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**](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.**

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| **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. |  |
| **[ ]  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, migrant, and former Head Start students. The process also does not automatically exclude EL students or students with disabilities.** **[ ]  Yes [ ]  No A School-Parent compact exists for each child served. (Signatures are not required but encouraged.)**  |
| **COMMENTS:**       |
|  **2** | **§1115(b)(2)(B), §1115(b)(2)(G) and §1115(c)(3)****Requirement: Targeted Assistance instructional strategies**(Evidence Based Resources below)<https://www.education.ne.gov/federalprograms/title-ii-supporting-effective-instruction/#StateandLocalEvidenceBasedResources>  |
|  | **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 to 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. |  |
| **2.2** | LEA assures it will:Provide an accelerated, high-quality curriculum. | LEA assures it will:Minimize the removal of children from the regular classroom during regular school hours for instruction provided under the targeted assistance program; and  | LEA assures it will:On an on-going basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. |  |
| **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?** |
| **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.  |  |
| **[ ]  Yes [ ]  No If Title I teachers are assigned to substitute for classroom teachers, district funds are used to pay for the salary for that day.****[ ]  Yes [ ]  No Resources such as staff, materials and equipment funded by Title I, are used only by children participating in the program.** |
| **COMMENTS:** |
| **Title I funded personnel** |
| **§1112(c)(6)****[ ]  Yes [ ]  No All Title I funded Instructional Paras are Highly Qualified according to ESSA.*****§1115(d)(2)*****[ ]  Yes [ ]  No Title I funded personnel are to assume limited duties beyond classroom instruction and assigned to work only with Title I qualified children during Title I assigned instructional time.*****§1115(c)(3)*****[ ]  Yes [ ]  No Title I funded personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties.** |
| **COMMENTS:** |
| **3** | **§1115(b)(2)(D)****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** |
| **3.1** | 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:** |
| **4** | **§1116(a-f)****Requirement: Strategies to increase parent and family engagement of identified Title I students**  |
|  | **(See section below for Compact Requirements. All requirements must be included to receive a score.)** |
|  | **(See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.)** |
|  | **Required (1 point)** | **Proficient (2 points)** | **Advanced (3 points)** | **Points** |
| **4.1** | The compact was developed with staff and parents of identified Title I students and meets the requirements below. | 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. |  |
|  | 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: [ ]  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;[ ]  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) [ ]  address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-Parent signatures are encouraged, but not required. |
| **4.2** | A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input. (Does not need to be Board approved.) | 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.(Does not need to be Board approved.) | 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.(Does not need to be Board approved.) |  |
|  |  The school has a policy that meets the requirements of ESSA. The policy shall include the following: [ ]  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;[ ]  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. [ ]  involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy;[ ]  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;[ ]  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; [ ]  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;[ ]  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; |
| **4.3** | 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. | 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. | 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. |  |
| **COMMENTS:** |
| **5** | **§1115(b)(10)(A-B) and §1112(b)(10)(A)(B)****Requirement: Transition plan** |
|  | **Required (1 point)** | **Proficient (2 points)** | **Advanced (3 points)** | **Points** |
| **5.1** | 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. |  |
| **5.2** | 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. | 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. For high schools, this would be to postsecondary school and the coordination with institutions of higher education, employers, and other local partners. | The transition plan for outgoing students describes three or more activities to assist students in the transition to their next level of education. 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. |  |
| **COMMENTS:** |
| **6** | **§1115(b)(2)(B)(i)****Requirement: Opportunities to Strengthen the Academic Program** |
|  | **Required (1 point)** | **Proficient (2 points)** | **Advanced (3 points)** | **Points** |
| **6.1** | The school offers one opportunity for identified students to expand the amount and quality of learning time within or beyond the instructional day.(this would include the additional services Title I students receive)  | The school offers two opportunities for identified students to expand the amount and quality of learning time within or beyond the instructional day.(this would include the additional services Title I students receive and could include services before and/or afterschool or during the summer) | The school offers three or more opportunities to expand the amount and quality of learning time within or beyond the instructional day.(this would include the additional services Title I students receive and could include services before and/or afterschool and/or during the summer) |  |
| **COMMENTS:** |
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| **7** | **§1115(e)(2) and §1115(f)****Several Additional Options for Use of Title I, Part A Funds:** |
|  | **§1115(e)(2)****Options for providing Learning Opportunities – Encouraged, but not required:****[ ]  Yes [ ]  No Does Title I funds support; If health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services?**Includes:\*The provision of basic medical equipment, such as eyeglasses and hearing aids;\*Compensation of a coordinator\*Family support and engagement services\*Integrated student supports; and\*Professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children?***§1115(f)*****[ ]  Yes [ ]  No Do Title I funds support a secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section §1114(e) to eligible children under subsection (e)(1)(B) who are identified as having the greatest need for special assistance?** |
| **COMMENTS:** |
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