

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

Please follow these directions for determining **building or School level** evidence. See the [Title I, Part A Program Monitoring: Consolidated Program Review](#) webpage for more information and supports.

LEAs with enrollment of 5,000 students and under:

Provide evidence for two (2) schools:

- One (1) Targeted Assistance school (TAS) and one (1) Schoolwide Program (SWP) school with the highest per pupil expenditures (PPE).
- If only one program type, two schools with highest PPE.

LEAs with enrollment of 5,001 students and over:

- If LEA has both program model types, provide evidence for two (2) TAS and two (2) SWP with the highest PPE.
- If LEA has one program model type, provide evidence for three (3) schools with the highest PPE.

The Title I office may request additional documentation if needed.

| Item | Description | Evidence | Determination | Actions Required | Comments |
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| 1.1 | <p>Ranking and Allocating</p> <p><i>Title I, Part A funds are used for eligible attendance areas and follow the ranking and allocation rules. [ESSA Section 1113(a)(b)]</i></p> <p>Resources: Ranking & Allocating Title I, Part A Funds.</p> <p>Spreadsheet used to calculate Ranking & Allocating Compliance.</p> <p>Risk Level: 2</p> | <p>LEA Level</p> <p><input type="checkbox"/> A. Title I, Part A expenditure report for <i>each</i> Title school served, showing only Title I expenditures for the <i>prior school year</i>. There should be a separate report submitted for <i>each</i> Title-served school.</p> <p>The reports must show:</p> <ul style="list-style-type: none"> • Total Title I, Part A funds <i>budgeted</i> for each school. • Total Title I, Part A <i>expenditures</i> for each school. <p><i>Note: When running the report (from WSIPC or other internal system) please sort by Title I expenses and location code. Please label reports by school or attach a location code key.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Expenditure Report | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| <p>1.2</p> | <p>Title I, Part A Set-Asides <i>Charges to federal grants are charged and documented appropriately. [2 C.F.R. Part 200 Subpart E – Cost Principles]</i></p> <ul style="list-style-type: none"> • Parent Engagement (1%, if over \$500,000 allocation). <i>[Section 1116(a)(3)]</i> • Private schools (if applicable). <i>[Section 1117(a)(4)]</i> • Neglected & Delinquent students. <i>[Section 1113 & Section 1115]</i> • Homeless students. <i>[Section 1113 & Section 1115]</i> <p>Resources: Title I, Part A & LAP Program Guide See page 33. Title I, Part A: A Fiscal Handbook.</p> <p>Risk Level: 2</p> | <p>LEA and Building Level <i>Expenditure report (or other internal tracking document), separated by category/set-aside, for each of the following required set-asides.</i></p> <p><i>The report must show the budgeted amounts, as well as the total prior school year 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.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Homeless students (required for all LEAs). <input type="checkbox"/> B. Parent Engagement (1%, if allocation over \$500,000). <input type="checkbox"/> C. Evidence that unspent prior school year LEA and/or school Parent Engagement set-aside (required for LEAs with an allocation of \$500,000 or more) was carried forward and added to the <i>current year</i> budget for Parent Engagement. <input type="checkbox"/> D. Private schools (if applicable). <input type="checkbox"/> E. Neglected & Delinquent students (if applicable). | <ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited | | |
| <p>1.3</p> | <p>Supplement, Not Supplant Methodology <i>Title I, Part A funds must supplement, and not supplant, the funds that would, in the absence of Title I funds, be made available from state and local sources.</i></p> <p><i>The LEA must demonstrate that the methodology used to allocate state and local funds to each school ensures that schools</i></p> | <p>LEA Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Provide the written methodology or methodologies for the LEA’s distribution of state and local funds to each school (any facility with a building code) in the LEA. The methodology must include: <ul style="list-style-type: none"> • How the LEA ensures that state and local resources are not reduced based on Title I status. | <ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited | | |

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| | <p>receive all the state and local funds it would otherwise receive if it were not receiving Title I funds. [Section 1118(b)]</p> <p>Resources: Supplement, Not Supplant Guidance</p> <p>Please review the updated guidance to learn if the LEA is partially exempt from the SNS requirement.</p> <p>Risk Level: 2</p> | <ul style="list-style-type: none"> • How the LEA will ensure the methodology for distribution will be followed going forward. <p><input type="checkbox"/> B. Upload documentation (i.e. spreadsheet, template, etc.) that demonstrates the LEA is following its methodology for distributing state and local funds to each school (any facility with a building code) in the LEA for the current year.</p> <p><input type="checkbox"/> C. N/A if marked by OSPI staff. LEAs are exempt from items 1.3.A and 1.3.B if at least one of the following apply:</p> <ul style="list-style-type: none"> • Only one school in the LEA. • All schools in the LEA are Title I schools. • Only one school per grade span in the LEA. <p>Examples:</p> <ul style="list-style-type: none"> • SNS Small LEA Example 1 • SNS Medium LEA Example 2 • SNS Large LEA Example 3 | | | |
| <p>1.4</p> | <p>Annual LEA Report Card The LEA annually provides a report card to parents and community. [Section 1111(h)(2)(C)]</p> <p>The purpose of this requirement is to inform families and the community of the school/LEA performance.</p> <p>Resources: State Report Card</p> <p>The National Assessment of Educational Progress (NAEP) is a representative survey of student achievement in core subject</p> | <p>LEA Level</p> <p>Report Card Information to Parents and the Community Note: The LEA may provide a link and explicit instructions on accessing its specific information on the OSPI Report Card website. However, because there may be parents or community members who do not have access to the Internet or a computer, an additional non-digital notification method must also be used.</p> <p><input type="checkbox"/> A. Evidence of how annual LEA report card information is disseminated and explained:</p> | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| | <p>areas. It provides useful information about student academic achievement at the <i>state</i> and <i>national</i> level. There is no LEA-specific data in this report.</p> <p><i>Learn more about NAEP here:</i> National Assessment of Educational Progress (NAEP)</p> <p><i>LEAs may use this link to share NAEP assessment data with families and the community:</i> NAEP Results</p> <p>Risk Level: 1</p> | <ul style="list-style-type: none"> • to families with children enrolled in the LEA, <i>and</i> • to the larger community (e.g. newsletter, website, email). <p><input type="checkbox"/> B. One of the following:</p> <ol style="list-style-type: none"> 1. Indicate in the comment box that the LEA uses OSPI’s report card to satisfy this requirement; <i>or</i> 2. Copy of customized LEA report card information provided to families. <p><i>If LEA provides its own report card, it must include:</i></p> <ul style="list-style-type: none"> • State assessment data for LEA. • Disaggregated Student Achievement Data on state assessments. • Participation rates on state assessments. • NAEP assessment data or a link to the NAEP data website. <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Newsletter Notification with Directions Example | | | |
| <p>1.5</p> | <p>One Percent Parent and Family Engagement Funds</p> <p><i>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). [Section 1116(a)(3)]</i></p> <p><i>Note: Under ESSA, the LEA may reserve 10% of its PFE funds for LEA activities and 90% for Title I,</i></p> | <p>LEA Level</p> <p><input type="checkbox"/> A. LEA total allocation is less than \$500,000 – this is not applicable.</p> <p><input type="checkbox"/> B. Evidence documenting parent input on decisions about how funds will be used for parent and family engagement activities.</p> <p><i>Evidence must include all the following:</i></p> <ul style="list-style-type: none"> • Dated meeting announcement. • Dated and labeled agenda. | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| | <p>Part A schools. [Section 1116(a)(3)(C)]</p> <p>Risk Level: 2</p> | <ul style="list-style-type: none"> • Sign-in sheets. • Detailed recommendations. <p><input type="checkbox"/> C. Description of how LEA incorporates parent input into the LEA/school’s use of funds for parent and family engagement.</p> <p>Example: One Percent Input</p> | | | |
| <p>1.6</p> | <p>Complaint Procedures</p> <p><i>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.</i></p> <p>Resources: Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs: Citizen Complaint Webpage</p> <p>Title I, Part A Complaint Procedures handout</p> <p>Risk Level: 1</p> | <p>LEA Level</p> <p><input type="checkbox"/> A. 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Complaint Procedures Dissemination Description Example • Newsletter Notification Example | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |
| <p>1.7</p> | <p>Notification to Parents</p> <p>Parents May Request Teacher and Para Qualifications</p> <p><i>At the beginning of each school year, the LEA notifies parents in all Title I, Part A served school that they may request information regarding the professional qualifications of the student’s classroom teachers and</i></p> | <p>LEA or Building Level</p> <p><input type="checkbox"/> 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 and paraeducators (must be provided to parents/families at the beginning of school year).</p> <p>Examples:</p> | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| | <p>paraeducators. [Section 1112 (e)(1)(A); 34 CFR 200.61(a)]</p> <p>Resources: Notification to Parents Templates</p> <p>Risk Level: 1</p> | <ul style="list-style-type: none"> • Letter Example • Letter Example 2 • Newsletter Example | | | |
| <p>1.8</p> | <p>School Parent Family Engagement Policy/Plan</p> <ul style="list-style-type: none"> ▪ <i>Plan Participation and Dissemination</i> ▪ <i>Timely Information: Curriculum, Assessments, Achievement Levels</i> ▪ <i>Title I Meeting</i> <p><i>Each Title I school must jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy/plan, agreed on by such parents, that shall describe the means for carrying out the requirements in the following areas:</i></p> <p>1. <i>Policy/Plan</i></p> <ol style="list-style-type: none"> <i>Conduct an annual meeting to inform families about their Title I benefits and rights</i> <i>Provide timely information about curriculum, academic assessments, and measuring student progress</i> <i>Provide opportunities for parents/families to give input in Schoolwide and Targeted Assistance program services.</i> <p>[Section. 1116(b)]</p> <p>Resources: LEA and School Side-by-Side Required Policy Components.</p> <p>Risk Score: 2</p> | <p>School Level</p> <p><i>PFE Policy/Plan & Participation</i></p> <p><input type="checkbox"/> A. Copy of current dated school parent and family engagement <i>policy/plan</i> with all required elements.</p> <p><input type="checkbox"/> B. 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.</p> <p><i>Evidence must include all the following:</i></p> <ul style="list-style-type: none"> • Dated meeting notification, • Dated agendas with Title I Program items, such as information to parents about the school/LEA’s curriculum, required state/LEA assessments, and the achievement levels students must meet, etc. • Dated sign-in sheets. <p><i>Examples:</i></p> <ul style="list-style-type: none"> • PFE Plan or Policy • Title I Meeting Evidence | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| <p>1.9</p> | <p>School-Parent Compact <i>Shared responsibility between school, parent/family, and student to support student success.</i> [Section 1116 (b)(c)(d)(e)] <i>The School-Parent Compact is an agreement outlining how:</i></p> <ol style="list-style-type: none"> a. Parents/School/Student will build and develop school-home partnerships. b. The school will provide high-quality curriculum and instruction in a supportive and effective learning environment. c. Parents will support student learning at home and in school. d. Teachers and parents communicate on an on-going basis through (at a minimum): <ol style="list-style-type: none"> i. Parent-teacher conference in elementary schools, at least; ii. Frequent reports to parents on their children’s progress. iii. Regular two-way, meaningful communication, as well as provide translation and interpretation services, if needed. <p><i>Resources:</i> School Parent Compact Information <i>Click on the School Role tab and scroll down to the School-Parent Compact section.</i></p> <p>Risk Level: 1</p> | <p>Building Level</p> <p><input type="checkbox"/> A. One copy of a current, signed and dated school-parent compact with all compact requirements.</p> <p>B. Upload a brief description on how and when the school staff goes over the school compact with the student and parent.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • School Parent Compact | <p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited</p> | | |
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| <p>1.10</p> | <p>Schoolwide Program</p> <ul style="list-style-type: none"> • Each Title I, Part A schoolwide school has a schoolwide plan that contains the four (4) component requirements and evidence the plan has been implemented. [Section 1114(1); 34 CFR 200.25] • Only allowable costs may be charged to program(s). [Section 1114] <p>Resources: OSPI Schoolwide Programs and Templates Title I, Part A & LAP Program Guide, See page 13 Title I, Part A: A Fiscal Handbook</p> <p>Risk Level: 3</p> | <p>Building Level</p> <p><input type="checkbox"/> A. Copy of current, dated schoolwide plan that includes the required <i>four (4) components</i> below:</p> <p>Required Components:</p> <ul style="list-style-type: none"> • Needs Assessment • Schoolwide Reform Strategies • Activities to Ensure Mastery • Coordination and Integration. • This component <i>must</i> include the matrix or table showing the programs, amounts of funding for each program, and intent and purpose of the funding. • Matrix template <p>Examples:</p> <ul style="list-style-type: none"> • SWP Plan Do Study Adjust Plan Example 1 • SWP Plan Do Study Adjust Plan Example 2 • SWP Consolidated Plan Example 3 • SWP Consolidated Plan Example 4 | <p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited</p> | | |
| <p>1.11</p> | <p>Schoolwide Program Evaluation</p> <p>The schoolwide program is evaluated annually-and revised as necessary. [Section 1114(b)(3); CFR 200.26(c)]</p> <p>Evidence for the most recent program evaluation (prior or current school year)</p> | <p>Building Level</p> <p><input type="checkbox"/> A. The LEA uses the optional <i>Plan, Do, Study, Adjust</i> format and includes the evaluation in the <i>Adjust</i> section, or</p> <p><input type="checkbox"/> B. A description of the annual evaluation that includes the following elements:</p> <ul style="list-style-type: none"> • Name of the Title I, Part A school. | <p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited</p> | | |

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| | <p>Risk Level: 2</p> | <ul style="list-style-type: none"> • Date of the most current Title I, Part A program evaluation. • Identification of how and who is involved in the process. • Review of strategies and best practices that impacted student achievement. • Evaluation data that supports the program effectiveness and a summary of the findings. • Probable changes to the program based on the evaluation. <p>Examples:</p> <ul style="list-style-type: none"> • SWP Evaluation Example 1 • SWP Evaluation Example 2 | | | |
| <p>1.12</p> | <p>Targeted Assistance Program and Identification of Students <i>Each targeted assistance program meets the following criteria. [Section 1115 (b)(2)(A)-(G)]</i></p> <p><i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i></p> <p>Resources: OSPI Targeted Assistance Programs and Templates</p> <p>Risk Level: 2</p> | <p>Building Level</p> <p><input type="checkbox"/> A. Principal and/or staff provide written description of the targeted assistance program that includes the required 6 elements below. <i>If the school used the OSPI targeted assistance template or other plan, please upload a copy.</i></p> <p>Required Components:</p> <ol style="list-style-type: none"> 1. Comprehensive Needs Assessments 2. Identification of Students 3. Practices and Strategies 4. Coordination and Transition 5. Parent and Family Engagement 6. Professional Development <p><input type="checkbox"/> B. Current, dated rank-order student list (based on multiple, education-related objective criteria) for each targeted</p> | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |

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| | | <p>assistance school being monitored.</p> <p><input type="checkbox"/> C. Evidence that the targeted assistance program has entrance and exit procedures.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • TAS Plan 1 • TAS Plan 2 • Rank Order and Entrance Exit Procedures | | | |
| <p>1.13</p> | <p>Targeted Assistance Program Evaluation</p> <p><i>The targeted assistance program shall be reviewed on an ongoing basis. [Section 1115(b)(2)(G)(iii)]</i></p> <p><i>Evidence for the most recent program evaluation (prior or current school year)</i></p> <p>Risk Level: 2</p> | <p>Building Level</p> <p><input type="checkbox"/> A. The LEA uses the optional <i>Plan, Do, Study, Adjust</i> format and includes the evaluation in the <i>Adjust</i> section, or</p> <p><input type="checkbox"/> B. A description of the annual evaluation that includes the following elements:</p> <ul style="list-style-type: none"> • Name of the Title I, Part A school. • Date of the most current Title I, Part A program evaluation. • Identification of how and who is involved in the process. • Review of strategies and best practices that impacted student achievement. • Evaluation data that supports the program effectiveness and a summary of the findings. • Probable changes to the program based on the evaluation. <p><i>Examples:</i></p> <ul style="list-style-type: none"> • TAS Evaluation Example 1 • TAS Evaluation Example 2 | <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p> | | |