

Title I A Program Quality Indicators

Areas of Focus	Quality Title I School Program Indicators	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
SCHOOLWIDE PROGRAM INDICATORS						
Schoolwide program	1. The needs assessment is conducted in such a way as to reveal accurate root cause(s) for lack of student achievement (by subgroups, if applicable). Data is disaggregated in such a way as to identify achievement gaps of all student groups regardless of N size (ex. ELLs (language proficiency level). The Improvement Plan identifies and prioritizes performance challenges and major strategies to support improved achievement. The use of Title I funds clearly supplements other funding sources and aligns with major improvement strategies.					
	2. The Schoolwide Plan identifies and prioritizes performance challenges and major strategies to support improved achievement. a. The reform strategies address the needs of all students to meet the state’s proficient and advanced achievement levels, especially low achieving students, including English Language Learners (ELLs), counseling, pupil services, mentoring (if appropriate). b. The methods and instructional strategies to be implemented are: <ul style="list-style-type: none">Scientifically research based and appropriate for applicable subgroups of low achieving students;Strengthen the core academic programs;Increase the amount and quality of learning, especially for low-achieving students who are at risk of not meeting the state academic achievement standards;Provide an enriched and accelerated curriculum;Meet the needs of historically underserved populations c. At the secondary level, the plan includes strategies to support the needs of all students, especially low-achieving students, including college and career readiness, personal finance education, integration of vocation and technical education programs (if appropriate) d. A method to determine that all students’ needs have been met is clear, including on-going evaluation for effectiveness and a method to make adjustments.				SST Standard 3: Instruction	
	3a. The school has effective strategies to attract and retain high-quality, highly qualified teachers and administrators, and actively recruits teachers with endorsements that reflect the student population. b. All classroom/instructional paraprofessionals are highly qualified and effectively utilized.					SST Standard 3: Instruction

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	<p>a. Professional development or professional support systems have been provided to support the implementation of school reform strategies. For example, if implementing new instructional programs, analyzing data, or teaching LEP students, it is clear that the levels of support are adequate for meeting the identified needs.</p> <p>b. Professional development is primarily job embedded and does not consist of one-day workshops or conferences.</p>				
	Parents are involved in a meaningful way in the planning, review and improvement of programs, such as the schoolwide plan. If the schoolwide plan is not satisfactory to parents, parent comments are included in the schoolwide plan when submitted to the district.				
	A transition plan from preschool to the elementary level clearly supports the communication and actions necessary by staff, so that preschool students are easily transitioned to the school. This may include: conferencing between preschool and k-5 staff; exchange of student assessment information, including information related to numeracy and literacy; and informal conferences with preschool parents.				
	School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data are used to inform school and instructional decisions. Teachers share any benchmark data that have been collected thus far into the year and describe additional formative assessments that are used to shape instruction.				
	Timely assistance is given to students who have difficulty mastering proficient and advanced levels. There is a clear process for how students will be early identified and the potential interventions. Appropriate and culturally relevant assessments are used to screen students for interventions.				
	It is clear how other ESEA Title Programs (including Title IA, Title IC, IIA, III, IVB) are integrated and coordinated with the schoolwide plan – if applicable. Other funding sources (including state and local) are considered and leveraged in the implementation of this plan.				
	The school has a parent involvement policy (which including a compact) that meets the requirements.				
	<p>The school has implemented all components of the parent involvement policy (including the compact) in a quality fashion.</p> <p>Parents report multiple opportunities to receive support and assistance in support of their students' achievement.</p>				

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	<p>The support of the district is well articulated and school describes how the plan was developed/amended in consultation with the district and other technical support.</p> <p>There is a clear and realistic implementation timeline for the schoolwide plan.</p> <p>Where applicable, a list of the various Federal, State and local programs that are consolidated in the schoolwide plan.</p> <p>The plan was developed with the involvement of parents, other community members and school staff, including teachers, principal, program administrators (such as Even Start, Homeless Education, Early Reading First, etc.), pupil services personnel, and students (if appropriate); and in coordination with programs under Carl D. Perkins Vocational and Technical Education Act of 1998 and the Head Start Act. This development was conducted in a meaningful way.</p> <p>There is a clear and comprehensive plan for how the SW program/plan will be annually evaluated for effectiveness. The metrics associated with benchmarking show how the program/plan will be reviewed and revised during implementation.</p> <p>The plan is available to the district, parents and the general public in an understandable, uniform format – and in a language parents can understand.</p>					
TARGETED ASSISTANT PROGRAM INDICATORS						
	<p>The needs assessment is conducted in such a way as to reveal accurate root cause(s) for lack of student achievement (by subgroups, if applicable). The Improvement Plan identifies and prioritizes performance challenges and major strategies to support improved achievement. The use of Title I funds clearly supplements other funding sources and aligns with major improvement strategies.</p>					
	<p>The TA program provides for instructional strategies and programs which coordinate with and support the regular program.</p> <ul style="list-style-type: none"> a. Grades and subject areas to be served align with the needs assessment b. Instructional strategies coordinate with general classroom curriculum c. Scheduling models ensure that students being served do not miss core instruction d. Core classroom instruction reveals best first instruction, and intervention as building on this. 					
	<p>The school has a well-developed method by which children with the greatest need are selected for Title I services.</p> <ul style="list-style-type: none"> a. PK – 2 selection criteria b. 3-12 selection criteria 					

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	Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards. Include in this description how you include assistance to preschool children in transition.					
	<p>a. Professional development or professional support systems have been provided to support the implementation of the Title I program. For example, if implementing if there is an overall lack of use of appropriate support teaching strategies to support LEP students in both the Title I program as well as general classroom, it is clear that the levels of support are adequate for meeting the identified needs.</p> <p>b. Professional development is primarily job embedded and does not consist of one-day workshops or conferences.</p>					
	The school has effective processes used to increase parent involvement in designing, implementing, and evaluating the current program. Activities have been jointly developed between staff and the parents of Title I students.					
	<p>There is a clear and consistent process for reviewing the progress made by participating children, on an ongoing basis and the process for revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.</p> <p>General classroom teachers meet frequently with Title I teachers to ensure that accelerated achievement is occurring for served students. Teachers frequently refer to entrance and exit criteria, in order to establish next steps for students. The school maintains a focus on getting students not yet proficient to proficient within a year, as appropriate.</p>					
	Strategies planned to increase the level of parental involvement based on the LEA Parental Involvement Policy.					
	<p>The school has a parent involvement policy (which including a compact) that meets the requirements.</p> <p>The school has implemented all components of the parent involvement policy (including the compact) in a quality fashion.</p> <p>Parents report multiple opportunities to receive support and assistance in support of their students' achievement.</p>					
	District Title I Quality Indicators			Resources Needed		Whom to involve
	The district ensures that Title I funds are resulting in benefit to students.					

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District	The LEA provides sufficient oversight of its Title I programs to ensure that Title I and other improvement plans are implemented with fidelity.	
	The LEA can clearly delineate the technical assistance provided to its Title I schools. This assistance is above and beyond what is provided to all schools in the district.	
	The district ensures that Title I funds are leveraged with other state and local resources. All Title I schools receive their equitable share of state and local resources.	
	The district implements its Title I parent involvement policy with fidelity.	
	Where applicable, the district ensures that parents of served students have a genuine opportunity to be involved in the decisions about how Title I funds set aside for parent involvement activities are used.	
	The district engages with any Title I school that operates a Schoolwide Program to ensure that the plan is annually evaluated with the participation of parents.	
	The district ensures that any Title I school that operates a Schoolwide Program budgets its resources in a manner that results in improved achievement for all students, and accelerated growth for students not yet proficient.	
	The district ensures that any Title I schools with special populations (ex. Ells, students with IEPs, migrant or formerly migrant students) are receiving adequate services to result in a closing of any achievement gaps.	
	The district provides sufficient support for any its students experiencing homelessness, so that these students are able to adequately engage in school.	
	Where applicable, the district ensures that there is sufficient coordination with both neglected and delinquent facilities, in support of higher academic achievement for these populations.	
	The district ensures that Title I schools that operate Targeted Assistance programs have data that demonstrate served students are experiencing accelerated academic growth, resulting in a closing of the schools' achievement gaps.	
	Where applicable, the district ensures that Title I programs operating in nonpublic schools result in accelerated academic growth for Title I students.	

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