

19a. Title I Requirements and Required Documentation

The Title I coordinator is responsible for having a working knowledge of, documentation of and access to the information listed below. Documentation must be retained for the project year plus four years. Some of the information is available electronically through the ESEA Consolidated Application.

Note: this information available electronically from 2004-05 through the current school year.

Selection of Eligible Schools

Evidence of how enrollment data is collected annually.

- Process for collecting enrollment and poverty data for public and private schools
- Records of enrollment and poverty status by attendance area for public and private schools

Highly Qualified Teachers and Paraprofessionals

Highly Qualified refers to teachers and paraprofessionals who hold appropriate licensure. For more detailed information on PI 34 Administrative Rules see the following URL:

<http://www.dpi.state.wi.us/tepd/34.html#definitions3401>

- All teachers meet highly qualified criteria
 - Title I teachers and Title I paraprofessionals in a Targeted Assistance school
 - All instructional staff in a Schoolwide school
- Documentation of certification, including a 316/317 license for Title I teachers who teach reading 1 hour/class period or more per day
- Contracts verifying Title I-funded personnel by function and school
 - If all Title I funded personnel do not meet highly qualified criteria, at least 5 percent of the district's current year Title I allocation must be set aside to meet the requirement
- Professional development plan for Title I staff (teachers and paraprofessionals)

Instructional Program Design

Evidence of how the Title I program was developed, delivered, evaluated, reviewed and coordinated with district curriculum and instruction.

- Leadership/organizational structure
- Needs assessment, including:
 - Process for collecting enrollment and poverty data
 - Records of enrollment and poverty status by attendance area for public and private schools by attendance
- Planning and program design
- Annual program evaluation and improvement plan
- Coordination with district instructional program

Evaluation and School Improvement

Evidence of how the Title I Program is systematically evaluated, including its program mission, instructional delivery model, and provides for improved student learning.

- Evaluation of Title I program effectiveness
- Use of multiple academic achievement data to make program decisions annually (including WKCE-CRT, district assessments, classroom assessments, etc.)
- Evidence of monitoring AYP

- action plan for any school identified for improvement
- action plan for district identified for improvement

Schools Identified for Improvement

Evidence of how the Title I Program funds were used to improve student achievement. For more detailed information on Schools Identified for Improvement see the following

URL:<http://www.dpi.state.wi.us/oea/accounty.html> .

Evidence that Title I funds were set aside for

- School choice
- Supplemental services
- Professional development
 - SIFI required 10 percent of school allocation
 - DIFI required 10 percent of district allocation

Targeted Assistance Program: Instructional Design and Delivery to Students

Services in a Targeted Assistance program are directed to identified students in a Targeted Assistance program

- Process for identifying and prioritizing eligible students in a Targeted Assistance program
- Description of process used to identify eligible students using multiple, educationally related criteria
- Priority list of eligible students
- List of students served with Title I
- Description of instructional delivery model (e.g., in-class support, pull-out, before/after school, summer school, etc.)
- Schedules of Title I teachers and paraprofessionals
- On-going evaluation of student progress and program revisions

Schoolwide Program: Instructional Design and Delivery to Students

Services in a Schoolwide program are designed to improve learning for all students, especially those struggling to meet the state academic standards

- Copy of PI-9551—Schoolwide Programs, Assurances and Narratives
- Evidence that the 10 components of a Schoolwide Program are addressed and annually reviewed/updated
- Evidence that on-going monitoring of student achievement results in modification of instruction for students
- Evidence of parent involvement in planning and evaluation of Schoolwide program
- Evidence of how the needs of struggling students are identified, delivered and met
- Evidence of how the instructional program is designed and delivered to enhance learning for all students

Parents

Evidence of how the Title I Program involves parents, family and community in meaningful activities that support students' learning and school decisions.

- District Parent Involvement Policy
- School Parent Involvement Policy and documentation (for each Title I school)
 - Parent compacts
 - Notification of program purposes, academic programs and services provided

- Meeting agendas, including attendees
- Results of annual review of effectiveness of parent involvement
- Use of reserved funds for parent involvement
 - Clear evidence that 95 percent of 1 percent is used for parent involvement at the school level for districts with allocations of \$500,000 or more
- Notification of Parents' Right to Know provision—explicit documentation of how parents are informed of:
 - When children are taught for four consecutive weeks by a teacher or paraprofessional not meeting highly qualified status
 - SIFI status (see below) and options for school choice and supplemental services
 - Student achievement levels on WKCE-CRT for grades 3-8 and 10
 - Parent right to receive information on qualifications of their children's teachers

Private Schools

Evidence of how the Title I Program supports eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school students, their teachers, and families.

- Signed private school affirmations for all private schools in the district (PI-9550-AC)
- Evidence of joint planning meetings with private school officials (e.g., agendas, minutes)
- Evidence of on-going consultation
- Evidence of meeting Title I Equitable Participation including services to students, as well as parents and teachers of students served through Title I (e.g., parent involvement, professional development and 'Other' reservations subject to equitable participation)
- Identification process for students identified for services in each private school
- Description of instructional delivery model for private schools

Fiscal and Equipment

Evidence that the Title I Program funding is administered to provide services to high-poverty school districts and used to provide supplementary educational services in reading and mathematics to students who are educationally disadvantaged or at risk of failing to meet the state standards.

- Evidence that expenditures align with the approved budget and program plan
- Approved budget from ESEA Consolidated Application, purchase orders, claims
- Equipment inventory for all items purchased with Title I funds (include name of item, date of purchase, purchase price, location, status/disposal)
- Evidence of comparability
- Board-approved district comparability policy
- District salary schedule
- Annual check on status of comparability
- Evidence that funds were used appropriately
- Professional development for highly qualified teachers and paraprofessionals
- Required set-asides
- Private school expenditures
- Documentation of all funds expended on behalf of the private school including Title I teacher, materials, parent involvement, professional development, etc.