

North Dakota Department of Public Instruction  
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600 E. Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

## **Title I Compliance Series**

**Issue: Annual Review Process**

### **Applicable for:**

- Targeted Assistance Schools
- Schoolwide Schools



September 2007

# Annual Review Process

## Requirement

Each year Title I programs are required to hold an annual review consisting of a formal meeting and to send correspondence of this meeting to participating Title I parents. The purpose of this meeting is to review all the components of the Title I program. For a targeted assistance program, items included in the annual review should include:

- Student selection process
- Professional development for Title I personnel
- District and school parental involvement policy
- School-parent compact
- Review of annual assessment on parental involvement (parent survey)
- Parental involvement components
- Communication with classroom teachers
- Title I assessment methods
- Methods of Title I services (in-class, pull-out, before/after school, etc.)
- Curriculum
- Other items important to the operation of the Title I program

Usually the Title I teacher(s), Title I aide(s)/paraprofessional(s), an administrator, and several classroom teachers, as well as any other interested/involved staff members, attend the annual review meeting. Parents do not have to be invited to this meeting; however, parental input should come through the review of the annual assessment on parental involvement.

This meeting must be documented by an agenda, meeting date, and/or minutes of the meeting.

After this meeting has been held, the school must inform parents of the results of the annual review meeting. This can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

## Documentation

See subsequent pages

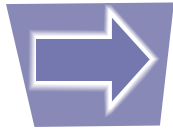
## Resources



Annual Review –

[www.dpi.state.nd.us/title1/targeted/require/review/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/review/index.shtm)

# Sample Documentation – Annual Review Meeting Documentation



## XYZ Public School District Title I Annual Review Agenda and Meeting Minutes

**Date:** Spring 2006

### **AGENDA**

- Greeting by Principal
- Student Selection
- Title I Services
- Assessment Methods
- Title I Teacher and Classroom Teacher Communication
- Parental Involvement
- Title I Parent Survey Results
- Professional Development
- Title I Budget
- Questions or Concerns
- Adjourn

### **MEETING MINUTES**

The XYZ Public School District's Annual Title I Review Meeting was held on May 10, 2006 at 7:30 am in the school's conference room. The meeting was led by Principal XYZ. Several staff members including classroom teachers, special education personnel, and aides/paraprofessionals were present.

The purpose of our meeting was to review and discuss the current operation of our Title I program and to determine if there were necessary changes for the upcoming school year. Discussion was held regarding the progress of Title I students being served this school year and to determine if similar services will continue in the subsequent school year. The assessment methods, methods of service, and Title I parental involvement practices and expectations were also discussed. Although school personnel did not have recommendations at the time of the meeting, Principal XYZ was collecting suggestions and recommendations through the end of the week.

We also discussed the Title I parent survey, which was sent to Title I parents to assess their opinions regarding the parental involvement component of our Title I program. Most of the surveys were returned and all had very positive comments.

Based on the review of the parent surveys and teacher discussion, we concluded that the Title I program was adequately addressing the needs of its Title I students.

Principal XYZ then shared the proposed Title I budget with the staff. Due to an increase in our allocation, we discussed providing additional Title I services to our middle school students during the next school year. There will be further discussion regarding this issue before any major decisions are made.

# Sample Documentation – Annual Review Meeting Documentation



## XYZ Public School District Documentation of Annual Review

We have scheduled our 2006-2007 schoolwide annual review for May 7, 2007. Since we are submitting this documentation prior to May 7, 2007, we have decided to include the schoolwide annual review results from our 2005-2006 school year. This meeting was held on May 3, 2006. This meeting was lead by Principal XYZ. All staff in the schoolwide school was in attendance at the meeting.

### Agenda Items:

- Review and evaluation of 10 required components and implementation
- Review of annual assessment of parental involvement (survey results)
- Review of schoolwide goals
- Review of student assessment (NDSA, NWEA/MAPS, DIBELS, classroom assessments)
- Review of attendance data
- Review of instructional strategies and learning activities implemented

### Meeting Minutes

After thorough discussion on each of the above items, it has been determined the following changes will take place during the 2006-2007 school year regarding the schoolwide plan and its initiatives.

- Reading – Flexible Grouping – Using data from the DIBELS, NWEA, and NDSA, we will determine how students will be divided into flexible grouping teams. These teams will be flexible and will change based on the results of ongoing assessment and data review. Classroom teachers and specialists will gather on a weekly basis to evaluate data, plan instruction, share teaching techniques, etc. to prepare for the flexible grouping time. This is also the time when student assessment results will be discussed and teaming changes may be made.
- Reading – Study Groups – In order to help our teaching staff better interpret student assessment results, we will focus our study groups on analyzing student scores and assessment data.

We will continue with our initiatives in the following areas:

- Ongoing assessments and assessment portfolios (reading and math)
- Curriculum mapping (reading and math)
- Reading nights and math nights
- Parental involvement

We will determine our effectiveness by:

- Reviewing assessment data to help create the best learning environment for our students
- Using data to drive instruction and interventions
- Gathering parental and staff input on the programs being implemented
- Teaming with other staff

## Sample Documentation –Annual Review Parental Notification Results



Fall 2006

Dear Title I Parents and Guardians,

The purpose of this letter is to inform you of the results of the XYZ Public School District's Annual Title I Review Meeting. This meeting was conducted with all teaching staff and administration during the spring of 2006, and is held each school year.

During this meeting, we discussed the merits of the Title I program, as well as any questions or concerns of classroom teachers or other XYZ Public School District staff. We also discussed the results of the annual parent survey at this meeting.

Enclosed are the Title I Annual Review Agenda and Minutes from our meeting last spring. If you have any questions or concerns regarding this information, please feel free to contact the school.

Sincerely,

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XYZ Public School Building Principal

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XYZ Public School District Building Principal

# Minutes for the Title I Annual Review Meeting

Date/Time of the Meeting: \_\_\_\_\_

Persons in Attendance at the Meeting:

Name	Position

## OUTLINE OF ITEMS FOR DISCUSSION:

### 1.) **Student Selection Process**

- What is the student selection process? Are students in all grades selected under the same criteria, or are there differences?
- Do teachers feel that the selection process accurately selected those students most in need of additional assistance?
- Does the Title I teacher feel that the selection process accurately selected those students most in need of additional assistance?
- Any suggestions for changes to the process?

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### **Teacher & Title I Communication**

- Did teachers fill out the communication form or complete some other type of communication with the Title I teacher each week?
- Are there suggestions for a better method of communication?

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# SAMPLE FOR A TARGETED ASSISTANCE SCHOOL

## **Title I Assessment**

- What methods are used to formally assess Title I students? Informally?
- Were parents informed of the formal assessment results?
- Did the results accurately portray student progress within the program?
- Are there suggestions for new/additional types of assessment in the Title I program?

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## **Title I Budget**

- Did the Title I budget accurately reflect Title I expenditures?
- Should there be changes in line items to next year's Title I budget to reflect changes in the program?

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## **Review Results of Parent Survey**

- Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?
- How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys returned?
- Any suggestions from parents that need to be addressed immediately or that should be discussed at this meeting for a change in Title I program operation?

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## **Other items for discussion?**

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SAMPLE FOR A TARGETED ASSISTANCE SCHOOL

**Summary of Annual Review**

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**Based on the above information, the following items will be changed in the Title I program for next year's operation:**

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**Parents MUST be informed of the results of this meeting. Below is a description of how parents will be informed:**

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# Are We Implementing the 10 Components?

## A Programmatic Review of Our Schoolwide Program

**\*\*\*\*This tool CANNOT be the only piece of a schoolwide Annual Review. It MUST be used in conjunction with student performance data and other pertinent data required on the "Title I Schoolwide Program End of Year Report" form.\*\*\*\***

Date/Time of the Meeting: \_\_\_\_\_

Persons in Attendance at the Meeting:

Name	Position

### OUTLINE OF QUESTIONS

#### Schoolwide Reform Strategies—Helping All Students Learn

- What did we do to make sure that ALL students at the school had the opportunity to reach the state's proficient and advanced levels of student achievement?
- How did teaching for standards improve student learning?
- What alternative instructional techniques and services were implemented?
- How did we address the needs of all children in the school, particularly low-achieving students?
- What did we do to assess students on a regular basis?
- What did we do to help students who, as a result of the above assessments, were falling behind?

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**Schoolwide Reform Strategies—Scientifically Based Research**

- What programs at our school are based on SBR? What research do we have to document this claim?
- What research should we consider reviewing to improve our schoolwide plan?

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**Schoolwide Reform Strategies—Core Academic Program**

- What did we do to strengthen the CORE ACADEMIC program of the school?

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**Schoolwide Reform Strategies—Extended Learning Time**

- How did we increase the AMOUNT and QUALITY of learning time?
- If we implemented an after-school program, was it effective? Was it research-based?

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**Schoolwide Reform Strategies—Enriched, Accelerated Curriculum**

- Are all students given the opportunity to learn in an enriched environment rather than some students receiving only basic skills instruction?
- Are students given opportunities to solve real-world problems, to think creatively and demonstrate their reasoning?
- Are all students given the opportunity to progress at their own pace?

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**Alignment to Improvement Planning**

- Is our schoolwide plan directly aligned to our state school improvement plan? The NCA plan? The professional development plan?

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**Instruction by “Highly Qualified” Teachers**

- How many teachers at our school do not meet the “No Child Left Behind” (NCLB) definition of a highly qualified teacher? Are those teachers working to meet the definition?
- Are we utilizing all staff, especially those paid with federal funds, in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials?

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**Professional Development**

- How did our professional development drive the schoolwide plan?
- Did our work in professional development improve instruction? Did it have an effect on student achievement?
- Did we devote sufficient resources toward implementing the professional development piece (if “time” is often cited as an obstacle, then we need to try and allocate more resources to overcoming this)?
- How were ALL staff involved in professional development?

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**Highly Qualified Teachers to High Need Schools**

- Do we have a high teacher-turnover rate? If so, are we taking appropriate actions to lower this rate?
- What are we doing to support teachers and their employment at our school?
- What is the experience level of our staff?

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**Parental Involvement**

- Did we truly involve parents in our schoolwide program?
- Was communication with parents ongoing and two-way, or was it mainly the school telling the parents what they can do to help?

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**Reviewing the Schoolwide Parent Involvement Policy and Compact**

- Are these documents truly reflective of what happened this school year?
- If not, how can we improve these instruments?

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**Review Results of Parent Survey**

- Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?
- How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys returned?
- Any suggestions from parents that need to be addressed immediately or that should be discussed at this meeting for a change in schoolwide program operation?

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**Preschool Transitioning**

- Did our program for transiting preschool students into our school benefit our students?
- Did we involve local preschool programs in our improvement work?
- How could we increase communication between local preschool programs and our school?

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**Assessments**

- Do our assessments inform instruction, or are they used only to summarize student achievement?
- Do we have a schoolwide system of assessment?
- Do we utilize performance assessments and other authentic assessments?

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