, the social and emotional welfare of students and the school's teaching and learning environment? *(Copy, results, and written summary of annual evaluation of parent involvement program)*			
14. Is there coordination and integration with other programs on parental involvement strategies? *(Minutes, dates of meetings, sign-in sheets, agendas, or other evidence to show coordination of parent involvement activities)*			
Comments:			

V. SCHOOL/DISTICT IMPROVEMENT, Section 1116	YES	NO	N/A
1. For each Title I school identified for improvement based on the most recent assessment data information, has the Title I Coordinator notified the school of its Title I school improvement status? List schools: _____ _____ *(Minutes and sign-in sheets of staff meetings, or other evidence that reports and consequences have been discussed with school)*			
2. Have all parents in the identified schools been notified with an explanation of what the identification means and how the school compares to other schools; an explanation of what the school and district are doing to address the problem of low achievement; an explanation of how parents can become involved in addressing academic issues? *(Copies of written notification; minutes and sign-in sheets of parent meetings, or other evidence that reports and consequences have been discussed with parents)*			
3. Has the district provided technical assistance to identified schools? *(Interviews, professional development agendas or other evidence)*			
4. Are scientifically research-based strategies being utilized to assist identified schools? *(Observations, interviews, professional development or other evidence)*			
5. Has each identified school revised its Comprehensive Improvement Plan, in consultation with parents, the district, and outside specialists, to address issues that caused the school to be identified and to reflect changes necessary to improve the skills of its staff through professional development activities? *(Copies of revised Comprehensive Improvement Plans for Title I schools identified for improvement)*			
6. Has the district conducted a peer review of the revised plan to evaluate the quality of the plan and make suggestions? *(Copies of revised Comprehensive Improvement Plans for Title I schools identified for improvement and peer review documentation)*			
7. Did the district work with the school to make any necessary changes in the plan based on the peer review and approve the plan once it met the requirements? *(Copies of revised Comprehensive Improvement Plans for Title I schools identified for improvement; peer review documentation; and approval documentation)*			
8. For each identified school, is 10% of the school's Title I allocation expended for professional development that directly addresses academic issues? *(Title I school budgets, MUNIS reports and other information to demonstrate expenditures)*			
9. Were all parents in the (Tier 1, 2 , 3, 4) identified school(s) notified regarding the availability of the option to transfer? If the option to transfer was not available, is there documentation that other districts were contacted and an agreement could not be arranged? *(Copies of letters to parents, agendas for meetings, phone logs of conversations between superintendents, etc.)*			
10. Were parents of eligible students in the (Tier 2, 3, 4) identified school(s) notified of supplemental educational services and provided a list of approved supplemental education service providers and descriptions of the services offered by each? *(Copies of letters to parent, list of approved providers, documentation of parents' choice)*			
11. Are the provisions in contracts with supplemental educational providers reasonable and within requirements in the statute or regulations? *(Signed contracts, meetings with providers)*			
12. Is the district spending the required amounts for the option to transfer and/or for supplemental educational services (SES)? *(Lists of students and corresponding costs for choice or SES; calculations of amount of transportation budget counted for school choice, expenditure reports, contracts with providers, etc.)*			

SCHOOL/DISTICT IMPROVEMENT (continued)	YES	NO	N/A
13. Has the district taken corrective action toward (Tier 3, 4) identified schools? *(Evidence of corrective action such as providing for all relevant staff appropriate scientifically research-based professional development to improve student achievement)*			
14. Has the district developed a plan for restructuring toward (Tier 4) identified schools? *(Discussion and planning for alternative governance; involvement of teachers and parents in the development of the plan)*			
15. If the district is identified for improvement (Tier 1,2), have all parents in the district been notified with reasons for the identification and how parents can participate in improving the district? *(Newsletters to parents; articles in local papers, backpack letters)*			
16. If the district is identified for Title I improvement (Tier 1, 2), has the district revised its Comprehensive Improvement Plan in consultation with schools, parents, and educational specialists, to improve the performance of all schools in the district? *(Revised Comprehensive District Improvement Plan)*			
17. If the district is identified for improvement (Tier 1, 2), is 10% of the district's Title I allocation expended for professional development to improve classroom teaching across the district? *(Title I district budget, MUNIS reports and other information to demonstrate expenditures; for Tier 2 districts also 2004-05 expenditures)*			
18. If the district is identified for improvement (Tier 1, 2) and is in its third year of participation in Rural Low-Income School (RLIS) or Small Rural Schools Achievement (SRSA), is the district spending all of its funds for improvement requirements (including school choice and SES)? *(Revised Comprehensive District Improvement Plan, MUNIS reports)*			
19. If the district is did not make AYP for one year and is in its third year of participation in Rural Low-Income School (RLIS) or Small Rural Schools Achievement (SRSA), is the district spending all of its funds to address AYP weaknesses (including school choice and SES)? *(Revised Comprehensive District Improvement Plan, MUNIS reports)*			
Comments:			

VI. HIGHLY QUALIFIED STAFF, Section 1119	YES	NO	N/A
1. Do all teachers teaching core academic subjects in Title I schools meet (or are in the process of meeting) the NCLB qualification requirements? *(Teaching certificates; printout of report submitted to Education Professional Standards Board)*			
2. Have the principals of Title I schools certified that the schools are complying with NCLB's mandate for highly qualified teachers? *(Printout of report submitted to Education Professional Standards Board)*			
3. If the district has teachers in Title I schools that do not meet the qualification requirements, has the district set-aside (up to) 5% of its allocation for professional development activities to ensure teachers become highly qualified? *(Ranking Report, MUNIS expenditure report, professional development reports)*			
4. At the beginning of each year, has the district notified parents of students in Title I schools that they may request information regarding their child's teachers and provided the parents on request, information regarding professional qualifications of the student's teacher(s)? *(Notification in student handbook; article in newsletter; information on district/school web site; copies of parent request and response)*			

District

HIGHLY QUALIFIED STAFF (continued)	YES	NO	N/A
5. Has each Title I school provided each parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher of a core academic subject who does not meet the NCLB definition of highly qualified? *(Specific notifications for teachers not meeting the definition)*			
6. If the district has paraeducators in Title I schools, have they completed 2 years of higher ed., obtained an associate's degree, or completed the Kentucky Paraeduacator Assessment (or another assessment that meets the criteria)? *(Higher ed. Institute transcripts, assessment results)*			
Comments:			

VII. CONSULTATION, Section 1112	YES	NO	N/A
1. Does the district Title I staff communicate with school staff/SBDM councils on an on-going basis including information on program requirements? *(Interviews, schedules, minutes of meetings)*			
2. Does the district Title I staff work in consultation with school councils/staff in the development of Comprehensive School Improvement Plans including the analysis of data and review the plans before SBDM Council/school staff approval? *(Interviews, schedules, minutes of meetings, Comprehensive School Improvement Plans)*			
3. Is there coordination among Title I and other program staff that are assigned similar duties/responsibility, e.g., is the Title I staff coordinating/collaborating with the district assessment coordinator? *(Interviews, schedules, minutes of meetings, or Comprehensive Improvement Plan contact list)*			
4. Does the district Title I staff verify that activities/strategies in the Comprehensive School Improvement Plans are being implemented and/or adjustments are being made? *(Implementation and impact check or other evidence)*			
Comments:			

VIII. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN, Section 1120	YES	NO	N/A
1. Has the district contacted private schools (within and outside the district) serving students from participating public school attendance areas to offer equitable services? *(List of students attending private schools from the DPP, letter showing private schools were contacted)*			
2. Is the measure to determine the number of low-income private school students accurate and comparable to low-income level used for public schools, and is the low-income measure determined in consultation with private school officials? *(Poverty data maintained by private school officials – free/reduced price meal data, survey, comparable data such as scholarship applications, application of low-income percent of each participating public school, equated measure of low-income)*			
3. Does the district consult with private school officials during all phases of the design and development of the Title I program before making decisions that affect the participation of private school students? *(Notes and dates of meetings, signature of school official, needs assessment data, or other evidence to show consultation)*			

District

SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN (continued)	YES	NO	N/A
4. Does the district provide equitable educational services to eligible private school students based on the consultation with the private school officials? *(Interviews with private school, per pupil amount being followed)*			
5. Does the district exercise administrative direction and control over funds, staff, and property for Title I services to eligible private school students? *(Inventory of property, staff assignment list, MUNIS reports or other evidence)*			
6. Has the district, in consultation with private school officials, established multiple, educationally related, objective criteria to determine which private school students will receive Title I services? *(Criteria such as achievement tests, teacher referrals, and grades; list of students)*			
7. Do the Title I services to eligible private school students begin at the same time services to public school students begin? *(Interviews with private school officials)*			
8. Do the Title I services hold reasonable promise of improving student academic performance? 9. *(Observations and interviews with private school officials)*			
10. Do the Title I services supplement and not supplant regular services? 11. *(Observations, interviews, schedules or other evidence to indicate)*			
12. Are the Title I services provided in a pull-out setting free of religious artifacts? *(Observations)*			
13. Are the Title I services coordinated with the regular classroom instruction? *(Evidence of on-going communication between the Title I teacher and the private school teachers of Title I participants – shared lesson plans, schedule of meetings, communication forms of student needs)*			
14. Is there communication between the Title I teacher and parents of Title I participants on the students' academic success? *(Progress reports, parent-teacher conferences)*			
15. Does the Title I teacher (and paraeducator) employed by the district meet the qualification requirements? *(Teaching certificate, EPSB documentation, Kentucky Paraeducator Assessment)*			
16. If a paraeducator is employed by the district or by a 3rd party contractor; is the paraeducator under the direct supervision of the public school employed teacher or the teacher hired by contractor? *(Observations, interviews with paraeducator and supervising teacher)*			
17. If a district is required to set-aside 1% of its Title I allocation for parent involvement, is a proportionate amount of the 95% distributed to Title I schools used for the involvement of parents of participating private school students? *(Notes and dates of parent involvement activities, interview with private school officials)*			
18. Do parent involvement activities include a written agreement between the district and parents of participants regarding responsibilities of the district and parents in the Title I services; parent meetings; and parent training that are planned and implemented after meaningful consultation with private school officials and parents? *(Copy of agreement, minutes and agendas of meetings, sign-in sheets for training)*			
19. If the district reserves funds for professional development activities, has the district provided equitable services to the private schools teachers of participating students? *(Interview with private school officials, documentation of professional development provided)*			
20. Is the annual evaluation of the Title I services to participating private school students based on consultation with private school officials? *(Documentation that progress is being made by participating private school students in meeting agreed upon standards)*			
Comments:			

District

IX. FISCAL MANAGEMENT, Section 1120 A	YES	NO	N/A
1. Are schools' and districts' staffing patterns and financial expenditures/obligations to date consistent with the approved Title I Ranking Report? *(List and count of staff and evidence of financial expenditures)*			
2. Do payroll records document the staff paid from Title I funds? *(List and count of staff)*			
3. If district personnel are partially funded with Title I funds, is a log or schedule maintained specifying the amount of time working directly with the Title I program? *(Logs and/or schedules for personnel that are partially funded with Title I funds)*			
4. Is a separate accounting of Title I funds maintained in the MUNIS system sorted by school units? *(MUNIS reports documenting Title I expenditures)*			
5. Is the most recent Single Audit free of any exceptions? *(Copy of the most recent Single Audit findings)*			
6. Was only the Title I portion of the single audit was charged to the Title I account? *(MUNIS reports documenting Title I expenditure)*			
7. If 30% sick pay toward teacher retirement (code 0291) is claimed, is there an exhibit showing the teacher's name, number of years in Title I and the correct calculation? *Jane Doe: 30 Total Years of District Service; 3 Total Years of District Title I Service; % of Title I Service 3÷30=10%* *Daily Rate of Pay: $142 Number of Sick Days Accumulated: 40* *$142 x 40 =$5,680 30% of $5,680 = $1,704* *Portion of Benefit paid by Title I = .10 x $1,704 - $170* *Portion of Benefit paid by District = $1,704 - $170 = $1,534*			
8. If excess costs of Maintenance and Operation of Plant are charged to Title I, is there an exhibit on file locally with documentation supporting the cost figures, number of total classrooms, and number of Title I classrooms, offices, special rooms identified on the exhibit in the plan? *(Exhibit compared to room count)*			
9. If indirect costs are claimed, was the correct restricted indirect costs rate used and was the indirect cost calculated correctly? (Only items that are specified in the indirect cost rate agreement apply -- such as the Title I Coordinator's salary. Equipment costs $5,000 or more per unit are excluded from the calculation.) *Indirect Costs Formula: Total Grant Amount - Capital Outlay Costs (Equipment $5000 or more per unit) x LEA's Restricted Indirect Cost Rate = Total indirect costs allowed (rounded). Example: $251,405 Total Grant Amount - $10,000 Equipment Costs = $241,405; $241,405 x 2.20% LEA's Restricted Indirect Cost Rate = $5,311 Total Indirect Costs Allowed (rounded)*			
10. Is all Title I equipment clearly marked? *(Labels or other markings on all Title I equipment in schools and central office)*			
11. Is the Title I equipment inventory accurate and up to date? *(Copy of current Title I inventory)*			
12. Does the district have a salary schedule that applies to all instructional personnel? *(District salary schedule)*			
13. Has the district established a districtwide policy that provides for equivalence among schools in teachers, administrators, and other staff and equivalence among schools in the provision of curriculum materials and instructional supplies? *(District Policy Manual documenting districtwide policy)*			
14. Does the comparability study submitted to KDE and supporting data on file in the local school board office show that all schools are comparable? *(Comparability study and supporting data completed for the current year)*			
15. If any school was not comparable, has the district corrected the problem? *(Staff moved or added to correct problem)*			
16. Are all Title I records kept for the current year and three previous years?			
17. Are Expenditure Reports submitted accurately and on a timely basis to the state? *(MUNIS reports)*			

District

FISCAL MANAGEMENT (continued)	YES	NO	N/A
18. Are Federal Cash Request forms submitted on a timely basis to the state and the 30 days cash advancement limitations adhered to? (*Federal Cash Request forms, Expenditure Reports)*			
19. Are expenditures and encumbrances supported by appropriate documentation? *(Payroll, purchase requisitions/orders, vouchers)*			
20. Have changes in the Title I Ranking Report been submitted to the State Title I office? *(Revised Title I Ranking Report, transfer amendments, emails)*			
21. If funds have been transferred into Title I, are the funds used according to Title I requirements? *(Expenditure Reports, transfer amendments)*			
Comments:			

SWP

TITLE I, PART A MONITORING FORM FOR:
Schoolwide Program, Section 1114
2005-06

Date) of Review: _____ *School:* _____

Program Reviewer(s): _____

***Note: information in *(italic)* is an example of documentation to have on file for the review. ***

I. NEEDS ASSESSMENT	YES	NO	N/A
1. Using the Comprehensive School Improvement Plan needs assessment results, does the school annually assess educational needs of all students in the school and identify priority needs in which federal, state, and local resources will be focused? *(Comprehensive School Improvement Plan Executive Summary and Comprehensive School Improvement Plan needs assessment.)*			
2. Based on analysis of the data, does the school identify strategies based on scientifically based research to address priority needs? *(Comprehensive School Improvement Plan.)*			
3. If the Title I Ranking Report lists counselors, nurses, librarians or "other" staff for the school, is there documentation indicating this need in order to improve student achievement? *(Comprehensive School Improvement Plan needs assessment or other documentation.)*			
Comments:			

II. PROGRAM DESIGN AND EFFECTIVENESS	YES	NO	N/A
1. Are scientifically based research strategies being used by the entire school to improve the instructional program and impacting the entire school population, including economically disadvantaged, disabled, homeless, migrant and English language learners? *(Title I does not have to fund all strategies being implemented in a school. However, for those strategies that are Title I funded, evidence should be found in plan books, observations, interviews or other documents.)*			
2. Are additional assessments used to assist in diagnosis, teaching, learning, and to provide information to teachers, parents, and students regarding achievement of individual students? *(Usually found in schools, evidence to show that the assessments assist in diagnosis to improve achievement of individual students.)*			
5. Is the schoolwide program coordinated with the Comprehensive School Improvement Plan and goal oriented instead of activity oriented?			
6. Is the SBDM Council/school staff aware of their Title I allocation and involved in making decisions about the design and implementation of the program, parent involvement and professional development? *(Minutes and dates of meetings, interviews with staff or other evidence.*			
7. Did the SBDM Council/school staff consult with the District Title I Coordinator during the development of the schoolwide program and the Comprehensive School Improvement Plan? *(Minutes of meetings.)*			
8. Did the District Title I Coordinator review the Comprehensive School Improvement Plan before it was approved by the SBDM Council/school staff? *(Comprehensive School Improvement Plan internal review rubric or other evidence.)*			

PROGRAM DESIGN AND EFFECTIVENESS (continued)	YES	NO	N/A
9. When certified and/or classified Title I funded staff is absent, is a substitute hired? *(Interviews, service reports or other evidence.)*			
10. Does Title I funded staff keep a schedule of non-instructional duties verifying compliance with current regulations? *(Schedule of non-instructional duties.)*			
11. When SEEK funded personnel are absent, are substitutes hired without using Title I funded staff? *Interviews, service reports or other evidence.)*			
12. Is the Title I funded staff addressing the identified needs in the Comprehensive School Improvement Plan? *(Observations, interviews or other evidence.)*			
13. Is the Title I paraeducator under the direct supervision of the classroom teacher and providing instruction rather than clerical work?			
14. Are the Title I teachers and paraeducators qualified and trained to implement the Comprehensive School Improvement Plan? *(Observations, interviews or other evidence.)*			
15. Is there evidence that the program design reflects the findings identified in the Comprehensive School Improvement Plan needs assessment?			
16. Are Title I purchased computers/software/books/supplies/etc. addressing the needs to improve the instructional program of the school? *(Observations, interviews, need assessment summary or other evidence.)*			
17. Does the program include assisting in transitions between early childhood programs and entering primary? *(Interviews, lesson plans, observations, schedules, etc.)*			
18. Are students actively engaged in learning? *(Observations, interviews or other evidence.)*			
19. Is the school meeting cap size requirements without using Title I funded staff? *(Interviews, observations, school staffing patterns.)*			
20. Are the Title I funds coordinated with other federal, state and local funds to improve student achievement? (Check √ the appropriate strands below) _____Title II, Part A (Teacher Quality) _____Title II, Part D (Ed Tech) _____Title IV (Safe and Drug Free Schools & Communities) _____IDEA _____Title V (Innovative Programs) _____Title I, Part C (Migrant Education) _____Title X, Part C (Homeless Education) _____State Programs (specify – _____) _____Other (specify – _____)			
21. Is the Comprehensive School Improvement Plan revised and updated on a continuous basis to determine impact of implementation? *(Implementation and Impact check or other evidence)*			
22. Is the SBDM Council/school staff aware of adequate yearly progress (AYP) and NLCB status of the school? *(Interviews, minutes of meetings)*			
23. For schools identified for Title I improvement, has the Comprehensive Improvement Plan been revised with activities to improve the instructional program? *(School plan, observations or other evidence.)*			
24. Do all teachers in core academic subjects meet the NCLB qualification requirement and has the principal certified in writing that the school is complying with NCLB's mandate for highly qualified teachers? *(Teaching certificates affidavits from principal)*			
25. Do all paraeducators with instructional duties meet the NCLB qualification requirements? *(Higher ed. institute transcripts, assessment results)*			
26. Does the school have strategies to attract high-quality highly qualified teachers to high-need schools? *(Interviews, policy, etc.)*			

PROGRAM DESIGN AND EFFECTIVENESS (continued)	YES	NO	N/A
27. Is there documentation that the school has addressed all ten SWP components? *(Comprehensive School Improvement Plan, SWP Report or other documentation)*			
Comments:			

III. PARENT INVOLVEMENT	YES	NO	N/A
1. Were parents involved in program planning, design and implementation? *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in program planning, design and implementation and how funds are used.)*			
2. Was the school Parent Involvement Policy developed in consultation with, reviewed by and made available to parents? *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in developing the parent involvement policy.)*			
3. Was the school compact developed in consultation with, reviewed by, and made available to parents? *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in developing the school compact.)*			
4. Is there evidence to substantiate the implementation of the parent policy and compact? *(Minutes of meetings, signed copies of compact or other evidence.)*			
5. Are evaluation findings used to revise school-level policy so that it promotes the improvement of student academic achievement, the social and emotional welfare of students and the school's teaching and learning environment? *(Copy, results, and a written summary of the annual evaluation of the parent involvement program.)*			
6. Is there documentation for the following – annual parent meeting, student progress shared with parents, and parent conferences *(Minutes, sign-in sheets, notes or other evidence.)*			
Comments:			

TAS

TITLE I, PART A MONITORING FORM FOR:
Targeted Assistance School, Section 1115
2005-06

Date) of Review: _____ *School:* _____

Program Reviewer(s): _____

***Note: information in *(italic)* is an example of documentation to have on file for the review. ***

I. NEEDS ASSESSMENT AND SELECTION OF STUDENTS	YES	NO	N/A
1. Using state assessment results and the Comprehensive School Improvement Plan needs assessment results, does the school annually assess educational needs, identify priority needs and grade levels on which Title I services will focus? *(Comprehensive School Improvement Plan and Needs Assessment)*			
2. Does the school and district have a list of eligible students including children most at risk of failing to meet state standards; children who at any time in the past two years participated in a Head Start, Even Start, or Early Reading First program or in Title I preschool services; children who at any time in the past two years received services under the Migrant program; children in a local institution for neglected or delinquent children and youth; and children who are homeless? (Children who are economically disadvantaged; children with disabilities, migrant children; or limited English proficient children are eligible on the same basis as other children.) *(List of eligible students with all categories of eligible children included)*			
3. Has the school established educationally related criteria to select students based on the greatest academic need? *(Student ranking sheets)*			
4. Does the school and district have a list of participating students; and if an eligible, identified student is not being served by Title I, is there evidence documenting the reason? *(List of students receiving Title I services)*			
5. If the Title I Ranking Report lists a counselor, nurse, or librarian for the school, is there documentation indicating the need for supplemental services for Title I students? *(Comprehensive School Improvement Plan needs assessment or other documentation, list of Title I students, observation of supplemental services)*			
Comments:			

II. PROGRAM DESIGN AND EFFECTIVENESS	YES	NO	N/A
1. Is the SBDM Council/school staff aware of their Title I allocation and involved in making decisions about the design and implementation of the Title I services, parent involvement, and professional development? *(Minutes of SBDM/staff meeting, interviews with staff or other evidence)*			
2. Do the Title I services reflect the findings identified in the comprehensive needs assessment? *(Comprehensive Improvement Plan and program design)*			
3. Are Title I resources used for supplemental services to help participating Title I students meet the academic achievement standards expected for all students? *(Staffing patterns, MUNIS expenditure reports, interviews, observations)*			
4. Are the Title I services of sufficient size, scope, and quality to enable participating students to meet academic achievement standards? *(Observations and interviews with staff)*			

PROGRAM DESIGN AND EFFECTIVENESS (continued)	YES	NO	N/A
5. Are in-class collaboration strategies used to minimize removing children from the regular classroom during regular school hours? *(Observations and interviews with staff)*			
6. Are scientifically research based instructional strategies used to give primary consideration to increase the amount and quality of learning time and provide accelerated and high quality curriculum, including applied learning? *(Observations and interviews with staff)*			
7. Are the collaboration services coordinated and in support of the regular educational program in providing an enriched and accelerated curriculum? *(Observations and interviews with staff)*			
8. Is there regular and frequent communication including planning time with the regular teacher that is incorporated into existing school planning? *(Schedules, shared lesson plans)*			
9. Does the Title I funded staff/student ratio meet the needs of the selected students? *(List of students)*			
10. Is professional development for Title I paraeducators designed to improve instruction for at-risk children? *(Professional development records)*			
11. Is the Title I paraeducator under the direct supervision of the classroom teacher and providing supplemental instruction rather than clerical work? *(Copies of teacher developed lesson plans, paraeducator's schedule)*			
12. Does Title I staff have a class schedule and corresponding class roster? *(Class schedule and list of participating students)*			
13. Does Title I staff keep a schedule of non-instructional duties verifying compliance with federal requirements? *(Schedule of non-instructional duties)*			
14. When certified and/or classified Title I staff is absent, is a substitute hired? *(Interviews, service reports or other evidence)*			
15. When SEEK funded personnel are absent, are substitutes hired without using Title I funded staff? *(Interviews, service reports or other evidence)*			
16. If school personnel are partially funded with Title I funds, is a log or schedule maintained specifying the amount of time working directly with Title I services? *(Logs or schedules)*			
17. Do Title I purchased computers/software/books/supplies/etc. address the needs of participating students? *(Observations, interviews, needs assessment summary, or other evidence)*			
18. Are professional development opportunities provided to administrators, teachers, and paraeducators who work with participating children? *(Observations, interviews, list of professional development)*			
19. Are students actively engaged in learning? *(Observations, interviews or other evidence)*			
20. Does the Title I extended day kindergarten provide supplemental services for Title I students only? *(Staffing patterns including number of SEEK funded teachers and assistants)*			
21. Are Title I services coordinated with other federal, state and local programs such as violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training? (Interviews, observations)			
22. Is the SBDM Council/school staff aware of adequate yearly progress (AYP) and NLCB status of the school? *(Interviews, minutes, or other evidence to show that school staff is aware)*			
23. For schools identified for Title I improvement, has the Comprehensive Improvement Plan been revised with activities to improve the instructional program? *(Comprehensive School Improvement Plan or other evidence)*			

PROGRAM DESIGN AND EFFECTIVENESS (continued)	YES	NO	N/A
24. Do Title I teachers meet the NCLB qualification requirement and has the principal certified in writing that the school is complying with NCLB's mandate for highly qualified teachers? *(Teaching certificates, affidavits from principal)*			
25. Do Title I paraeducators meet the NCLB qualification requirements? *(Higher ed. Institute transcripts, assessment results)*			
26. Is there documentation that the school has addressed all eight TAS components? *(Comprehensive School Improvement Plan, SWP Report or other documentation)*			
Comments:			

III. PARENT INVOLVEMENT	YES	NO	N/A
1. Were parents involved in program planning, design and implementation? 2. *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in program planning, design and implementation and how funds are used.)*			
3. Was the school Parent Involvement Policy developed in consultation with, reviewed by and made available to parents? 4. *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in developing the parent involvement policy.)*			
5. Was the school compact developed in consultation with, reviewed by and made available to parents? 6. *(Minutes and dates of meetings, sign-in sheets or other evidence to show that parents were involved in developing the school compact.)*			
7. Is there evidence to substantiate the implementation of the parent policy and compact? 8. *(Minutes of meetings, signed copies of compact or other evidence.)*			
9. Are evaluation findings used to revise school-level policy so that it promotes the improvement of student academic achievement, the social and emotional welfare of students and the school's teaching and learning environment? 10. *(Copy, results, and a written summary of the annual evaluation of the parent involvement program.)*			
11. Is there documentation for the following – annual parent meeting, student progress shared with parents, and parent conferences 12. *(Minutes, sign-in sheets, notes or other evidence.)*			
Comments:			