

**Title II, Part A
Improving Teacher Quality
Monitoring and Technical Assistance Instrument**

District: _____

Title II Coordinator: _____ **Superintendent:** _____

Physical Address: _____

Mailing Address (if different): _____

School Year: _____ **Date of Review:** _____ **Allocation:** _____

Purpose of the Title II, Part A Monitoring Instrument

The *Elementary and Secondary Education Act of 1965* (ESEA) requires the state educational agency to ensure that programs and activities are implemented as stipulated in the law. The South Carolina Department of Education is responsible for adopting and using proper methods of administering each program included in the ESEA.

The Title II, Part A Monitoring Instrument has been prepared by the South Carolina Department of Education as an on-site guide and checklist for the federal program monitor. The instrument has also been prepared for use by the local educational agency (school district) that is to receive a monitoring visit. It outlines the Title II, Part A, legislation section-by-section and lists possible evidence or documentation that can be presented by the school district to demonstrate compliance with the law.

School districts should review the instrument in advance of the monitoring visit and prepare documents that would best show evidence of the district's implementation of the Title II, Part A legislation according to the requirements of law. Federal program monitors will share their findings, as indicated by the appropriate check marks and comments, with school district personnel at the conclusion of the review. If corrective actions are required as a result of the monitoring visit, Title II, Part A staff will work with the school district to assure compliance.

Area #1: Teacher Quality

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)								
<p>1.1 Does the district have documentation to show an increase in percentage of highly qualified teachers (HQT) in all core content areas? How are Title II, Part A funds being used to address this issue?</p>	<p>Section 1119(a)(2)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> HQ Report <input type="checkbox"/> Title II, Part A application <input type="checkbox"/> Evidence of reimbursement for content exams or courses to become HQ</p>	<p>Complete the chart below:</p> <table border="1" data-bbox="1100 505 1444 670"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">HQT percentage</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2010-2011</td> <td></td> </tr> <tr> <td style="text-align: center;">2011-2012</td> <td></td> </tr> <tr> <td style="text-align: center;">2012-2013</td> <td></td> </tr> </tbody> </table> <p>Which grades/subject areas have been most difficult to fill with highly qualified teachers over the last two to three years? How has the district addressed these issues? Which schools have the lowest HQT percentages? How are Title II, Part A, funds used to help these schools improve the HQT percentages?</p>	Year	HQT percentage	2010-2011		2011-2012		2012-2013		<hr/>
Year	HQT percentage												
2010-2011													
2011-2012													
2012-2013													
<p>1.2 Has the district ensured that all teachers hired to reduce class size are highly qualified at the time of hire? (State level verification) Is there evidence that CSR teachers' salaries funded by Title II, Part A meet the supplement, not supplant rule?</p>	<p>Section 2123(a)(2) (B)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> List of class-size reduction teachers, <input type="checkbox"/> Class size averages per grade level <input type="checkbox"/> PowerSchool class lists (randomly selected)</p>	<p>How many class-size reduction (CSR) teachers are paid with Title II, Part A, funds? What evidence is available to confirm that Title II funded teachers are supplemental?</p>	<hr/>								

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
1.3 Has the district ensured that Title I teachers hired since the beginning of 2002-2003 were highly qualified at the time of hire?	Section 1119(a)(1)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> List of Title I teachers <input type="checkbox"/> Copy of teachers' licenses and HQT documentation (random sample) <input type="checkbox"/> Non-HQ Reports	<i>Are all Title I teachers currently highly qualified? What evidence is available to show that they were highly qualified at the time of hire?</i>	<hr/> <hr/> <hr/> <hr/>
1.4 Does the district ensure that students in high-poverty and/or high-minority schools have equitable access to highly qualified, experienced teachers?	Section 1111(b)(8)(C)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> HQ Report <input type="checkbox"/> District Analysis	<i>Provide a list of all schools, by grade span, comparing HQT, poverty rate, minority status, and average years of teacher experience. How does the district assure that students in high poverty, high minority schools have equitable access to highly qualified and experienced teachers? (Check all that can be documented.)</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Heterogeneous classroom groupings</i> <input type="checkbox"/> <i>New teachers equitably distributed among buildings and classrooms.</i> <input type="checkbox"/> <i>High quality mentoring programs for new teachers</i> <input type="checkbox"/> <i>Recruitment programs</i> <input type="checkbox"/> <i>Placement through contractual agreements</i> <input type="checkbox"/> <i>Incentives for voluntary transfers</i> <input type="checkbox"/> <i>Professional development</i> 	<hr/>

AREA #2: NEEDS ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLAN

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.1 Has the school district conducted a needs assessment to use in the development of its Title II, Part A, activities?	Section 2122(c) (1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Student achievement data <input type="checkbox"/> Teacher surveys <input type="checkbox"/> Academic Review reports <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Private school needs analysis documents <input type="checkbox"/> Charter school needs analysis documents	<i>Describe the process used to determine annual needs. Which documents are analyzed? How is information collected and disseminated? How were results from the previous year's activities and evaluations used to make decisions regarding the current year's funded programs and activities? In what ways are the chosen programs or activities connected to or in support of division or school improvement plans? Do division and/or school improvement plans include teacher quality measures?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.2 Is there evidence that the needs assessment included feedback from teachers, including those teaching in Title I programs?	Section 2122(c) (1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Participant list <input type="checkbox"/> Needs assessment documentation <input type="checkbox"/> Teacher surveys	<i>Describe how teachers, including those in Title I programs, are involved in the needs assessment process.</i>	<hr/> <hr/> <hr/> <hr/>
2.3 What were the highest priority needs identified in the needs assessment and are they addressed in the planned activities?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Aggregated Data <input type="checkbox"/> Title II, Part A, Application <input type="checkbox"/> Needs assessment <input type="checkbox"/> Interviews	<i>What were the highest priority needs for the 2012-13 school year? Were they outlined in the application?</i>	<hr/> <hr/> <hr/> <hr/>

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.4 Are activities in the plan based on scientifically-based research?	Section 2122(b) (1)(A-B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Other	<i>Describe the research base used to develop activities funded by Title II, Part A.</i>	<hr/> <hr/> <hr/>
2.5 Does the school district describe how the professional development activities are expected to have a substantial, measurable, and positive impact on student academic achievement, and how the activities will be used to help eliminate the achievement gap that separates low-income and minority students from other students?	Section 2122(b) (2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Implementation plans <input type="checkbox"/> Evaluation results	<i>Describe any identified achievement gaps, based on student achievement results. In what ways have Title II, Part A, funded activities reduced these achievement gaps among subgroups, particularly for low-income and minority students?</i>	<hr/>
2.6 Does the school district coordinate services provided by Title II, Part A, funds with other federal, state, and local funding sources?	Section 2122(b) (4)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Interviews	<i>What other funds are targeted to support teacher quality efforts?</i>	<hr/> <hr/> <hr/>

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
2.7 Are services provided by Title II, Part A, funds targeted to schools, with the lowest percentage of highly qualified teachers, the largest class size, or those that are identified for school improvement?	Section 2122(b) (3)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Class-size reports by school <input type="checkbox"/> Student achievement results <input type="checkbox"/> Academic Reviews	<i>How are professional development funds targeted? Which teachers receive priority support for obtaining additional coursework? How does the district assure that adequate funding is available to address HQT and student achievement issues prior to using funds for class size reduction? If used, how are Title II, Part A, class size reduction teachers placed?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
2.8 Are the activities in the plan based on the needs identified in the needs assessment?	Section 2122(b) (5)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Needs assessment documentation	<i>Referring back to needs identified in Question 2.3, do the activities outlined in the application on file reflect these identified needs?</i>	<hr/> <hr/> <hr/>
2.9 Does the school district collaborate with all stakeholders in the development of the plan? (teachers, administrators, paraprofessionals, principals, parents, and others?)	Section 2122(b) (7)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Participant list <input type="checkbox"/> Meeting agendas	<i>Describe the process used by the district during the planning of the application. Who is involved in the development, writing, and review of the plan?</i>	<hr/> <hr/> <hr/> <hr/>

AREA #3: ALLOWABLE USES OF FUNDING

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
3.1 Does the district ensure that funds expended and submitted to the SCDE for reimbursement correlate to activities in the approved plan?	Section 2123	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title II, Part A, application <input type="checkbox"/> Detailed Budget Report for 267 <input type="checkbox"/> Labor History <input type="checkbox"/> Randomly selected invoices <input type="checkbox"/> Expenditure Claims	<i>Describe the process used to ensure that reimbursements submitted correlate to the application on file. Is there evidence that the funded activities are evaluated for effectiveness? If CSR teachers are funded, do the names on the Labor History report match the names submitted with the original application?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3.2 Funds are obligated, expended and claimed by SCDE's guidelines. Claims are submitted at least quarterly to claims@ed.sc.gov		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Expenditure Claims	<i>Describe the process used to ensure that claims are filed in a timely manner.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

AREA # 4: FISCAL REQUIREMENTS

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
4.1 Does the school district comply with the maintenance of effort provisions of Title II, Part A? (Title I to monitor)	Section 9521	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Title I Application	<i>Has the district maintained per-pupil spending from state and local sources for the past two years?</i>	<hr/> <hr/> <hr/>
4.2 Does the school district comply with the supplement, not supplant provisions of the Title II, Part A, program?	Section 2123(b)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Accounting records <input type="checkbox"/> Budget <input type="checkbox"/> Title II, Part A, Application	<i>Were any of the activities currently funded from Title II, Part A, funded from a different source in the last three years? If so, to what degree? How are financial reports maintained to ensure supplemental use of funds? Would the funded activities, services, staff, etc., be funded in the absence of Title II, Part A? If so, how?</i>	<hr/> <hr/> <hr/> <hr/>
4.3 Does the school district keep proper documentation for federally funded positions?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Signed semi-annual certifications <input type="checkbox"/> Personnel Activity Records (PARs)	<i>Any person paid in whole or in part with federal funds must document semi-annually that their time and efforts were spent on that specific program. Personnel Activity Records (PARs) or semi-annual certifications, as appropriate, must be signed by the staff and his/her supervisor.</i>	<hr/> <hr/> <hr/> <hr/>

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
5.3 Are parents of students in schools receiving Title I funds notified if their children are receiving instruction for four (4) or more weeks from a non-highly qualified teacher?	Section 1111(h)(6) (B)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Letter(s) pulled from a random sample	<i>Describe the process used to ensure that letters are sent to parents of students in schools receiving Title I funds when a child is taught for four or more weeks by a non-highly qualified teacher. What is the timeline used? How is documentation maintained (at the school level, at the district level, or both)?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>

AREA # 6: PRIVATE and CHARTER SCHOOL PARTICIPATION

Requirements	Statute	Requirement Met	Examples of Evidence	Guiding Questions	Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion)
6.1 Does the school district comply with the provisions of Title II, Part A, regarding timely and meaningful consultation with private schools? With charter schools?	Section 1120 (b)(1-2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Letter(s) of notification of planning meetings <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Private school needs assessments <input type="checkbox"/> Charter school needs assessments	<i>What is the process used to contact and consult with private and charter schools in the district's geographic area? How are meaningful consultation meetings conducted? What information is shared during consultation meetings?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
6.2 Is there evidence that private school personnel were provided with opportunity to participate in development of professional development activities (prior to the time the application was submitted)? Charter school personnel?	Section 1120(a)(1 &3)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Complete <input type="checkbox"/> N/A	<input type="checkbox"/> Letter(s) of notification of planning meetings <input type="checkbox"/> Sign-in sheets for meetings with private and charter schools within district boundaries <input type="checkbox"/> Letter(s), e-mails, or records of phone calls to private and charter school officials <input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Needs assessments	<i>How does the school district work with the private schools to determine professional development needs? When does this process begin? What is the process for planning and arranging services on behalf of private schools?</i>	<hr/>

