Targeted Assistance Programs: Requirements and Implementation

Spring Title I Statewide Conference
May 15, 2014
Agenda

- Targeted assistance program basics
- Student selection
- Needs assessment
- Title I program evaluation
- Resources
- Q&A
Components of a targeted assistance program (ESEA, sec. 1115(c))

1. Use grant resources to help participating children meet standards
2. Use instructional techniques proven to work
3. Incorporate into existing school planning
4. Use strategies that extend learning time, accelerate curriculum, and minimize removal from the classroom
5. Coordinate with and support regular education program (e.g., mentoring, college awareness, ease transitions...)
6. Provide instruction by highly qualified staff
7. Provide professional development for administrators, teachers, and staff who work with Title I children
8. Provide strategies to increase family engagement

Massachusetts Department of Elementary and Secondary Education
Types of program models

- Extended time (day, week, year)
- In-class
- Pull-out

Reminder:

Whatever strategies employed, Title I-funded activities & resources must be planned so that targeted Title I students are the direct beneficiaries. This supplemental assistance is provided to help Title I students meet academic content and performance standards.
Allowable uses of funds

- Teacher and paraprofessional salaries and stipends
- Professional development/targeted coaching
- Substitutes
- Supplemental assessments (not universal screening or means for selection)
- Supplies and materials (used by Title I only)
- Transportation (to access services)
- Family engagement activities
- Administration of Title I program
Student selection

Targeted assistance programs specifically serve students who are failing or most at risk of failing to meet the state academic standards.
Student selection

Students are selected based on criteria that must be:

- Multiple Measures
- Educationally-related
- Objective
- Universally Applied

**Selection for PK-2 students:** use developmentally appropriate criteria – more subjective – teacher recommendations and parent interviews

**Equal Opportunity Eligibility:** consideration and selection is the same for all students
Student selection

Eligibility based on status:

- Head Start, Even Start, or Early Reading First in 2 years preceding
- Migrant services received in 2 years preceding
- Homeless children
- Children in local Neglected or Delinquent programs
Student selection

Student selection procedure

- Timing of selection
- Scoring process
- Rank-order lists
- Statement of equal opportunity
Student selection

Selection criteria sheets

★ Separate criteria sheet for each subject area and grade level
★ Assign point values for each criterion
★ Use multiple, educationally-related, objective criteria

◆ No points for information unrelated to current academic performance
# Sample Title I Student Selection Criteria Sheet – English Language Arts

## (Grades 1-3 or 3-8)

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR Reading Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(&lt;20%=40 points; 21-30%=25 points; 31-40%=10 points; over 40%=0)</td>
<td>%tile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS (Grades 1-3)</td>
<td></td>
</tr>
<tr>
<td>At risk=40 points;</td>
<td></td>
</tr>
<tr>
<td>Some risk=20</td>
<td></td>
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<tr>
<td>Low risk=0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td></td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td></td>
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<tr>
<td>Phoneme Segmentation Fluency</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS (grades 3-8)</td>
<td></td>
</tr>
<tr>
<td>Warning = 40 Points;</td>
<td></td>
</tr>
<tr>
<td>Needs Improvement=</td>
<td></td>
</tr>
<tr>
<td>Proficient or</td>
<td></td>
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<tr>
<td>Advanced = 0 Points</td>
<td></td>
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</tbody>
</table>

### TEACHER RECOMMENDATION AND CLASSROOM PERFORMANCE

(Please give specific areas of need):

### Please check areas that interfere with learning:

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1 point</td>
</tr>
<tr>
<td>Organization</td>
<td>1 point</td>
</tr>
<tr>
<td>Study Skills/Work Pace</td>
<td>1 point</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>1 point</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>2 points</td>
</tr>
<tr>
<td>Word Attack</td>
<td>2 points</td>
</tr>
<tr>
<td>Oral Reading</td>
<td>2 points</td>
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<tr>
<td>Comprehension</td>
<td>2 points</td>
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<tr>
<td>Spelling</td>
<td>2 points</td>
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<tr>
<td>Language Mechanics</td>
<td>2 points</td>
</tr>
<tr>
<td>Writing</td>
<td>2 point</td>
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<tr>
<td>Structural Analysis</td>
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### TOTAL POINTS

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<th>Points</th>
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Student selection

Rank-ordered Lists

- One list per subject/grade
- Ranked highest to lowest academic need based on composite score
- Has established cut-off point
- Indicates who is participating and who is not
- May contain special notes (SPED, ELL)
- Must be updated as changes in service occur
<table>
<thead>
<tr>
<th>Name</th>
<th>Selection Sheet Score</th>
<th>Service (Yes/No)</th>
<th>Notes (Special Education, English language learner, declined services, etc.)</th>
</tr>
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<tbody>
<tr>
<td>(N/A if submitting to ESE for Title I Program Review)</td>
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<td>(N/A if submitting to ESE for Title I Program Review)</td>
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Needs assessment

- Conducted annually in TA and SW programs
- Uses valid and reliable data
- Involves range of individuals (knowledge, skills, perspective)
- Results in goals and action plans
- Used as basis for resource allocation
- Includes regular follow-up and evaluation of plans and actions
- Consider using Conditions for School Effectiveness Self Assessment tool
Needs assessment

Looks at:

★ student needs
★ curriculum and instruction
★ professional development
★ family and community involvement
★ school and district context and organization
Needs assessment

Quantitative data:
★ Student achievement results (state, local, summative, formative)
★ Other student data (enrollment, drop-out rates, etc)

Qualitative data:
★ Surveys, interviews
★ Observations
Needs assessment

Required documentation

⭐ Written **procedures** (timing, who’s responsible, what’s included)

⭐ Written **findings** (summary of analysis, needs and priorities)
Title I program evaluation

Federal legislation requires that a school operating a Title I program annually evaluate the implementation of, and results achieved by, the Title I program.

Annual review of strategies to determine if they are contributing to desired outcomes:
- Improved student achievement
- Greater family engagement
- More high quality professional development
Title I program evaluation

- Measure the efficacy and impact of Title I program
- Document impact of services on student learning
- Improve delivery methods to be more efficient and effective
- Identify strengths/weaknesses of program
- Inform school/district planning – data for assessment of needs
- Advocacy tool
Title I program evaluation

Key questions:

★ Has the Title I program been effective?
★ What has worked well and what has not worked well in the Title I program?
★ How should the Title I program be refined?
Title I program evaluation

Don’t forget to evaluate:

🌟 Private school services
🌟 Parental involvement
🌟 Professional development
🌟 Consultancy services
Title I program evaluation

Program evaluation procedure

Describes how each school’s Title I program is annually evaluated for impact on student achievement and includes:

- Data used
- Constituents consulted
- Process used to arrive at findings
- How findings are utilized for planning and improvement
Title I program evaluation

Program evaluation summary

Summarizes the findings of the evaluation and discusses:

⭐ Program strengths
⭐ Program weaknesses
⭐ Subsequent program changes
Resources and sample docs

⭐ Sample Title I documents and templates:
  http://www.doe.mass.edu/apa/titlei/parta/review

⭐ Conditions for School Effectiveness Self Assessment:
  http://www.doe.mass.edu/apa/dart/lg.html
Questions?

Website:  http://www.doe.mass.edu/apa/titlei/
Email:  titlei@doe.mass.edu
Phone:  781-338-6230