



Title I Targeted Assistance Diagnostic

Michigan Department of Education

2014-15

*Template with comments for meeting the
MDE OFS Targeted Assistance Rubric*

*Developed by Sybil Lenzi
December 2013*

Title I Targeted Assistance Diagnostic

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment conducted?

Who, What, When, Where and HOW?

Strongly urge you to address ALL 4 types of data (Achievement, Perception, Program/Process, Demographic) as stated above in the overview.

Consider the role parents play in this and the input they provide. The Parent Involvement component #8 will ask about this. BE CONSISTENT!

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

What "PROCESS" is used? Describe BY the content areas [ELA (reading/writing), Math, Science, Social Studies]

Who is involved in the identification?

How often is the identification collected, updated, etc?

How is the data kept—charts, lists, what?

This can be a good place to also discuss EXIT criteria as well.

Note the Legislative Citation in the rubric on pages 3-4 of the RUBRIC which speaks to other issues that would "automatically" make a student eligible for Title I .

3. List the multiple, educationally related, objective criteria established for the needs assessment process—consistent by grade level and content area—to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Measuring all content areas [ELA (reading/writing), Math, Science, Social Studies]—feeder school info is especially important.

Consistent by grade level

Consistent by content area

Again...refer to the Legislative Citation on pages 3-4 of the rubric for criteria to select students.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State’s challenging content and student performance standards.

Preschool through grade 2 shall be selected solely on teacher recommendation, parent interviews and developmentally appropriate measures.

Look at the Legislation Citation on pages 3 and 4 regarding how students who attended Head Start, Even Start, Early Reading First, or a Title I pre-school (or Michigan’s GSRP) in the previous 2 years are eligible for services.

Component 2: Services to Eligible Students

1. Describe the Title 1, Part A program services which are provided to ensure eligible children receive supplemental assistance **in the four core academic areas**.

DESCRIBE the services....the grades, the frequency and mode of delivery of services.

ALL content areas ...even if Title I does not pay for the interventions/services [ELA (reading/writing), Math, Science and Social Studies].

- Are they getting MORE and different? How often? When?
- Implementing the required district curriculum and using the textbook is NOT more and different.

It must be clear WHAT is provided by WHOM. You should paint a clear picture of what Title I provides—and what else is done to provide assistance in all 4 content areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Describe HOW Title I program planning is incorporated into the School Improvement Plan:

- Are Title I staff part of the planning team?
- Are the interventions/services from Title I included in the SIP?

Title I should clearly be a part of the planning process for overall school improvement—not just a separate issue.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State’s standards **in the four core curriculum academic areas**?

List the strategies for supporting students who are farthest from the standards. Are they getting MORE and different? How often? When? How are they provided (by whom or what modality)?

Remember: ALL content areas = ELA (reading/writing), Math, Science and Social Studies.

2. Identify the research-based methods and strategies in the plan ensure effective methods will be utilized to improve overall student academic achievement.

The strategies need to be aligned (based on the causes for gaps or the findings in the needs assessment).

Are any research citations at least as good as a middle school's term paper (author, title, date)??

- Do the research citations make sense for the strategies listed?
- NO websites! NO Textbooks! We're looking for a REAL report, book, study, article, etc.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

How are the services and interventions "closing the gap" in achievement?

Are they getting MORE and different? How often? When?

How is the school monitoring the progress of students receiving services to ensure that the interventions and services are making a difference and "accelerating" their learning?

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Describing how the students are still getting the basic delivery of curriculum by their classroom teacher needs to be clear.

Title I must not interfere with their normal instruction.

Title I must be clearly supplemental in nature.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A programming—including services for children with Limited English Proficiency, if applicable?

Describe the ongoing coordination between regular education and supplemental Title I program.

- How do the programs "communicate"?
- How is information "shared"?
- What role does Title I staff play in the school?
- How does the Title I staff work in cooperation with the regular classroom teachers?
- How are decisions made about students entering/exiting the program?

IF APPLICABLE: Are services for LEP students included—or are they treated like a separate, ancillary program? LEP students ARE Title I eligible students. If there are NO LEP/ELL students, STATE such!

2. For schools with kindergarten: Describe the school’s transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

IF the school has a kindergarten:

The TA program plan includes a description of the transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

- More visits?
- Training for parents or teachers?
- Orientations?
- Communications over time?
- NOT just a kindergarten “round up”
- Resource materials provided?

NOTE that this is NOT the same as the Preschool Transition requirement for Schoolwide Title I schools.

Not required of middle schools or high schools...or schools without a kindergarten.

Component 6: Instruction by Highly Qualified Staff

1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? **Provide an assurance statement regarding this.**

Self-Explanatory

2. Do all of the teachers meet the NCLB requirements for highly qualified? **Provide an assurance statement regarding this.**

Self-Explanatory

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the TA program or in the regular education program?

NOTE the “ongoing and sustained” statement. Not just “one stop” workshops. What continues from the previous year and will continue into the next?

Consider what you have included under Activities in the Goals/Objectives/Strategies.

What training is the staff getting to help them differentiate instruction and to better identify students who need assistance as well as WHAT they need (note that narrative in Component 10)?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the TA program or in the regular education program?

What training are your Title I para-pros and teachers receiving? Remember "other staff".
TIP: Make sure the P.D. you mention here for parents lines up with what you say under Parent Involvement.

3. Your school's professional development/learning is complete.
Respond YES or NO. If no, provide comments explaining WHY.

Attach a copy of your school's professional development plan or calendar below [HERE](#).

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Look beyond this section—are parents included in stakeholder groups, perception data, conducting the needs assessment, etc?

What opportunities are identified for parents to have input in the plan and Title I program in other parts of the plan. Check your Parental Involvement Policy.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

What role can parents play in supporting the school to carry out this program and plan?
Consider what role parents could plan in carrying out the 10 Components of the TA plan:

1. Needs Assessment
2. Services for Eligible Students
3. Incorporating Title I into Existing School Program Planning
4. Instructional Strategies
5. Title I and Regular Education Coordination
6. Instruction by Highly Qualified Staff
7. High Quality and Ongoing Professional Development
8. Strategies to Increase Parental Involvement
9. Coordination of Title I and Other Resources
10. Ongoing Review of Student Progress

3. How are parents involved in the evaluation of the TA program plan?

How are parents involved in the evaluation section—Check other SIP narratives as well.

Explain HOW parents provide input on the TA program?

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Activities outlined in section 1118 (e)(1) through (5) and (14) and section 1118 (f) must be clearly included in the plan.

Check the Legislative Citation of the rubric (page 10) for these activities:

(e) (1) Assist parents in understanding the State’s content standards and assessments and how to monitor their child’s progress.

(2) Provide materials and training to help parents work with their children.

(3) Train staff to build effective parent involvement.

(4) Collaborate with other programs to coordinate parent involvement.

(5) Provide information in a format and language that parents can understand.

(14) Provide other reasonable support for parent involvement as parents may request.

(f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.

5. Describe how the parent involvement activities are evaluated.

So...how have you determined WHAT activities will be offered?

Check your school level parent involvement policy for HOW the school carries out Section 1118 (c) through (f).

Have parents had input or evaluated any of those?

When you conduct parent activities, how do you get feedback from the parents about the topic, timing, relevance, etc?

Do you have a Parent Advisory group (or PTO leadership) who provide suggestions and feedback?

How often do you seek out their input? How do you collect it?

6. Describe how the school-parent compact is developed.

The plan includes the description of the development of the school-parent compact which addresses parents, students and teachers; and **describes a true partnership** for learning between the home and school.

- Parents AND Staff **worked together** to create that compact that outlines the responsibilities of parents, staff and students to ensure academic achievement.

- Note the wording...does it “sound” like parents had a hand in this?

Used with parents of Title I TARGETED students as this is a Targeted program.

Middle and High Schools can share the compact under other circumstances, but there needs to be a “personal contact” made with its use. Just sending it home is NOT the intent of this legislation.

7. Do you have a Title I School-Parent Compact? YES or NO. If no, explain WHY.

NOTE: The Title I School-Parent Compact will be attached HERE.

8. How does the school provide individual student academic assessment results in a language parents can understand?

Describes how the school will provide individual student academic assessment results in a language the parents can understand, **including an interpretation** of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3)—STATE assessments.

- Not just Limited English, but also “user friendly” or illiterate or Braille—for example.
- Not just sending home a document---how can they get an interpretation of scores and proficiency levels?

Referring to State Assessments and standards (MEAP, GLCE’s, MME, HSCE’s, CCSS, College and Career Ready).

9. Does the school have a Title I Parental Involvement Policy/Plan?
YES or NO. If no, explain WHY.

The School Level Parent Involvement Policy is attached here.

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact is used annually at the elementary level at a parent teacher conference. It can be introduced at othertimes, but MUST BE shared with elementary parents at a conference.

Used with parents of Title I TARGETED students as this is a Targeted program.

Outlines responsibilities of Staff, Parents and Students (all 3).

Middle and High Schools can share the compact under other circumstances, but there needs to be a “personal contact” made with its use. Just sending it home is NOT the intent of this legislation.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Programs and resources are coordinated and integrated.

- Some sort of listing of FEDERAL, STATE and LOCAL resources should be present.
- The description of the resources illustrates how the school uses these resources to promote or implement school improvement.

Also check the “fiscal resources” listed under Activities in the goals portion of the School Improvement plan (SIP).

Not everything is a State or Federal fund or grant...what about your local agencies, groups, etc. that support the Title I students? What about your ISD/ESA? Parent Organizations? Community organizations? Volunteer groups?

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school must include the types of programs identified above, IF APPLICABLE.
Not all schools receive support in the areas identified above.

Certainly nutrition programs are present in all these schools (Free or Reduced lunch, breakfast programs, etc).
Head Start or GRSP (Great Start Readiness Program) is often cited in the Preschool Transitions section of component #5.

These resources should be repeated even if they have been cited in other parts of the plan.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The plan provides a DESCRIPTION of how the progress of participating students is:

- Monitored (by whom? In what manner? What assessments?)
- Ongoing/frequent review (state the frequency)
- Look back at component #2—how are these services being evaluated for their impact on students? Are they making any difference at all?

Again, the issue of EXITING students from services is worthy of stating here again...even if you already stated it earlier.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Self-Explanatory—what changes are made based on the progress review to better meet the needs of students?

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom, based on the review of student progress.

HOW has this progress review information been used to provide TRAINING to teachers in order to better identify students who need assistance or HOW to best implement student achievement standards in their classroom?

Evaluation

1. Describe how the school evaluates the implementation of the targeted assistance program at least annually.

Note the word ANNUALLY .

Keep in mind the use of the MDE Program Evaluation Tool and Program Implementation Tool.

2. Describe how the school evaluates the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement.

RESULTS of the TA program...State and OTHER indicators

How do you determine whether or not the Title I program is making a difference?

Keep in mind the use of the MDE Program Evaluation Tool and Program Implementation Tool.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

How do you measure the EFFECTIVENESS of the TA program/services? If you don't have something in place--you NEED to. Consider what you have stated in other components of this plan regarding the progress monitoring of Title I students. What sort of GROWTH has taken place for the targeted students?

Consider the USE of the MDE Program Evaluation Tool.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Self-Explanatory