

**Kentucky Department of Education  
Division of School and Program Improvement  
Title I, Part A Targeted Assistance School 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 targeted assistance school’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 and Selection of Students [Section 1115]**

<b>Required documentation for this section:</b> <ul style="list-style-type: none"> <li>It will be necessary to speak with the principal at each targeted assistance school. (1-4)</li> <li>Description of the student selection process, including the multiple, educationally-related data used to select students (2, 3)</li> <li>List of students served, including grade level and services provided for each (1-4)</li> <li>Copy of a needs assessment that documents the need for services, including as applicable, teachers, paraeducators, counselors, nurses, media specialists, or other staff (1, 4)</li> </ul>	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. Services align with the school’s needs assessment. [See ESSA 1115.]  <b>Notes:</b>				
2. The school has in place an effective process for identifying students for targeted assistance services, 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 returning from or enrolled in a local institution for neglected or delinquent children and youth; and children who are homeless. <b>Note: The low income students that generate funding for Title I, Part A services are not necessarily those that will qualify and receive services.</b> [See ESSA 1115(c).]  <b>Notes:</b>				
3. The school has established multiple, educationally-related criteria to select students based on the greatest academic need. [See ESSA(c)(1)(B).]  <b>Notes:</b>				
4. As applicable, there is documentation indicating the need for supplemental services for Title I students provided by teachers, paraeducators, counselors, nurses, media specialists, or other staff as listed in the approved Title I application. [See ESSA 1115(c).]  <b>Notes:</b>				

**Best Practices**

- School staff can describe the process that is used to select students for services and are knowledgeable about the students that are eligible to participate.
- The list of participants is fluid. Students can be identified at any time to participate or can be removed from services if they have met or exceeded achievement goals.
- Evidence of the use of assessment results to address needs is found in the TAS plan or CSIP.
- There is congruency between the use of Title I, Part A, funds and the district’s/school’s planning goals, objectives, strategies, and activities.

**II. School Program Design and Effectiveness [Section 1115, 8306, and Parts 76 and 200 of EDGAR]**

<p><b>Required documentation for this section:</b></p> <ul style="list-style-type: none"> <li>• Schedule of targeted assistance services (1, 7)</li> <li>• Student data (with personally identifiable information redacted) reflecting growth in achievement (2, 3, 5)</li> <li>• Meeting agendas and minutes or other strong documentation in which student achievement data was shared with teachers, parents, and student (2, 3, 5, 9)</li> <li>• Inventory of computers/software/books/supplies (3)</li> <li>• Evaluation results and planning notes used to gauge the oversight and effectiveness of services and revise services accordingly (2, 4, 5, 7)</li> <li>• List of professional development provided to Title I staff (6)</li> <li>• Documentation demonstrating how professional development services provided through Title I, Part A are monitored for effectiveness (5, 6)</li> <li>• Time and effort documentation for Title I-paid staff (8)</li> <li>• Meeting agendas and minutes or other strong documentation in which coordination with other programs is discussed (5, 9)</li> </ul>	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. Title I, Part A-paid staff effectively serve identified students, using strategies to minimize the removal of students from the regular classroom setting? [See ESSA 1115(c).]</p> <p><b>Notes:</b></p>				
<p>2. Assessments effectively used in an ongoing manner to assist in diagnosing student needs, adapt teaching strategies to meet the needs of students receiving services, and to provide information to teachers, parents, and students regarding achievement of identified students. [See ESSA 1115(c).]</p> <p><b>Notes:</b></p>				
<p>3. Title I-purchased computers/software/books/supplies effectively address the needs of participating students. [See ESSA 1115(c).]</p> <p><b>Notes:</b></p>				
<p>4. There are effective policies and procedures in place to ensure that Title I funds are used to serve only identified students? [See ESSA 1115.]</p> <p><b>Notes:</b></p>				
<p>5. The school annually reviews the implementation of and results achieved by the targeted assistance program. The school uses these findings to revise its targeted assistance plan. . [See ESSA 8306 and Parts 76 and 200 of EDGAR.]</p> <p><b>Notes:</b></p>				
<p>6. Professional development for Title I-paid staff, including paraeducators,</p>				

<p><b>Required documentation for this section:</b></p> <ul style="list-style-type: none"> <li>Schedule of targeted assistance services (1, 7)</li> <li>Student data (with personally identifiable information redacted) reflecting growth in achievement (2, 3, 5)</li> <li>Meeting agendas and minutes or other strong documentation in which student achievement data was shared with teachers, parents, and student (2, 3, 5, 9)</li> <li>Inventory of computers/software/books/supplies (3)</li> <li>Evaluation results and planning notes used to gauge the oversight and effectiveness of services and revise services accordingly (2, 4, 5, 7)</li> <li>List of professional development provided to Title I staff (6)</li> <li>Documentation demonstrating how professional development services provided through Title I, Part A are monitored for effectiveness (5, 6)</li> <li>Time and effort documentation for Title I-paid staff (8)</li> <li>Meeting agendas and minutes or other strong documentation in which coordination with other programs is discussed (5, 9)</li> </ul>	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>is effectively designed and implemented to improve instruction for at-risk children. [See ESSA 1115(d).]</p> <p><b>Notes:</b></p>				
<p>7. As applicable, Title I-paid paraeducators are under the direct supervision of a certified staff member and provides supplemental instruction rather than clerical work. [See ESSA 1115, 8306, and Parts 76 and 200 of EDGAR.]</p> <p><b>Notes:</b></p>				
<p>8. Teachers, paraeducators, counselors, nurses, media specialists, or other staff funded through Title I provide services to identified students only during the portion of time they are paid through Title I. Staff maintain personal activity reports or semi-annual certifications, as applicable, specifying the amount of time directly providing Title I services. [See ESSA 1115(d)(2).]</p> <p><b>Notes:</b></p>				
<p>9. Title I services are effectively coordinated with other federal, state, and local programs such as school safety, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Coordination may occur through leadership meetings, meetings with community stakeholders, or other processes that ensure programs work together to best meet students' needs. [See ESSA 1115.]</p> <p><b>Notes:</b></p>				

**Best Practices**

- School staff can describe the strategies used to serve students participating in Title I, Part A, services.
- School staff can describe how assessments are continually used to identify students and track their academic progress.
- School staff know what the school’s needs are 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 test scores reflect increases. They are not stagnant or decreasing.
- Funds are allocated based on needs, while maintaining rank order, and needs are factored in to 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.
- 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 targeted assistance plan are continually reviewed throughout the year, not just in the spring.
- The school’s parent organization is active in school planning.
- There is congruency between the use of Title I, Part A, funds and the district’s/school’s planning goals, objectives, strategies, and activities.

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

<p><b>Required documentation for this section:</b></p> <ul style="list-style-type: none"> <li>• Agenda and meeting minutes or other strong documentation for the annual Title I meeting (1, 2)</li> <li>• Agendas and meeting minutes or feedback 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)</li> <li>• Sample signed compacts (4, 5)</li> <li>• Sample communications in parents’ native languages (1, 2, 3, 4)</li> <li>• Dated four-week notifications, as applicable (6)</li> </ul>	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. The school holds an annual parent meeting with parents or families of participating students 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).]</p> <p><b>Notes:</b></p>				
<p>2. Parents or families of participating students have the opportunity to be involved in the planning, design and implementation of parent and family engagement activities. [See ESSA 1116.]</p> <p><b>Notes:</b></p>				

<b>Required documentation for this section:</b> <ul style="list-style-type: none"> <li>Agenda and meeting minutes or other strong documentation for the annual Title I meeting (1, 2)</li> <li>Agendas and meeting minutes or feedback 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)</li> <li>Sample signed compacts (4, 5)</li> <li>Sample communications in parents’ native languages (1, 2, 3, 4)</li> <li>Dated four-week notifications, as applicable (6)</li> </ul>	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
3. The school parent and family engagement <b>policy</b> was developed in consultation with, reviewed by, and made available to parents or families of participating students. Those parents or families had the opportunity to participate in the policy’s development. [See ESSA 1116(b).]  <b>Notes:</b>				
4. The school parent and family engagement <b>compact</b> was developed in consultation with, reviewed by, and made available to parents or families of participating students. Those parents or families had the opportunity to participate in the policy’s development. [See ESSA 1116(d).]  <b>Notes:</b>				
5. Parent conferences occur at least once a year with parents or families of participating students, at which the parent and family engagement <b>compact</b> in relation to students’ achievement is discussed, indicating effective implementation of the compact. [See ESSA 1116(d)(2)(A).]  <b>Notes:</b>				
6. Parents or families of participating students receive notice when their child is taught for four consecutive weeks by a Title I-paid teacher that does not meet state certification standards. [See ESSA 1112(e)(B)(i).]  <b>Notes:</b>				

**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.