Kentucky Department of Education
Office of Continuous Improvement and Support
Title I, Part A Schoolwide Program Consolidated Monitoring Checklist

District:
School:
Principal:
Title I, Part A Coordinator:
Date of Interview:
KDE Monitoring Staff:

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

This tool directly aligns with the Title I, Part A requirements of the Every Student Succeeds Act (ESSA) and the Education Department General Administrative Regulations (EDGAR) as well as additional requirements in Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR). Each section contains several monitoring questions that will be evaluated individually.

Documentation must be provided at least two weeks prior to the visit for Kentucky Department of Education (KDE) review. Required and suggested documentation to be provided is listed with each indicator. 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. For districts and schools utilizing Title 1 Next (T1N), KDE consultants will receive temporary access to review documentation saved to the T1N platform. Districts and schools not utilizing T1N will upload documentation to SharePoint.

Please ensure any personally identifiable information (PII) such as student names, addresses or other personal identifiers that are linked or linkable to a specific person is redacted prior to providing evidence for KDE review. If PII is provided, KDE will request the file(s) be removed immediately and replaced with redacted versions.

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

- **Exceeds Requirements** – Means the district goes beyond the minimum compliance requirements of Title I, Part A statute or regulation in the implementation of its program.
- **Meets Requirements** – Means the district meets the minimum compliance requirements of Title I, Part A statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- **Doesn't Meet Requirements** – Means the district does not meet the minimum compliance 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 compliance requirement does not apply to the district.

Best practices, found at the end of the checklist, are examples of practices or procedures that 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

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. Please note, KDE consultants can access the Needs Assessment, Comprehensive School Improvement Plan (CSIP), Professional Development Plan for Schools and other comprehensive improvement planning diagnostics in the Cognia Continuous Improvement Platform. It is not necessary to provide those documents to KDE. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

Needs Assessment Schoolwide Program Monitoring Indicators
1. The school strategically uses its needs assessment to prioritize its federal, state and local resources. [See ESSA 1114(b)(6).] **Suggested Documentation:** Needs Assessment which aligns with the activities and strategies outlined in the CSIP. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. Based on the analysis of data, the school identifies and implements strategies and activities to address the priority needs of the entire school population, particularly those students most at-risk of failing. [See ESSA 1114(b)(7).] **Suggested Documentation:** CSIP identifying goals to be supported with Title I, Part A funds, meeting agendas and detailed minutes or other strong documentation in which teachers participated in data analysis and needs assessment process. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. Continuous improvement planning for the needs assessment and schoolwide plan (CSIP) is carried out with the involvement of parents, school councils and other members of the community, as well as individuals who will carry out the plan such as teachers, and other school and district staff. [See ESSA 1114(b)(2).] **Suggested Documentation:** Stakeholder feedback for the needs assessment and CSIP (survey results and analysis, meeting agendas and detailed minutes, or other strong documentation in which stakeholders provided feedback on the CSIP). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. If the Grant Management Application and Planning (GMAP) consolidated application lists counselors, nurses, media specialist or other staff for the school (not including teachers and paraeducators) to be paid with Title I, Part A funds, there is documentation indicating the need of such staff to improve student achievement. [See ESSA 1114(b)(6).] **Suggested Documentation:** Data supporting the need for counselors, nurses, media specialists or other staff for the school (not including teachers and paraeducators). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

II. School Program Design and Effectiveness

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

School Program Design and Effectiveness Schoolwide Program Monitoring Indicators
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).] **Suggested Documentation:** Agendas and detailed meeting notes or other strong documentation in which student data is used to plan instructional practices and the schoolwide program was planned, description of how assessment results are shared with stakeholders. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. The school staff effectively serves all 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).] **Suggested Documentation:** Agendas and detailed meeting notes or other strong documentation in which student data is used to plan instructional practices and the schoolwide program was planned, description of services being provided. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. The school can confirm that the Title I, Part A coordinator has effective processes and procedures in place to verify that the activities/strategies in the approved application for the Schoolwide Program (SWP) are being implemented effectively. [See ESSA 1112 (a)-(c); ESSA 8306; and Parts 76 and 200 of EDGAR.] **Suggested Documentation:** Observations during the school interview that support any documentation of program implementation monitoring provided by the district (detailed meeting minutes, emails, etc.) **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. The school periodically reviews the implementation of, and the results achieved by the schoolwide program. The school uses these findings to revise its schoolwide plan (CSIP). [See ESSA 8306 and Parts 76 and 200 of EDGAR.] **Suggested Documentation:** Agendas and detailed meeting notes or other strong documentation in which the schoolwide program was evaluated and planned. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
5. All paraeducators with instructional duties are under the direct supervision of a certified classroom teacher. Please note that the term 'paraeducator' applies to individuals providing instructional support, sometimes referred to as paraprofessionals, instructional assistants, etc. [See ESSA 1111(g)(2)(M) and question D-1 of the Title I Paraprofessionals Non-Regulatory Guidance.] **Suggested Documentation:** Teacher and paraeducator schedules showing the paraeducator works in close and

School Program Design and Effectiveness Schoolwide Program Monitoring Indicators
frequent proximity with the teacher. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
6. The schedule of duties for staff paid with Title I funds (including teachers, paraeducators, instructional facilitators, resource specialists, guidance counselors, parent involvement liaisons and other staff, as appropriate) demonstrates that duties that do not meet the intent and purpose of Title I based on identified needs (non-Title I duties) such as clerical work, supervising lunch, recess, etc. are proportionate to the non-Title I duties of staff paid with general funds. [See ESSA 1114(b)(7).] **Suggested Documentation:** Staff schedules demonstrating limited non-Title I duties. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
7. Instructional staff members (certified and classified) receive professional development designed to help meet the school's needs. [See ESSA 1114(b)(7).] **Suggested Documentation:** Professional Development Plan for Schools (located in the Cognia Continuous Improvement Platform), sample listing of and attendance records for professional development offerings for staff, description of how the school selects and prioritizes professional development offerings. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
8. The strategies learned from professional development are monitored for effective implementation. [See ESSA 1114(b)(7).] **Suggested Documentation:** Examples of monitoring of professional development strategies such as walkthrough observation notes, staff feedback regarding professional development, detailed meeting minutes where implementation of strategies was discussed, etc. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
9. 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).] **Suggested Documentation:** Listing of and descriptions of transition activities for applicable grade levels. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
10. The school has in place effective strategies to 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).] **Suggested Documentation:** Meeting agendas and detailed minutes, email correspondence, or other strong documentation in which the coordination of funds is discussed.

School Program Design and Effectiveness Schoolwide Program Monitoring Indicators
School Compliance: ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

III. Parent and Family Engagement

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

Parent and Family Engagement Schoolwide Program Monitoring Indicators
1. The school holds an annual parent meeting at a convenient time, to which all parents are invited, to discuss its participation in Title I, Part A and parents' right to participate in parent and family engagement (PFE) activities. [See ESSA 1116(c)(1).] **Suggested Documentation:** Evidence that all parents were invited to the annual meeting (flyer, email, social media post, etc.), copy of the information shared with parents regarding Title I, Part A (PowerPoint presentation, handout, etc.), sign-in sheet, meeting agenda and detailed minutes. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. Parents or families have the opportunity to be involved in the planning, design and implementation of parent and family engagement activities. [See ESSA 1116(c)(3)]. **Suggested Documentation:** Evidence that parents were invited to participate in the planning, design and implementation of activities and expenditure of parent and family engagement funds (meeting invitations, agendas and detailed minutes, survey results and analysis, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. The school has a written parent and family engagement policy. The policy establishes the school's expectations and objectives for meaningful parent and family involvement and meets all requirements for a school level parent and family engagement policy as outlined in ESSA and was developed jointly with parents who have students currently enrolled in the school. The policy describes *how* the school will meet the requirements outlined in ESSA. [See ESSA 1116(b).] *Refer to the elementary school policy template, secondary school policy template, policy and compact frequently asked questions and school PFE policy checklist on KDE's website for policy requirements.* **Required Documentation: (1)** School parent and family engagement policy and **(2)** evidence that parents participated in the development of the policy (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. The activities outlined in the policy are designed to build parent capacity and engage parents in their child's education. The school can demonstrate that activities within the policy are being implemented. [ESSA 1116(e.] **Required Documentation: (1)** Description of activities and/or events in the school parent and family engagement policy and **(2)** Evidence the activities are being implemented (invitations, meeting agendas and detailed minutes,

Parent and Family Engagement Schoolwide Program Monitoring Indicators
sign-in sheets, letters, flyers, website/handbook information, training materials or other strong documentation). Documentation must support the following: • Discussion of the coordination of funds with parents. • Assistance provided to parents in understanding such topics as state academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children. • Communication to show that the school has shared with parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards. • Support provided to help parents work with their children to improve their children's achievement, such as literacy training and using technology. • Education of school level staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners. Communication of school and parent programs, meetings and other activities is provided in a format and, to the extent practicable, in a language parents understand. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
5. The school has a written school-family compact. The compact describes the shared responsibilities of all parties (school, parent/guardian and student) for high student achievement and was created jointly with parents. The compact includes descriptions of: • The school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging state academic standards. • The ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating in decisions relating to the education of their children and positive use of extracurricular time. • The importance of communication between teachers and parents on an ongoing basis. The compact includes space for applicable stakeholder signatures as required by KDE. [See ESSA 1116(d).] *Refer to the compact template, policy and compact frequently asked questions and compact checklist on KDE's website for compact requirements.* **Required Documentation:** School-family compact, evidence that parents participated in the development of the compact (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
6. The school can demonstrate various opportunities for two-way communication between school staff and parents to include: • Parent conferences at least once a year at the elementary level, at which the parent and family engagement **compact is discussed in relation to the individual child's achievement**. [See ESSA

Parent and Family Engagement Schoolwide Program Monitoring Indicators
1116(d)(2)(A).] • Frequent reports to parents on their children's progress. [See ESSA 1116(d)(2)(B).] *Please note, introducing the compact and reviewing its contents during a parent-teacher conference at the elementary level is not sufficient to meet this requirement.* **Suggested Documentation:** Elementary conference invitation detailing how the compact will be discussed in relation to the individual child's achievement, agenda or signed statement from parents indicating the compact was discussed in relation to their individual child's achievement during a conference, support provided to teachers to ensure the compact is discussed during the conference as required (reminder emails, training, conference talking points checklist, etc.), description of how parents receive reports on their children's progress. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
7. Parents receive written notice when their child is taught for four consecutive weeks by a teacher that does not meet state certification standards. [See ESSA 1112(e)(1)(B)(ii).] **Suggested Documentation:** Copy of the dated notification letter sent to parents or statement/documentation that all teachers meet state certification standards. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

Best Practices

The following examples are practices or procedures that KDE staff have observed in other districts which may enhance program effectiveness. Please note the list is not all inclusive.

Needs Assessment

- Assessment results drive the Needs Assessment and/or CSIP.
- Evidence-based strategies are included in the CSIP.
- Title I, Part A is identified as an available funding source in the CSIP.
- Meeting agendas and/or minutes maintained as documentation contain sufficient detail such as the date, attendees, topics of discussion and a summary of the discussion.
- The school uses multiple data sources (both quantitative and qualitative) when developing the needs assessment.
- School and district staff collaboratively determine how evidence-based strategies are affecting student performance.

School Program Design and Effectiveness

- 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 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, middle school to high school and high school to college/career).
- 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 school has implemented formal methods of measuring the effectiveness and implementation of professional development.
- The school uses multiple data sources (both quantitative and qualitative) to evaluate program implementation and effectiveness.
- The implementation of the schoolwide program is continually reviewed for effectiveness throughout the year.

Parent and Family Engagement

- School staff can describe the school's parent and family engagement policy.
- The policy and compact include a date the documents were last reviewed and/or revised.
- School staff can describe the parent and family engagement activities being implemented at the school.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Soliciting feedback and involving parents in decision making for parents and family engagement activities and expenditures goes beyond the school council representatives.
- The annual meeting is held at the beginning of the school year so that parents can learn about the school's participation in the Title I, Part A program and their right to participate in parent and family engagement activities during the upcoming school year. The meeting is scheduled for a time when as many parents as possible are able to participate.
- Activities and events paid for with Title I funds are educational in nature and designed to engage parents in improving their children's achievement. Social events and entertainment costs are not paid for with Title I funds per 2 CFR 200.438.
- Invitations to Title I events and requests for feedback are provided through multiple methods (flyer, social media post, email, etc.) to increase the likelihood that all families receive the message.
- The school is *thinking outside of the box* 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.
- The school provides training to teachers on how to use the school-family compact as a tool during parent-teacher conferences to discuss individual student achievement.
- Parent and family engagement is seen as a two-way communication tool.
    - Please note: "One Call," marquees, TV monitors, Interactive Boards, Infinite Campus access, student agendas/planners, take-home/homework folders and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A, thus they would not be allowed to be paid with Title I funds.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- The school builds capacity through:
    - The school involves parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

- The school provides necessary literacy training from funds received under Title I if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- The school pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- The school trains parents to enhance the involvement of other parents.
- The school arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
- The school adopts and implements model approaches to improving parental involvement.
- The school establishes a parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- The school develops appropriate roles for community-based organizations and businesses in parent involvement activities.