Title I, Part A Improving the Academic Achievement of the Disadvantaged

**LEA Program Monitor Date**

**School/Building Selection Guidance for Evidence Documentation**

Where building-level evidence is requested, please provide documentation for *each* building being monitored. Where a description is requested, please provide up to 200 words as evidence.

1. ***Desk Review***

* **Local Educational Agency’s (LEAs) with student enrollment of 5,000 and under:** Submit documentation for *one targeted assistance and one Title I, Part A schoolwide school with the highest per pupil expenditure (PPE).* (Note: If the LEA has only one Title I, Part A school, send documentation for that school. If LEA has only targeted assistance schools, send documentation for two schools with the highest PPE. If LEA has only schoolwide schools, send documentation for two schools with the highest PPE.)
* **LEAs with student enrollment of 5,001 and over:** Submit documentation for *two targeted assistance and two Title I, Part A schoolwide schools with the highest PPE.*(Note: If the LEA has less than four Title I, Part A schools, send documentation for all schools. If LEA has only targeted assistance schools, send documentation for the three targeted assistance schools with the highest PPE. If LEA has only schoolwide schools, send documentation for the three schoolwide schools with the highest PPE.)
* The Office of Superintendent of Public Instruction (OSPI) staff may request documentation for additional buildings based on initial review.

1. ***On-site Review***

* Submit building documentation *only* for the buildings identified by OSPI for on-site reviews.

| **Item** | **Description** | **Evidence** | **Determination** |
| --- | --- | --- | --- |
| 1.1 | **Ranking and Building Allocations**  *Title I, Part A funds are used for eligible attendance areas and follow the ranking and allocation rules. Sec 1113(a)(b)* | **LEA Level**  🞏 A. Detailed Title I, Part A expenditure report for *each* Title building served in the 2016-17 school year. There should be a separate report submitted for each Title-served building. The reports provided must show:   * Amount of Title I, Part A funds allocated to the building. * Total 2016-17 Title I, Part A expenditures for each building.   *Note: Please make sure the reports are labeled by building or a location code key is attached.* | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.2 | **Teacher and Para Qualifications**  *At the beginning of each school year, the LEA notifies parents in all Title I, Part A served buildings that they may request information regarding the**professional qualifications of the student’s classroom teachers and paraeducators, when applicable. Sec 1112 (e)(1)(A); 34 CFR 200.61(a)* | LEA or Building Level  🞏 A. Dated copy of notification (e.g. handbook, newsletter, or letter) to parents that they may request information regarding the professional qualifications of their student’s teachers (must be sent to parents/families at the beginning of school year). | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.3 | **Annual LEA Report Card**  *The LEA annually provides a report card to parents and community.  Sec. 1111(h)(2)(C)*  *The purpose of this requirement is that families and the community have access to information on school/LEA performance and are provided with information on how to use it.*  *There is no LEA-level* National Assessment of Educational Progress *(NAEP) data for LEA Report Card. The required OSPI* State NAEP report card *for reading/math at grades four and eight is at:* [*http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=LEA&schoolId=1&reportLevel=State&year=2012-13&gradeLevelId=4&waslCategory=1&yrs=2012-13*](http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=District&schoolId=1&reportLevel=State&year=2012-13&gradeLevelId=4&waslCategory=1&yrs=2012-13)*.* | LEA Level  *Note: LEA may directly link (or provide explicit instructions) to its specific information on the OSPI Report Card website; however, it is important LEA communicates how to access or use the information. Additionally, because there may be parents or community members who do not have access to the Internet or computer, an additional notification method must also be used.*  🞏 A. Evidence of how annual LEA report card information is disseminated and explained:   * To families with children enrolled in the LEA. * To the larger community (e.g. newsletter, website, email).   🞏 B. One of the following:   1. Indicate in the comment box that the LEA uses OSPI’s report card to satisfy this requirement; *or* 2. Copy of customized LEA report card information provided to families. *If LEA provides its own report card, it must include:*  * State assessment data for LEA. * Disaggregated Student Achievement Data on state assessments. * Participation rates on state assessments. * NAEP–State NAEP percentage of students at each achievement level in reading and math for grades 4 and 8 for “all students” groups (from OSPI state Report Card). | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.4 | **LEA Parent Family Engagement**  **Policy**  *Contains all of the required elements. Sec 1116(a)(2)*   * *LEA must develop jointly with, agree on, and distribute to parents the parent family engagement policy. Sec 1116(a)(2)(A)* * *Provide coordination and technical assistance to participating schools in planning effective parent family engagement activities to increase academic achievement. Sec 1116(a)(2)(B)* * *Build school and parent capacity for strong parent family engagement as described in Sec 1116(a)(2)(B) .* * *Coordinate with programs that promote parent family engagement strategies (Head Start, Even Start, etc.). Sec.1116(a)(2)(C)* * *Conduct with parents an annual evaluation for content and effectiveness and address barriers to greater parental participation. Sec 1116(a)(2)(D)* * *Involve parents in the activities of the schools. Sec 1116(a)(2)(F)* | **LEA Level**  ***Policy***  🞏 A. Dated copy of current LEA parent and family engagement (PFE) policy with the Every Student Succeeds Act (ESSA) language.  *Note: Washington State School Directors’ Association (WSSDA) is doing a major ESSA policy packet that will be released in the fall of school year 2017–18, including the LEA parent and family engagement policy.*  *Examples of Evidence:*   * LEA adopts OSPI’s [LEA PFE Policy with ESSA Language](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAPolicyTemplateED.docx) * (Once WSSDA releases its ESSA policy packet update) LEA adopted WSSDA PFE policy with ESSA language.   ***Policy Participation***  🞏 B. Copy of dated parent notification inviting parents to participate in development of PFE policy/procedures.  *Examples of evidence:*  Letter, community newsletter, local community newspaper, mailer, email (*email alone will not be considered compliant*–LEAs must use an additional form of notification when notifying parents about their opportunity to participate in the development of the policy).  ***Technical Assistance to Participating Schools***  🞏 C.Description of how LEA assists its principals in Title I, Part A schools to meet [PFE required strategies](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx) to build capacity.  *Examples of what to include in LEA description:*   * List of activities, resources, documents used, or information the LEA provides to principals. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.5 | **One Percent Parent and Family Engagement Funds**  *The LEA ensures parents have the opportunity to be involved in decisions regarding the one percent parent and family engagement funds* (applies only to LEAs that receive an allocation of $500,000 or greater). *Sec 1116(a)(3)  Note: Under ESSA, the LEA may reserve 10% of its PFE funds for LEA activities and 90% for Title I, Part A schools. This is a change from NCLB, which was 5% for LEAs and 95% for Title I, Part A schools.* | LEA Level  🞏 A. LEA total allocation is less than $500,000–this is not applicable.  🞏 B. Evidence documenting parent input on decisions about how funds will be used for parent and family engagement activities.  *Evidence must include* all *of the following:*   * Dated meeting announcement. * Dated and labeled agenda. * Sign-in sheets. * Detailed recommendations.   🞏 C. Description of how LEA incorporates parent input into the LEA’s/schools use of funds for parent and family engagement. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.6 | **Complaint Procedures**  *The LEA disseminates free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the Title I, Part A written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs. Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs.*  <http://www.k12.wa.us/TitleI/CitizenComplaint.aspx> | LEA Level or Building Level  🞏 Description of the LEA or school’s process to ensure OSPI’s Federal Program complaint procedures are distributed to parents of students in a Title I, Part A school. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.7 | **School (Building) Parent Family Engagement Policy**  *LEA ensures each school that receives Title I, Part A funds has a written school parent and family engagement policy that (1) includes all required elements (see below), (2) describes how the school will comply with the regulations that cover parent involvement in Title I, Part A, and (3) describes how school staff will work with parents to create a School-Parent Compact (see item 1.19). This is in addition to the LEA parent involvement policy. Find the LEA and School Side-by-Side Required Policy Components at* [*http://www.k12.wa.us/TitleI/FamilyInvolvement/LEA.aspx*](http://www.k12.wa.us/TitleI/FamilyInvolvement/District.aspx)*.*  *Contains all of the required elements:*   * *Written policy developed with, agreed to and distributed to parents of participating students and updated periodically. Sec 1116(b)(1)* * *Annual meeting to inform parents of participating students in the Title I, Part A program and the right of parents to be involved. Sec 1116(c)(1)* * *Offer flexible meetings. Sec 1116 (c)(2)* * *Involve parents in the development of Title I, Part A programs and or schoolwide program. (May cross-reference to 1.7 & 1.8). Sec 1116(c)(3)* * *Provide timely information regarding: curriculum, assessments, achievement levels and opportunities for parents to provide suggestions and participate in decisions relating to the education of their children. Sec 1116(c)(4)* * *If parents are not satisfied with the schoolwide plan, there is opportunity for parents to submit any comments on the plan when the school makes it available to the LEA (may cross-reference to 1.7 & 1.8). Sec 1116 (c)(5)* * *The School Parent Compact is jointly developed with parents. Sec 1116(d)(1)(2)(A)(B)(C) (See item 1.8)* | **Building Level**  ***PFE Policy/Plan Copy***  🞏 A. Copy of current dated school parent and family engagement policy (plan) with all required elements.  🞏 B. Description of how school ensures parents participate in the development of the school (building) parent and family engagement policy.  ***Policy Dissemination***  🞏 C.Descriptionof how the schooldistributes to parents the school’s PFE policy; and if applicable, include how the PFE policy is translated into other languages for parents that do not speak English. If translation is not provided, explain why not and describe the other ways the school communicates this information to these parents**.**  In addition, if the school uses email to disseminate the PFE policy, note how the school ensures that parents without access to the *internet/computer receive a copy of the policy.*  ***Annual Title I, Part A Meeting***  🞏 D.Copy of evidence of annual Title I, Part A meeting for parents of students to inform them about their rights and about the Title I, Part A program.  *Evidence must include all of the following:*   * Dated meeting notification, * Dated agendas, and * Dated sign-in sheets.   ***Timely Information–Assessments, Curriculum, Achievement Levels***  🞏 E.Description of how the school provides timely information to parents about the schools’/LEA’s curriculum, required state/LEA assessments, and the achievement levels student must meet. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.8 | **School-Parent Compact**  *The School Parent Compact is jointly developed with parents. Sec 1116 (d)(1)(2)(A)(B)(C)*  ***Compact Requirements***  Each school served shall jointly develop with parents of served children a school-parent compact that outlines how:   * Parents, the entire staff, and students will share 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 standards. * The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards. * Each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time. * Addresses the importance of communication between teachers and parents on an on-going basis through (at a minimum):  1. Parent-teacher conference in elementary schools, at least; 2. Frequent reports to parents on their children’s progress.   Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.   1. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand | Building Level  🞏 A. One copy of a completed, current, and dated school-parent compact with all necessary compact requirements and signatures.  🞏 B. Description on how the school and parents use the compact to:   * Build and develop a partnership to help children achieve the state’s high standards. * Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.9 | **Building Capacity for Parent Family Engagement**  *To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A. Section 1116 (c)(e)(1)(2)(3)(4)(5)*  **Activities for Staff and School:**   * *Raise awareness and build skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.* * *Hold meetings early in the morning or in the evening that widen the time available for working parents to be present* * *Coordinate parent engagement programs with other school-based state and federal programs and services, including preschool if operated at the school.* * Send parents information *related to school and parent-focused programs, meetings and other activities. Present this information in an understandable and uniform format. To the extent practicable, provide materials in a language and format the parents can understand.*   **Activities for Parents:**  **How to work with educators**   * *Help parents understand state academic standards.* * *Provide materials and training designed to help parents work with their children.* | Building Level  C*apacity Building PFE Requirements*  🞏 A. Description of how the school implements the [PFE required capacity-building activities](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)  with *both* parents and staff.  *Examples of what to include in your description:*   * Describe how the school designs and provides opportunities for staff to engage with parents. Describe the how the school determines the staff opportunities. * Describe how the school designs and provides the activities offered to parents to build their skills to engage in their child’s education. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.10 | **Schoolwide Program**   * *Each Title I, Part A schoolwide building has a schoolwide plan that contains the four (4) component requirements and evidence the plan has been implemented. Sec 1114(1); 34 CFR 200.25* * *Only allowable costs may be charged to program(s). ESEA Title I, Part A, Sec 1114*   *Resources:*  [*OSPI Schoolwide Template*](http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/Default.aspx)  Bulletin 054-12 at <http://www.k12.wa.us/titlei/default.aspx>). | Building Level  🞏 A. Copy of current, dated schoolwide planthat includes the required four (4) components below:   1. Needs Assessment 2. Schoolwide Reform Strategies 3. Activities to Ensure Mastery 4. Coordination and Integration.   This should include the matrix of programs integrated into the schoolwide plan. The matrix should include the programs, amounts of funding for each program, and intent and purpose of the funding.  🞏 B. Indicate in the comment box the process the LEA uses for charging expenditures in schoolwide programs.   * Based on Revenues. * Pre-distribution of Labor. * Sequence Charging. * Other (please provide a description). | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.11 | **Schoolwide Program Evaluation**  *The schoolwide program is evaluated annually and revised as necessary. Sec 1114(b)(3); CFR 200.26(c)* | Building Level  🞏 A. Copy of the most current, *annual* schoolwide evaluation that includes the elements below*:*   * Name of the Title I, Part A school. * Date of the most current Title I, Part A program evaluation. * Process to conduct the evaluation process (how and who is involved). * Review of strategies and best practices that impacted student achievement. * Evaluate data that supports the effectiveness of the program in increasing student achievement, particularly for students furthest from achieving state standards. * Probable changes to the program based on the evaluation. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.12 | **Targeted Assistance Program and Identification of Students**   * *Each targeted assistance program meets the following criteria. Sec 1115 (b)(2)(A)-(G)* * *Each targeted assistance model shall identify eligible children for services through the rank order list. Sec 1112(b)(9); Sec 1115*   *Resources:*  [*OSPI Targeted Assistance Template*](http://k12.wa.us/TitleI/TargetedAssistance/default.aspx)*.* | Building Level  🞏 A. Principal and/or staff provide written description of the targeted assistance program that includes the required 6 elements below*. If the school used the OSPI targeted assistance template or other plan, please upload a copy.*  *Required Components*   1. Comprehensive Needs Assessments 2. Identification of Students 3. Practices and Strategies 4. Coordination and Transition 5. Parent and Family Engagement 6. Professional Development   🞏 B. Current, dated rank-order student list (based on multiple, education-related objective criteria) for each targeted assistance building being monitored.  🞏 C. Evidence that the targeted assistance program has entrance and exit procedures. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.13 | **Targeted Assistance Program Evaluation**  *The targeted assistance program shall be reviewed on an ongoing basis. Sec 1115(b)(2)(G)(iii)* | Building Level  🞏 A. Copy of the most current targeted assistance program evaluation that includes the elements below.   * Name of the Title I, Part A school. * Date of the most current Title I, Part A program evaluation. * Process to conduct the evaluation process (how and who is involved). * Review of strategies and best practices that impacted student achievement. * Evaluate data that supports effectiveness of the program in increasing student achievement for students furthest from achieving state standards. * Probable changes to the program based on the evaluation. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.14 | **Title I, Part A Set-Asides**  *Charges to federal grants are charged and documented appropriately. 2 C.F.R. Part 200 Subpart E – Cost Principles. This requirement looks at 2016-17 expenditures, which were conducted under NCLB. For reference, both the NCLB and ESSA citations are provided as LEAs will be under ESSA for 2017-18 expenditures.*   * *Parent Involvement (1%, if over $500,000 allocation).  NCLB Sec 1118(a)(3) ESSA Sec. 1116(a)(3);  34 CFR 200.65* * *Private schools (if applicable). NCLB: Sec 1120(c) ESSA: 1117(a)(4)* * *Neglected students.  NCLB & ESSA Sec: 1113  NCLB & ESSA Sec. 1115)* * *Homeless students. NCLB & ESSA: Sec 1113; Sec 1115* | **LEA and Building Level**  Detailed expenditure report (or “off the books” tracking, if applicable), separated by category/set-aside, for each of the following required set-asides. The report must show the budgeted amounts, as well as the total 2016–17 expenditures for each set-aside. In addition, include a document, or LEA chart of accounts, with account coding for Title I, Part A set-asides and locations.  🞏 A. Parent Involvement (1%, if allocation over $500,000).  🞏 B. Evidence that unspent 2016–17 district and/or building Parent Involvement set-aside (required for districts with an allocation of $500,000 or more) was carried forward and added to 2017–18 (current year) budget for Parent Involvement.  🞏 C. Private schools (if applicable).  🞏 D. Neglected students (if applicable).  🞏 E. Homeless students (required for all LEAs). | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.15 | **Equitable Services with Private Schools Located Outside of LEA**  *The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. Sec 1117* | LEA Level  ⧠ A. Communication with other LEAs and/or private schools regarding out of LEA services, e.g. email, meeting agenda.   * Equitable services for eligible private school students attending a private school in another LEA. * Communication with other LEAs and/or private schools regarding students attending private schools in your LEA from other LEAs.   ⧠ B. Process used to identify and serve out of LEA private school students, e.g., interlocal agreements or contracts, if applicable. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |
| 1.16 | **95% Participation Rate Required Action**  *Under the OSPI transition plan, LEAs and schools in the following circumstances must update their plans:*  *1. The school and/or LEA did not meet the 95% student participation rate for state assessments administered during the 2016–17 school year.* | **LEA and Building Level**  🞏 A. *If applicable,* completed 95% Participation Rate Improvement Plan Summary for LEA and each school not meeting the 95% student participation rate for state assessments administered during the 2016–17 school year.   (The list of applicable schools and LEAs will be posted on the Title I, Part A website when available from the OSPI Assessment Office.)  🞏 B. N/A if marked by OSPI staff. | ⧠ Compliant  ⧠ Action Plan Approved  ⧠ Evidence Needed  ⧠ Noncompliant  ⧠ N/A |