

**Kentucky Department of Education
Division of School and Program Improvement
Title I, Part A Schoolwide Program Monitoring Checklist**

District	School	Principal

Title I, Part A Coordinator	Date(s) of Monitoring Visit	KDE Monitoring Staff

The following checklist is used in the evaluation of a Title I, Part A schoolwide program’s activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

This tool directly aligns with the Title I, Part A requirements of the *Every Student Succeeds Act*. Each section contains several monitoring questions that will be evaluated individually. The lists of Required Documentation within each monitoring section are those things the district must upload for KDE review. However, KDE staff may request additional pieces of evidence on an as needed basis. Further, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question. The red numbers beside each piece of required evidence indicate to which question(s) each piece of evidence aligns.

During monitoring, the program monitor(s) will select an indicator for each monitoring item.

- Exceeds Requirements means the district goes beyond the requirements of Title I, Part A statute or regulation in the implementation of its program.
- Meets Requirements means the district meets the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- Does Not Meet Requirements means the district does not meet the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case, a finding will be issued.
- Not Applicable means the requirement does not apply to the district.

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

If you need clarification on a question or with understanding more about the monitoring tool, feel free to contact a Title I, Part A consultant at (502) 564-3791.

I. Needs Assessment [Section 1114]

Required documentation for this section: <ul style="list-style-type: none"> It will be necessary to schedule an interview with the principal of each school served with a Title I, Part A allocation. (1-4) Meeting agendas and minutes or other strong documentation in which teachers participated in data analysis and needs assessment processes (1, 2, 3) Needs assessment, data, or other strong documentation describing the need for hiring counselors, nurses, media specialist or <i>other</i> staff (4) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. The school strategically uses its needs assessment to prioritize its federal, state, and local resources. [See ESSA 1114(b)(6).] Notes:				
2. Based on the analysis of data, the school identifies and implements strategies to address the priority needs of the entire school population, particularly those students most at-risk of failing. [See ESSA 1114(b)(7).] Notes:				
3. Teachers, other school and district staff, parents and other community stakeholders were involved in the needs analysis and development of a schoolwide plan. [See ESSA 1114(b).] Notes:				
4. If the GMAP consolidated application lists counselors, nurses, media specialist or <i>other</i> staff for the school, there is documentation indicating the need in order to improve student achievement. [See ESSA 1114(b)(6).] Notes:				

Best Practices

- Assessment results drive the Needs Assessment and/or Comprehensive School Improvement Plan (CSIP).
- Evidence of research-based strategies can be found in the Title I Annual Review and/or CSIP.
- School and district staff collaboratively determine how research-based strategies are affecting student performance.

II. School Program Design and Effectiveness [Sections 1114, 8306 and Parts 76 and 200 of EDGAR]

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Agendas and meeting notes or other strong documentation in which student data is used to plan instructional practices (1, 2) • Agendas and meeting notes or other strong documentation in which the schoolwide program was evaluated and planned (1, 2, 3, 4, 5) • Teacher and paraeducator schedules (6, 7) • Sample listing of and attendance records for professional development offerings for staff (8) • Examples of monitoring of professional development strategies (9) • Listing of and descriptions of transition activities for applicable grade levels (10) • Meeting agendas and minutes or other strong documentation in which the coordination of funds is discussed (4, 5, 11) • Staffing allocation (2, 6, 7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. Assessments are effectively used to diagnose what a student needs and results drive the teaching and learning environment. The school provides assessment results and other assessment-related information to teachers, parents, and students regarding the achievement of individual students. [See ESSA 1114(b)(6).]</p> <p>Notes:</p>				
<p>2. The school staff effectively serves <i>all</i> students, particularly students most at-risk of failing to meet state academic performance standards, with needs-based programs and interventions. [See ESSA 1114(b)(7).]</p> <p>Notes:</p>				
<p>3. Title I purchased computers/software/books/supplies address the school’s needs and improve the instructional program. [See ESSA 1114(b)(6).]</p> <p>Notes:</p>				
<p>4. The district Title I, Part A Coordinator has effective processes and procedures in place to verify that the activities in the schoolwide plan are being implemented. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>5. The school annually reviews the implementation of and the results achieved by the schoolwide program. The school uses these findings to revise its schoolwide plan. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Agendas and meeting notes or other strong documentation in which student data is used to plan instructional practices (1, 2) • Agendas and meeting notes or other strong documentation in which the schoolwide program was evaluated and planned (1, 2, 3, 4, 5) • Teacher and paraeducator schedules (6, 7) • Sample listing of and attendance records for professional development offerings for staff (8) • Examples of monitoring of professional development strategies (9) • Listing of and descriptions of transition activities for applicable grade levels (10) • Meeting agendas and minutes or other strong documentation in which the coordination of funds is discussed (4, 5, 11) • Staffing allocation (2, 6, 7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>6. Title I-paid paraeducators with instructional duties are under the direct supervision of a certified classroom teacher. These paraeducators provide instructional support, rather than completing clerical work. [See ESSA 1114(b)(7).]</p> <p>Notes:</p>				
<p>7. The schedule of duties for Title I-paid paraeducators demonstrates that non-instructional duties are on a <i>limited basis</i> and comparable to the non-instructional duties of certified instructional staff. [See ESSA 1114(b)(7).]</p> <p>Notes:</p>				
<p>8. Instructional staff members (certified and classified) receive professional development designed to help meet the school's needs. [See ESSA 1114(b)(7).]</p> <p>Notes:</p>				
<p>9. The strategies learned from professional development are monitored for effective implementation. [See ESSA 1114(b)(7).]</p> <p>Notes:</p>				
<p>10. As applicable, the schoolwide program includes activities to assist with transitions between early childhood programs and primary programs, middle grades to high school, high school to college and/or career? [See ESSA 1114(b)(7)(A)(iii)(v).]</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Agendas and meeting notes or other strong documentation in which student data is used to plan instructional practices (1, 2) • Agendas and meeting notes or other strong documentation in which the schoolwide program was evaluated and planned (1, 2, 3, 4, 5) • Teacher and paraeducator schedules (6, 7) • Sample listing of and attendance records for professional development offerings for staff (8) • Examples of monitoring of professional development strategies (9) • Listing of and descriptions of transition activities for applicable grade levels (10) • Meeting agendas and minutes or other strong documentation in which the coordination of funds is discussed (4, 5, 11) • Staffing allocation (2, 6, 7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>11. The school has in place effective strategies to effectively coordinate Title I funds with other federal, state, and local funds to improve student achievement. Coordination may occur through leadership meetings, meetings with school administrators, or other activities that ensure programs work together to best meet student needs. [See ESSA 1114(b).]</p> <p>Notes:</p>				

Best Practices

- School staff knows the school’s needs and how the Title I, Part A allocation is used to help meet those needs. These descriptions are consistent with those heard at the district level.
- State assessment scores show growth in achievement. The school scores are not stagnant.
- Funds are allocated based on needs, while maintaining rank order, and needs are factored into budgeting calculations. Discussions are consistent with explanations given by district level staff.
- School improvement plans are reviewed continually throughout the year. New needs are identified.
- Funds are used to provide strategies beyond class size reduction.
- Transition activities are provided beyond early childhood (i.e., primary to grade 4, elementary to middle school and middle school to high school).
- School staff can describe the schoolwide plan and how those strategies are geared toward meeting needs across the entire school population
- School staff verifies that the district Title I, Part A Coordinator regularly monitors the school to ensure it is meeting requirements and is making progress in meeting academic goals.
- The results of the schoolwide program are continually reviewed throughout the year.

III. Parent and Family Engagement [Sections 1112 and 1116]

Required documentation for this section: <ul style="list-style-type: none"> • Agenda and meeting minutes or other strong documentation for the annual Title I meeting (1, 2) • Agendas and meeting minutes, feedback, or other strong documentation gathered in which parents had the opportunity to participate in the planning, design and implementation of the Title I program, the expenditure of Title I parent and family engagement funds, and the design of the parent and family engagement policy and compact (2, 3, 4, 5) • Sample signed compacts (4) • Sample communications in parents’ native languages (1, 2, 3, 4) • Dated four-week notifications as applicable (6) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. The school holds an annual parent meeting to discuss its participation in Title I, Part A and parents’ right to participate in parent and family engagement activities. [See ESSA 1116(c)(1).] Notes:				
2. All parents and families have the opportunity to be involved in the planning, design and implementation of parent and family engagement activities. [See ESSA 1116.] Notes:				
3. The school parent and family engagement policy was developed in consultation with, reviewed by, and made available to parents. All parents had the opportunity to participate in the policy’s development. [See ESSA 1116(b).] Notes:				
4. The school parent and family engagement compact was developed in consultation with, reviewed by, and made available to parents. All parents had the opportunity to participate in the policy’s development. [See ESSA 1116(d).] Notes:				
5. Parent conferences occur at least once a year, at which the parent and family engagement compact in relation to students’ achievement is discussed, indicating effective implementation of the compact. [See ESSA 1116(d)(2)(A).] Notes:				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Agenda and meeting minutes or other strong documentation for the annual Title I meeting (1, 2) • Agendas and meeting minutes, feedback, or other strong documentation gathered in which parents had the opportunity to participate in the planning, design and implementation of the Title I program, the expenditure of Title I parent and family engagement funds, and the design of the parent and family engagement policy and compact (2, 3, 4, 5) • Sample signed compacts (4) • Sample communications in parents’ native languages (1, 2, 3, 4) • Dated four-week notifications as applicable (6) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>6. Parents receive notice when their child is taught for four consecutive weeks by a teacher that does not meet state certification standards. [See ESSA 1112(e)(B)(i).]</p> <p>Notes:</p>				

Best Practices

- School staff can describe the school’s parent and family engagement policy.
- School staff can describe the parent and family engagement activities being implemented at the school. Answers are consistent with the description articulated at the district level.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Parent and family engagement goes beyond the school council representatives.
- The school is *thinking outside of the box* in order to get more parents to participate as active partners. For example, the school may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation.
- Please note: “One Call”, marquees, TV monitors, Interactive Boards, Infinite Campus access, and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A, thus they are not allowable Title I expenditures.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.