

TARGETED ASSISTANCE SCHOOL PROGRAM EFFECTIVENESS GUIDANCE RUBRIC

District Name: _____

Grade Span of Building: _____

Building Name: _____

Date Reviewed: _____

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: Review participant sign-in sheets of those involved in reviewing and updating School-Parent Compact and Parent & Family Engagement Policy.)

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 ESSA monitoring process. The Consolidated ESSA Three-Year Monitoring Schedule is available on the NDE Federal Programs web page (<http://www.education.ne.gov/federalprograms/index.htm>). **NOTE: This TAS Rubric does not need to be submitted to NDE, but should be retained at the building level and will be collected during ESEA/ESSA monitoring.**

PROGRAM DESCRIPTION	
Review Team Members:	
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	§1115(c)(1)(B) Requirement: Identification of children from eligible population			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
1.1	Student data from multiple (at least two) developmentally appropriate measures are used to identify children in greatest need in Grade 2 and below.	Student data from three 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 achievement data from multiple (at least two) educationally related objective criteria measures are used to identify students in greatest need in Grade 3 and above.	Student achievement data from three sources that include NRT, CRT and other data such as State Assessments, absenteeism, drop-out and mobility are used to identify students in greatest need in Grade 3 and above.	Student achievement data from four or more sources, which may include State Assessments, absenteeism, drop-out and/or mobility data to identify students in greatest need in Grade 3 and above.	
<input type="checkbox"/> Yes <input type="checkbox"/> No Procedures are in place to enable children to enter and exit the Title I program throughout the year.				
<input type="checkbox"/> Yes <input type="checkbox"/> No All students residing in the district are considered for services including those automatically eligible such as neglected, delinquent, homeless, migrant, and former Head Start students. The process also does not automatically exclude EL students or students with disabilities.				
<input type="checkbox"/> Yes <input type="checkbox"/> No A School-Parent compact exists for each child served. (Signatures are not required, but encouraged.)				
COMMENTS:				

2	§1115(b)(2)(B) and 1115(c)(3) Requirement: Targeted Assistance instructional strategies			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
2.1	The strategies used provide additional assistance to targeted populations and individual students failing or at risk of failing to make progress on challenging State academic standards.	One evidence based strategy is used provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on challenging State academic standards.	Two or more evidence based strategies 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 challenging State academic standards.	
Options for providing Extended Learning Opportunities-- Encouraged, but not required:				
<input type="checkbox"/> Yes <input type="checkbox"/> No Do Title I funds support a before/after school program?				
<input type="checkbox"/> Yes <input type="checkbox"/> No Do Title I funds support a summer school program?				
2.2	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.	
<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:				

3	§1112(c)(6) Requirement: Instructional support by highly qualified paraprofessionals			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
3.1	All Title I funded paraprofessionals must meet the ESSA requirements of having a High School diploma or GED <u>and</u> 48 semester credit hours or equivalent, <u>or</u> an associate degree from an accredited college, <u>or</u> have passed one of the state-approved assessments.	All Title I funded paraprofessionals meet the ESSA requirements and are provided introductory training focused on student needs.	All Title I funded paraprofessionals meet the ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs.	
<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.				
COMMENTS:				
4	§1114(b)(7)(A)(iv) Requirement: Professional development integrated into the regular school program and school planning and improvement efforts.			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
4.1	Ongoing professional development and other activities for teachers working with identified students to improve effectiveness and use of data to guide instruction.	Ongoing professional development and other activities for teachers and paraprofessionals working with identified students to improve effectiveness and use of data to guide instruction.	Ongoing professional development and other activities for all staff working with identified students to improve effectiveness and use data to guide instruction.	
COMMENTS:				

5	§1116(a-f) Requirement: Strategies to increase parent and family engagement of identified Title I students			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
5.1	The compact was developed with staff and parents of identified Title I students and meets the requirements below. See section below for Compact Requirements. All requirements must be included to receive a score.	Staff and parents of identified Title I students were involved in the development of the compact, and reviewed at the annual parent meeting. The compact meets the requirements below.	Staff, parents of identified Title I students and students (secondary only) were involved in the development of the Compact; reviewed at the annual parent meeting and at least one other time per year. The compact meets the requirements below.	
	<p>A Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. Such compact shall:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards; <input type="checkbox"/> the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time) <input type="checkbox"/> address the importance of communication between teachers and parents on an ongoing basis through, at a minimum- <p style="text-align: center;"><i>Parent signatures are encouraged, but not required.</i></p>			
5.2	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input. <i>(Does not need to be Board approved.)</i> See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input and is distributed/shared with parents and family. <i>(Does not need to be Board approved.)</i>	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated annually at the annual Title I parent meeting. <i>(Does not need to be Board approved.)</i>	

	<p>The school has a policy that meets the requirements of ESSA. The policy shall include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand; <input type="checkbox"/> convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. <input type="checkbox"/> involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy; <input type="checkbox"/> provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities; <input type="checkbox"/> provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand; <input type="checkbox"/> educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners; <input type="checkbox"/> coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children; 		
<p>5.3</p>	<p>At least one Title I parent meeting is held annually. The meeting shall inform parents of the school's participation in the Title I program, explain the requirements of Title I and the right of the parents to be involved. Translation provided as needed.</p>	<p>In addition to the annual Title I parent meeting, at least one additional Title I parent and family engagement activity is held. These are scheduled at various times to accommodate parents. Translation provided as needed.</p>	<p>In addition to the annual Title I parent meeting, two or more additional Title I parent and family engagement activities are held. These are scheduled at various times to accommodate parents. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation provided as needed.</p>
<p>COMMENTS:</p>			

6 §1115(b)(10)(A-B) and §1112(b)(10)(A)(B) Requirement: Transition plan				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
6.1	The transition plan for incoming students provides support, coordination and integration of services.	The transition plan for incoming students provides for at least two activities for students, parents, and school personnel to support, coordinate and integrate services.	The transition plan for incoming students includes three or more varied activities for students, parents, and school personnel to support, coordinate and integrate services.	
6.2	The transition plan for outgoing students from the school describes one activity to assist in the transition to their next level of education or career.	<p>The transition plan for outgoing students from the school describes at least two activities to assist in the transition from the school to their next level of education.</p> <p>For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners.</p>	<p>The transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education.</p> <p>For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	
COMMENTS:				

7	§1115(b)(2)(F) Requirement: Coordination and integration of Federal, State and local services and programs			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
7.1	The plan describes how coordination and integration of Federal, State, and local funds are used to support student achievement. (Federal funds may include Title II-A, IDEA, Title III, etc.)	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement for targeted populations. (Federal funds may include Title II-A, IDEA, Title III, etc.)	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement in all academic areas for all students. (Federal funds may include Title II-A, IDEA, Title III, etc.)	
COMMENTS:				