

**Program Quality Review
Targeted Assistance Programs**

School Data					
LEA Code		LEA Name		Date of Review	
School Code		School Name		Principal Name	
Percent Poverty		Year of Improvement		Teacher FTEs	
Title I Allotment		Subject/Subgroup		Paras/Others FTEs	

Feedback	
Commendations:	
Concerns:	
Recommendations:	

I. Program Design: Has the school designed the targeted assistance program in consideration of overall school needs?		
Quality Requirement	Quality Indicators	Comments
<p>The school reviews, on an ongoing basis, the progress of participating children and revising the targeted assistance program, as needed. [SEC 1115(c)(2)(B)]</p>	<p>Was process is in place to review the objectives and outcomes of the targeted assistance program?</p> <p>How does the school train teachers on how to identify students who need additional assistance?</p> <ul style="list-style-type: none"> • Sources of student data • Samples of communications <p>In what ways has the targeted assistance program been revised from previous years?</p> <ul style="list-style-type: none"> • School improvement team agendas/minutes of meetings • Professional development plans 	

II. Participating Students: Have students been appropriately selected for services?		
Quality Requirement	Quality Indicators	Comments
<p>Eligible students are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria. [SEC 1115(b)]</p>	<p>Is appropriate criteria used to identify students for the targeted assistance program?</p> <p>Does the selection process ensure that students with the greatest academic need will be served?</p> <ul style="list-style-type: none"> • Assessment results • Testing results • Other academic indicators • Rank order list of students • Roster of participating students 	
<p>Children from preschool through grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate educationally related measures. [SEC 1115(b)]</p>	<p>Is appropriate criteria used to identify students from preschool through grade 2?</p> <p>Does the selection process ensure that students with the greatest academic need will be served?</p> <ul style="list-style-type: none"> • Assessment results • Teacher input • Parent interview/surveys • Rank order list of students • Roster of participating students 	

III. Targeted Assistance Program Components: Are the required components effectively communicated to staff and implemented in the targeted assistance program?		
Quality Requirement	Quality Indicators	Comments
Title I funds are used to help participating children meet such State's challenging student academic achievement standards expected for all children. [SEC 1115(c)]	<p>How is student progress monitored and measured?</p> <p>What is being done differently to ensure students are moving toward proficiency?</p> <ul style="list-style-type: none"> • Sample student assessments • Benchmark data toward progress goals • Sample Personal Education Plans • Rosters of participating students 	
The school incorporates plans for students served under this part into existing school planning. [SEC 1115(c)(1)(B)]	<p>Is there evidence to show that the targeted program was discussed as a part of the school improvement planning process?</p> <p>Is the targeted program described in the school's improvement plan?</p> <p>How does the targeted assistance program coordinate with and support the regular education program?</p> <ul style="list-style-type: none"> • School Improvement Plan • School improvement team meeting agendas/minutes of meetings 	
The school offers the targeted assistance program with a primary consideration to providing extended learning time. [SEC 1115(c)(1)(C)]	<p>How does the program design offer extended learning opportunities such as an extended school year, before- and after-school, and summer programs and opportunities?</p> <p>How does the program design minimize removing children from the regular classroom during regular school hours (e.g., no more than 25% for subject)?</p> <ul style="list-style-type: none"> • Master schedule for school 	

	<ul style="list-style-type: none"> • Program schedule for identified students • Student roster for participating students 	
<p>The targeted assistance program implements effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school. [SEC 1115(c)(1)(C)]</p>	<p>What does the program offer to provide an accelerated, high-quality curriculum, including applied learning?</p> <ul style="list-style-type: none"> • Sample lesson plans • Sample student materials 	
<p>Instruction is provide instruction by highly qualified teachers. [SEC 1115(c)(1)(E)]</p>	<p>Are students in the targeted assistance program being instructed by highly-qualified teachers?</p> <ul style="list-style-type: none"> • Program schedule • Staff assignments • Principal’s Attestation Statement • Human resources personnel records 	
<p>The school provides opportunities for high-quality professional development for teachers, who work with participating children in programs under this section or in the regular education program. [SEC 1115(c)(1)(F)]</p>	<p>What types of professional development is provided to ensure the success of students participating in the program?</p> <p>Are appropriate teachers principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff included?</p>	
<p>The school implements strategies to increase parental involvement. [SEC 1115(c)(1)(G)]</p>	<p>How are parents of students participating in the program involved in school activities to enable them to make decisions about their child’s education?</p> <p>Do parents receive regular communication regarding the progress of the students?</p> <ul style="list-style-type: none"> • Parent involvement plan • Parent compacts • Parent notifications/newsletters • Agendas/minutes from annual meeting • Communication for non-English speakers • Parent training sessions 	

<p>School effectively coordinates and integrates available resources provided with Federal, State, and local funds. [SEC. 1115(c)(1)(H)]</p>	<p>What other funds are utilized to support targeted assistance program?</p> <p>How are decisions made to ensure effective coordination of school resources?</p> <ul style="list-style-type: none">• School Improvement Plan• Budgets• Program description• School Improvement Team minutes	
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IV. Fiscal Accountability: Does the LEA maintain the control of funds and title to materials and equipment purchased with Title I funds?		
Quality Requirement	Quality Indicators	Comments
Title I materials and equipment are used solely for students participating in the targeted assistance program. [SEC 1115]	<p>Does evidence show that materials and equipment purchased with Title I funds are used for students participating in the targeted assistance program?</p> <ul style="list-style-type: none"> • Budgets • Purchase orders/invoices • Labeled Title I equipment • Equipment Inventory sheet • Contracts (if applicable) 	
Title I personnel (teachers, aides/paraprofessionals, coordinators, etc.) have their Title I time and daily duties documented through a fixed schedule or time and effort log [SEC 1115]	<p>How is time and effort maintained for Title I paid staff?</p> <p>If paid from more than one source, does documentation detail the dates and hours worked/activities performed during each school day?</p> <ul style="list-style-type: none"> • Payroll records • Printed time and effort documentation • Title I staff schedules 	
Title I services are supplemental or above and beyond the primary instruction delivered by classroom teachers and do not take the place of the primary classroom instruction.[SEC 1115]	<p>Does evidence show that services offered to participating children is supplemental to the services provided to non-participating?</p> <ul style="list-style-type: none"> • Grade level minutes of meetings • Program descriptions • Master schedule for school • Regular classroom schedule • Title I program schedule 	

STUDENT TRACE

Services provided to eligible students should be consistent with programmatic provisions of operating a Targeted Assistance Program. A student is randomly selected from a list of Title I participating students. The student selected should be one for which records should be relatively complete. The documents and interview questions should describe Title I selection, Title I services, and Title I expenditures for the selected student.

Student	Grade	Teacher
<p>STUDENT SELECTION: Eligible private school students must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards.</p>		
<p>Document Review:</p> <ul style="list-style-type: none"> Rank order list of students Multiple objective academically-related criteria used to develop rank order list Student assessment results/work samples 	<p>Title I Teacher Interview Questions:</p> <ul style="list-style-type: none"> How was this student selected for Title I services? How do these services meet this student's needs? How do you measure student growth/proficiency? 	<p>Comments:</p>
<p>TITLE I SERVICES: Title I service are provided only for those students and their families that are eligible to participate and must improve student academic achievement in the regular classroom.</p>		
<p>Document Review:</p> <ul style="list-style-type: none"> Sample lesson plan for student instruction Records/work samples Assessment results related to instruction Schedule of Title I services Parent participation/communication records 	<p>Title I Teacher Interview Questions:</p> <ul style="list-style-type: none"> How do you determine whether participating students are progressing toward meeting State standards? How what ways do the Title I services support what this student learns in the regular classroom? How is this student's family involved with the Title I program? 	<p>Comments:</p>
<p>TITLE I FUNDS: Title I funds must be used only for instructional costs associated with providing Title I instructional services to participating students.</p>		
<p>Document Review:</p> <ul style="list-style-type: none"> Materials/equipment used for student instruction Purchase orders/invoices 	<p>Title I Teacher Interview Questions:</p> <ul style="list-style-type: none"> How are these materials used to provide Title I services for this student? Where (location) is the Title I purchased materials/equipment stored when not in use for the Title I services? Do any other students use the Title I purchased materials/equipment? 	<p>Comments:</p>