

TARGETED ASSISTANCE SCHOOL PROGRAM EFFECTIVENESS GUIDANCE RUBRIC

District Name: _____

Review Team: _____

Building Name: _____

Date: _____

This rubric serves as a tool to use annually for reviewing the Targeted Assistance School program and provides a system to encourage and measure growth. (Evidence should be examined. For example: Evaluate the parent survey, the number of surveys that were sent, the number that were returned, and a compilation of the results and comments. Example 2: Review participant sign-in sheets of those involved in reviewing and updating compact and include a copy of the compact.)

This rubric should be completed on an annual basis for each Targeted Assistance School and kept on file for review by NDE staff during the NCLB monitoring process. The Consolidated NCLB Three-Year Monitoring Schedule is available on the NDE Federal Programs web page (<http://www.education.ne.gov/federalprograms/index.htm>). **NOTE: Form does not need to be submitted to NDE, but should be retained at the building level and will be collected during ESEA/NCLB monitoring.**

PROGRAM DESCRIPTION	
List the grade span of the building in the box to the right.	
List the grades receiving Title I services.	
List the subject(s), (in the box to the right), for which supplemental Title I services are being provided.	
Provide a brief description of how Title I services are being provided.	

COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM

1	<p>§1115(b)(1)(B) Requirement: Eligible children from eligible population Evidence: An eligible list of children identified by the school as failing, or most at risk of failing, to meet the State’s challenging academic achievement standards on the basis of multiple, educationally related, objective criteria.</p>				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
1.1	Student data from three developmentally appropriate measures are used to identify children in greatest need in Grade 2 and below.	Student data from four developmentally appropriate measures are used to identify children in greatest need in Grade 2 and below.	Student data from four or more developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need in Grade 2 and below.		
1.2	Student data from three grade-level appropriate measures are used to identify students in greatest need in Grade 3 and above.	Three sources of student data that include NRT, CRT, and other data such as absenteeism, drop-out and mobility are used to identify students in greatest need in Grade 3 and above.	Student data include four or more sources of achievement data, which may include absenteeism, drop-out and/or mobility data to identify students in greatest need in Grade 3 and above.		

- Yes No **Procedures are in place to enable children to enter and exit the Title I program throughout the year.**
- Yes No **All students residing in the district are considered for services including those automatically eligible such as neglected, delinquent, homeless, and former Head Start students. The process also does not automatically exclude ESL/LEP students with disabilities. (Districts with more than 1,000 students must serve buildings in rank order of poverty.) Homeless students attending any building in the district are eligible to receive Title I services.**
- Yes No **Parents are notified of child’s eligibility to participate in Title I services and documentation exists to support the absence of services to any child in greatest need who is not receiving services.**
- Yes No **A School-Parent compact exists for each child served. (Signatures are not required, but encouraged.)**

COMMENTS:

2	§1115(c)(1)(C) Requirement: Targeted Assistance instructional strategies Evidence: Scientifically based research strategies address identified needs and are designed to raise the achievement level of all Title I students on content standards. The school will determine if such needs have been met.					
		Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
	2.1	Assessment data have been used to identify instructional strategies for all children being served.	Assessment data have been analyzed and used for prioritizing academic decisions.	Assessment data have been reviewed regularly, analyzed and tracked over time to ensure proficient and advanced levels of achievement.		
	2.2	The scientifically based research strategies used provide additional assistance to students failing to make progress on the standards.	The scientifically based research strategies used provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on standards.	Multiple strategies based on scientific research are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards.		
2.3	Title I services do not supplant what the district provides other students. Students receiving Title I assistance receive the same amount of instruction from the regular classroom teacher as non-Title I students.	Title I services do not supplant what the district provides other students. Students receiving Title I assistance receive the same amount of instruction from the regular classroom teacher as non-Title I students. Extended learning time is provided with before or after school programs or summer school.	Title I services do not supplant what the district provides other students. Students receiving Title I assistance receive the same amount of instruction from the regular classroom teacher as non-Title I students. Extended learning time is provided with before or after school programs and summer school.			
COMMENTS:						

3	§1115(c)(1)(E) Requirement: Instruction by highly qualified teachers and paraprofessionals Evidence: The plan describes efforts to retain highly qualified staff to better meet the individual needs of all students.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
3.1	Title I teachers are endorsed in the area of their assignment and meet NCLB requirements.	Title I teachers are endorsed in the area of their assignment and meet NCLB requirements and participate in professional development activities.	Student needs are examined in relationship to qualifications of Title I funded staff and aligned by placing appropriate staff in "high needs" schools.		
3.2	Title I funded paraprofessionals meet the NCLB requirements of either 48 semester credit hours or equivalent, from an accredited college, an associate degree from an accredited college, or have passed one of the approved state assessments.	Title I funded paraprofessionals meet the NCLB requirements and are included in professional development provided to other staff members when appropriate.	All Title I funded paraprofessionals meet the NCLB requirements and are included in professional development provided to other staff members. They are provided ongoing training specifically focused on working with high needs students.		
<input type="checkbox"/> Yes <input type="checkbox"/> No Title I personnel are assigned to work only with Title I qualified children during Title I assigned instructional time.					
<input type="checkbox"/> Yes <input type="checkbox"/> No Title I personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties.					
<input type="checkbox"/> Yes <input type="checkbox"/> No If Title I teachers are assigned to substitute for classroom teachers, district funds are used to pay for the salary for that day.					
<input type="checkbox"/> Yes <input type="checkbox"/> No Resources such as staff, materials and equipment funded by Title I, are used only by children participating in the program.					
COMMENTS:					

4	§1115(c)(1)(F) Requirement: High quality and ongoing professional development Evidence: Ongoing professional development plan that supports administration, teachers, and paraprofessionals to serve Title I children and their needs.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
4.1	Professional development, focused on standards, is offered to teachers of Title I students on a limited basis.	All staff teaching Title I students participate in professional development that focuses on enabling Title I students to meet state standards.	All teaching staff of Title I students participate in ongoing, high quality professional development that is focused on proven effective strategies that focus on Title I student performance on the assessment of content standards.		
4.2	Professional development generally addresses the identified strategies and needs of the Title I identified students.	Professional development is designed to specifically address the identified needs of the Title I students.	An ongoing professional development plan and process is in place to meet the targeted needs of all Title I students and teachers through the identified strategies.		
COMMENTS:					
5	§1115(c)(1)(G) Requirement: Strategies to increase Title I parental involvement Evidence: Parent/community involvement; compact development and implementation; parent involvement policy and other required activities to involve Title I parents; dates and minutes of Title I meetings.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
5.1	Parents of Title I students are involved in developing the Targeted Assistance School program and strategies to increase parental involvement.	Title I Parents and community members contributed to the planning and implementation of the Targeted Assistance School program through direct involvement.	Title I Parents and community members have multiple opportunities to be actively involved in developing and implementing the Targeted Assistance School program through direct involvement.		

5.2	<p>The Title I School-Parent Compact has been jointly developed with parents and must describe:</p> <p>See section below for Compact Requirements</p>	<p>Title I teachers, parents, and students were involved in developing the Title I School-Parent Compact and it is reviewed annually. The Compact meets the requirements below.</p>	<p>The components of the Title I School-Parent Compact are often reviewed with Title I parents and students to assure that all parties are fulfilling their role and responsibilities. The Compact meets the requirements below.</p>		
<p>A Title I School-Parent Compact has been jointly developed with parents and must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the school's responsibility to provide high-quality curriculum and instruction to enable children to meet state academic achievement standards <input type="checkbox"/> ways in which parents will be responsible for supporting their children's learning, and <input type="checkbox"/> the importance of communication between teachers and parents on an ongoing basis. <p><i>Parent signatures are encouraged, but not required.</i></p>					
5.3	<p>A building level parent involvement policy or procedures, meeting Title I requirements, has been developed with parent input.</p> <p><i>(Does not need to be board approved)</i></p> <p>See section below for Parent Policy Requirements</p>	<p>The building level parent involvement policy or procedures, which has been developed with parent input and meeting Title I requirements (below), is distributed/shared with parents of Title I students.</p>	<p>The building level parent involvement policy or procedures, which meets the Title I requirements (below), is reviewed and updated annually at the Title I annual parent meeting and is distributed/shared with parents of Title I students.</p>		
<p>The <u>school</u> has a policy that meets the requirements of NCLB. The policy shall include the following:</p> <p><u>Policy Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> convene annual meeting(s) at convenient time(s) <input type="checkbox"/> involve parents, in the planning, review, and improvement of the school parent involvement policy <input type="checkbox"/> provide parents with timely information regarding curriculum, academic assessments used, and proficiency levels <input type="checkbox"/> provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children <p><u>Shared Responsibilities for High Student Academic Achievement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> jointly develop with parents a School-Parent Compact that outlines shared responsibility for improved student academic achievement <p><u>Building Capacity for Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their students' academic achievement in a format, and when feasible, <i>in a language the parents can understand</i> <p><u>Accessibility</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> to the extent practicable, districts and schools shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and <i>in a language such parents can understand</i> 					

5.4	At least one Title I parent meeting/activity is held annually. Minutes and a list of participants are maintained to verify the meeting.	Two or more Title I parent meetings/activities are held at various times to accommodate parent schedules. Minutes and a list of participants are maintained to verify the meetings.	Ongoing meetings/activities provide opportunities for Title I parents to be involved in the education of their child(ren). Strategies to increase parent involvement, such as family literacy services or implementation of model approaches to improving parental involvement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis. Minutes and a list of participants are maintained to verify each activity.		
COMMENTS:					
6	§1115(c)(1)(C) Requirement: Strategies to address areas of need Evidence: Activities to ensure that students who experience difficulty meeting the State's challenging student academic achievement standards shall be provided with effective and timely additional assistance.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
6.1	The Title I program provides opportunities to extend or increase learning time within or beyond the instructional day for various groups of Title I identified students utilizing staff collaboration and planning.	The Title I program provides opportunities to extend or increase learning time within and beyond the instructional day for various groups of Title I identified students utilizing staff collaboration and planning.	The Title I program includes evidence of multiple opportunities to extend or increase learning time within and beyond the instructional day and year for various groups of Title I identified students utilizing staff collaboration and planning.		

Options for providing Extended Learning Opportunities-- Encouraged, but not required:

Yes No Do Title I funds support a before/after school program?

Yes No Do Title I funds support a summer school program?

Yes No Do Title I funds support a preschool program?

COMMENTS:

**7 §1115(c)(1)(H)
Requirement: Coordination and integration of Federal, State and local services and programs
Evidence: Federal, State, and local funding sources are used to support and implement the program. Resources, such as programs and materials, human resources, time, and community resources are used to meet the needs of staff and students.**

	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
7.1	The Title I program describes one way the coordination and integration of programs, materials, and/or funds will improve student achievement.	The Title program describes two or three ways the coordination and integration of programs, materials, and/or funds will improve student achievement.	The Title I program describes four or more ways the coordination and integration of programs, materials and/or funds will improve student achievement.		
7.2	Community resources are considered in developing the Title I program.	Community resources are used to support the strategies of the Title I program.	The school and community, through coordination and integration of Federal, State, and local services and programs work together as partners in supporting high achievement for Title I students.		

COMMENTS: