

Title I Annual Review

Overview:

Upon receiving data from the previous year's state assessment in mid-September to early-October, schools should conduct a thorough review of their Title I Schoolwide Program during Phase III of KDE's continuous improvement process (November 1 – January 1) in accordance with best practices. The evaluation should determine whether the schoolwide program was effective in increasing the achievement of students in meeting the common core state standards. Consult the [Title I Handbook](#) for additional information.

Use the rationale and guiding questions to articulate a succinct, but thorough response to each of the components relating to the evaluation of the school's Title I, Part A program from the previous year.

1. Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

Guiding Questions:

- Which data sources did the school use to conduct its Needs Assessment?
- What needs did the data identify?
- What specific grade levels and/or content areas were identified as priority?
- What achievement gaps were identified?
- Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?
- Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

2. Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

Guiding Questions:

- Was the schoolwide plan implemented as written?
- Which goal(s) from the CSIP address Schoolwide Reform Strategies?
- How is Title I funding being directed to address the goal?
- How were strategies selected to address goals based on research, evidence and evaluation of past implementation?
- Which activities, strategies, staffing decisions, professional development opportunities and resources were supported with Title I funds?
- Were the activities, strategies, staffing decisions, professional development opportunities and resources effective in increasing student achievement?

3. Parent and Family Engagement

Rationale: Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5). As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)). Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

Guiding Questions:

- Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. How effective were these strategies?
- Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

4. Evaluation of the Schoolwide Program

Rationale: Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34C.F.R. § 200.26(c)).

Guiding Questions:

- Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school.
- Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards.
- What revisions will be made to next year's schoolwide plan based on the results of the evaluation?