

TITLE I, PART A AND TITLE II, PART A PROGRAMS

PROGRAM MONITORING MODERATE-HIGH SELF-ASSESSMENT TOOL



INTRODUCTION



TITLE I, PART A AND TITLE II, PART A PROGRAMS

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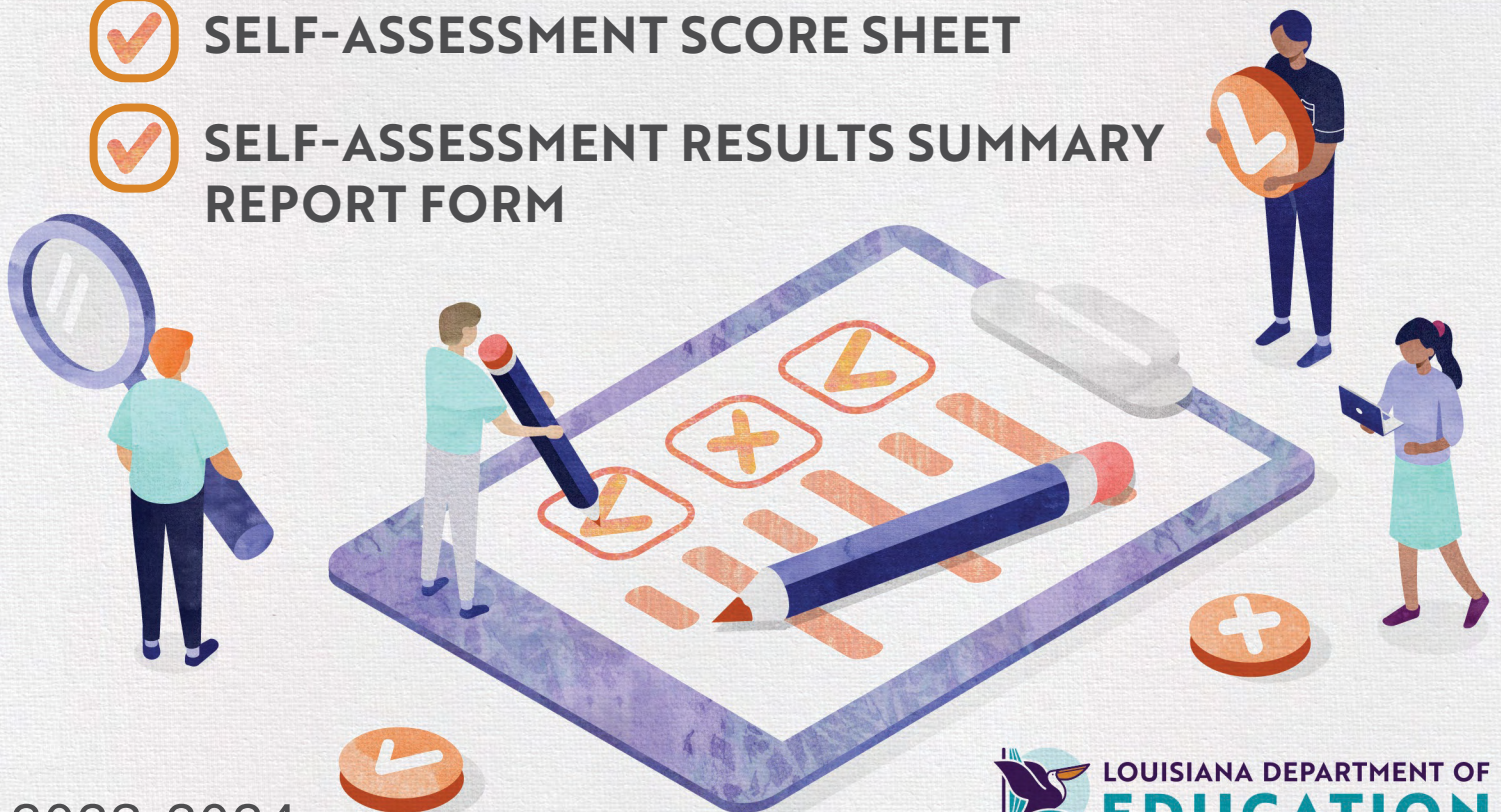
SECTION 7: SUPPLEMENT NOT SUPPLANT PLAN & GUIDING QUESTIONS



SELF-ASSESSMENT SCORE SHEET



SELF-ASSESSMENT RESULTS SUMMARY REPORT FORM



2023-2024



LOUISIANA DEPARTMENT OF
EDUCATION

INTRODUCTION

The Louisiana Department of Education (LDOE), Division of Statewide Monitoring, supports engagement in self-assessment monitoring as a method of analyzing the effectiveness of programs under the Every Student Succeeds Act (ESSA). The primary goal of this self-assessment is to identify strengths and weaknesses of federal program implementation. However, this analysis should also reveal the strengths and weaknesses of your local school system programs by evaluating the impact on student achievement. When completed with fidelity, this activity will be helpful in identifying the root causes of performance and compliance issues in your school system. When coupled with other school system planning activities, results should also help inform fiscal decisions as it relates to strategic and targeted use of federal funds.

School systems with a ranking of moderate-high as a result of the LDOE risk-based selection process must complete the following self-assessment tool as a required self-monitoring activity. In general, this activity is reserved for school systems that have shown decline in statewide assessment proficiency, earned a school or district letter grade of C, D, or F, and/or have demonstrated a pattern of historical non-compliance.

A schoolwide plan is a comprehensive tool designed to upgrade the entire educational program in a Title I school. A robust, and comprehensive schoolwide program will assist students enrolled in a Title I school, particularly those who are at risk, with demonstrating achievement on state standards. For Title I Schools that operate schoolwide programs, the Department has created a [Schoolwide Planning Guidance](#) document. Please click the link for additional information.

SELF-ASSESSMENT TEAM

The school system should identify key staff to serve on the self-assessment team. Team member selection is at the discretion of the school system; however, the LDOE recommends including knowledgeable and experienced individuals such as the Federal Programs Director, program facilitators, principals, teachers, parents, and other stakeholders.

IDENTIFYING A SAMPLE

In order to complete this activity, the school system must:

1. identify all schools required to develop and implement a schoolwide plan,
2. identify a targeted sample of schools to analyze schoolwide plans from eligible Title I schools,
3. use the chart below to identify the number of schools the school system is required to evaluate for completion of the self-assessment activity, and
4. record results on the Results Summary Report Form to ensure targeted correction of any non-compliance identified by school.

* When selecting schools at least 50% must be low-achieving schools.

Total Number of Title I Schools	10 or less	11-100	100 or more
Schoolwide Plans Required Sample Size	1-5	10%	20%

Other Self-Assessment Sections

In addition to evaluating the implementation of schoolwide plans, this self-assessment activity requires school systems with a ranking of moderate-high to evaluate other areas for compliance. The school system will assess the validity and appropriateness of its policies, practices, and procedures in the following areas: parent and family engagement policies, programs for students experiencing homelessness, programs for English Learners, equitable services to nonpublic school students, and improving teacher quality. A self-assessment document for recording results has been provided for your use followed by guiding questions to assist with areas of non-compliance.

The school system will self-assess program oversight and implementation of the above programs in addition to completing the schoolwide plan section of this tool.

CITATIONS

For the purpose of correcting non-compliance and identifying areas where compliance has been established, regulatory citations will appear. Citations included in this document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in this document are not intended to be inclusive of any regulations, but will rather broadly capture the intent of the component or standard being addressed.

Understanding Compliance and Correction of Non-Compliance

Documentation and Evidence: For each review item on the self-assessment tool, a rubric is provided which includes a specific list of documentation (information to look at) and evidence (information to look for) that must be considered during the review of each standard. This information is provided as a guide for locating information that may assist in substantiating compliance. However, the school system may use additional evidence when needed to support this process.

Addressing Compliance and Non-Compliance: For each item or question, a determination of compliance must be made. A notation of “**Compliant**” indicates the school system is in compliance with the specific regulatory requirement. The team should carefully review all documentation and evidence prior to making a final determination of compliance. A set of guiding questions have been included as part of the self-assessment review. The school system should be able to respond to **90%** of the guiding questions with a “yes” in order to select “Compliant” on a schoolwide plan review item. The school system will be required to correct any instance of non-compliance by developing a plan for correction.

Correction of Non-Compliance: If the school system is non-compliant in any of the self-assessment standards, the school system will be required to:

- Document issues of non-compliance on the self-assessment score sheets provided;
- Identify the steps the school system will take to correct findings of non-compliance by developing a plan for correction on the results summary document provided;
- Correct all instances of non-compliance;
- Maintain documentation to validate the school system has corrected all issues of non-compliance in the school system’s self-assessment files; and
- Randomly conduct follow-up reviews to ensure non-compliance was corrected. If additional issues of non-compliance are noted, they must be corrected immediately.

CHECKLIST FOR COMPLETION OF THE TITLE I, PART A AND TITLE II, PART A PROGRAMS SELF-ASSESSMENT:

- **Step 1:** The school system will select a sample of Title I schools to be assessed as part of this process. The sampling is only specific to the schoolwide plan requirement. Sections 1-5 of the self-assessment tool will investigate the fidelity of program oversight and implementation efforts.
- **Step 2:** When selecting schools, at least half (50%) of the schools selected must be low achieving schools having earned a school letter grade of D or F on the most recent School Report Card. Additional schools in the sample may be selected from higher performing Title I schools.
- **Step 3:** The Federal Programs Director may provide a copy of the self-assessment tool to principals of targeted schools or the schoolwide planning team leaders for review. If this method of assessing schoolwide programs is selected, the Federal Programs Director may choose to conduct a planning meeting with principals or representatives of all targeted schools to discuss the best method for completing this activity. Alternatively, Federal Program Directors may also elect to conduct each of the schoolwide plan reviews themselves. This method will ensure fidelity and consistency. However, we recommend sharing results with school principals and other relevant district officials.
- **Step 4:** Relevant data sources, guiding questions, and other sources of documentation should be reviewed and gathered in advance of completing this activity. The self-assessment tools along with the other PDF fillable documents (Guiding Questions, Score Sheets and Results Summary Report Form) should be completed electronically and saved. **The completed self-assessment instrument, any planning resources or relevant supporting information, data resources, including any preliminary results, should be maintained by the Federal Programs Director and in some instances may need to be submitted to the LDOE as back-up documentation. (Score sheets should be used to document compliance or noncompliance and to note any areas of improvement or considerations.)**
- **Step 5:** Results of all self-assessment sections should be recorded on the Results Summary Report Form.
- **Step 6:** The school system will be required to submit a completed Score Sheet for SWP Indicators 1-4 for each school in the sample and the Results Summary Report Forms for each of the core areas of Title I, Part A and Title II, Part A. A plan of correction, including timelines, must be developed and included on the Results Summary Report Forms for all areas of noncompliance.

Submission of Score Sheet and Results Summary Report Forms

1. Scan the completed Score Sheet and Results Summary Report Forms and save as a PDF file. Make a copy for the school system file.
2. Be sure to keep all file names to **less than** 20 characters.
3. Name the scanned file "SiteCode_SiteName_Year_MonitoringType"; no password/encryption is necessary since files will be transmitted securely. **For example: 123_ABCParish_23-24_ESSA Self**
4. Provide the file to your FTP Coordinator to upload to the "**Monitoring**" folder in the Data Management FTP.
5. Email the Team Leader at FirstName.LastName@la.gov when the files have been uploaded to the FTP by your FTP Coordinator.

SECTION 1: SUPPLEMENT, NOT SUPPLANT POLICY SELF-ASSESSMENT

REVIEW ITEM: SNS-1	REVIEW PERIOD:	REGULATION: ESEA Sec. 1114(a)(2)(B); 1118
POTENTIAL SOURCE OF DOCUMENTATION <ul style="list-style-type: none"> • Copy of the school system policy which describes in detail how funds are allocated to Title I and non-Title I schools in a neutral manner. • A written description of the methodology used to distribute state and local funds to schools (Title I and non-Title I schools). Additionally, include: <ul style="list-style-type: none"> ➤ How the school system's methodology ensures that state and local resources are not reduced based on Title I status. ➤ How the school system will ensure the methodology for distribution will be followed in the future. ➤ Description includes major components - staffing, teacher salary, teacher experience, supplies, weighted per pupil cost, etc. • Exclusions: <ol style="list-style-type: none"> 1. School System - 1 school per grade span 2. School System - All Title I Schools 3. Single-site school system (e.g., Charter) • Budget/allocation information describing how state and local funds (or resources) are allocated to schools (for example, staffing ratios, per-pupil allocations, etc.). • If there is a variation in the funds/resources provided to Title I versus non-Title I schools, describe what accounts for the difference. 		REVIEW QUESTION <p>Does the school system's methodology provide each schoolwide school the amount of state / local funds the school would receive if it did not participate in Title I?</p>
RESULT & COMPLIANCE		
COMPLIANT <p>Methodology is available.</p> <p>Methodology includes major components (i.e., staffing, teacher salaries, experience, supplies, weighted per pupil costs, etc.).</p>		NON-COMPLIANT <p>Methodology is not available.</p> <p>Methodology is missing major components.</p>

SECTION 1: SUPPLEMENT, NOT SUPPLANT POLICY GUIDING QUESTIONS

SUPPLEMENT, NOT SUPPLANT	Yes	No
Is the methodology for allocating funds to Title I and non-Title I schools a neutral policy, which is available at the school system level?		
Is the implemented policy evident in the schoolwide plan's budget?		

SECTION 2: TITLE I, PART A: SCHOOLWIDE PROGRAMS (SWP) SELF-ASSESSMENT

Instructions: The self-assessment form below should be used to determine whether the school system is compliant in three targeted areas. The Score Sheet will allow self-assessment team members to conduct a review of schoolwide plans at multiple selected schools, and then record the results. **This should occur prior to making a determination of compliance.** The school system will make a determination of compliance for SWP-1, SWP-2, and SWP-3 after populating information onto the Schoolwide Plans Score Sheet. A determination of compliance is not required for SWP-4. However, a statement explaining key factors that may have contributed to concerns around student achievement should be developed. The self-assessment results and any supporting documentation must be kept on file at the school system. The Department reserves the right to request a review of this information at any time or may use information in subsequent years as part of the on-site monitoring review. The guiding questions that follow each section will assist the school system in understanding the depth of each of the areas. Guiding questions should be reviewed in advance of completing the self-assessment.

REVIEW ITEM: SWP-1	REVIEW PERIOD:	REGULATION: ESEA Sec. 1114(b)(2); 1112(e)(4)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none"> Schoolwide plan School budget 	Does the school have a schoolwide plan and budget which aligns with the plan?	
RESULT & COMPLIANCE		
COMPLIANT Schoolwide plans are available. Schoolwide plans are aligned with the school budget.	NON-COMPLIANT Schoolwide plans are unavailable. Schoolwide plans are not aligned with the school budget. <i>* If SWP-1 is non-compliant, refer to the Guiding Questions to assist with the development of a compliant schoolwide plan.</i>	

REVIEW ITEM: SWP-2	REGULATION: ESEA Sec. 1114(b); 1112(e)(4)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Schoolwide plans address each of the elements included in this document except where it has been identified as not applicable. 	Does the school system ensure schoolwide plans are consistent with federal requirements? <i>* The school system must determine whether every school in the sample has documentation to suggest the schoolwide elements were sufficiently addressed in order to make a determination of compliance for this review item. Guiding questions have been included to assist the school system in understanding the depth of each of the required components.</i>
RESULT & COMPLIANCE	
COMPLIANT Schoolwide plans address the federal statutory requirements.	NON-COMPLIANT Schoolwide plans do not address the federal statutory requirements.

REVIEW ITEM: SWP-3	REGULATION: ESEA Sec. 1114(b); 1112(e)(4)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Schoolwide plans Sign-in sheets/agendas Meeting notes Schoolwide plan changes/revisions 	Does the school system ensure that each school reviews and revises the schoolwide plan as necessary?
RESULT & COMPLIANCE	
COMPLIANT Supporting documentation is available.	NON-COMPLIANT Supporting documentation is unavailable.

REVIEW ITEM: SWP-4	REGULATION: ESEA Sec. 1114(b); 1112(e)(4)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> • Progress monitoring data • School Letter Grades/Report Cards • Monitoring Rubric • Schoolwide plan changes/revisions • Other data relative to improvement in academic achievement 	Is there data that suggests improvements in academic achievement for at risk students was a result of successful implementation and monitoring of the schoolwide plan?
RESULTS	
YES	NO
If "no" is selected above, explain your plans for improvement. Responses should include strengths, weaknesses, challenges, and plans for improving subgroup achievement through revisions to the schoolwide plan.	

SECTION 2: TITLE I, PART A: SCHOOLWIDE PROGRAMS GUIDING QUESTIONS

ELEMENTS

Element 1: Comprehensive Needs Assessment	Yes	No
Has the school system established a schoolwide planning team?		
Has the planning team developed a collaborative working relationship among various stakeholders?		
Does the planning team communicate with the groups it represents and the parents and community members who have a stake in the success of the schoolwide program?		
Has the planning team developed a shared vision?		
Has the planning team completed a thorough data analysis?		
Have the strengths and weaknesses of the current school program been determined?		
Does evidence gathered support assumptions about strengths and weaknesses of the program and school?		
Have the root causes of strengths and weaknesses been determined?		
Are data both quantitative and qualitative?		
Does data represent all student populations in the school particularly at-risk students?		
Did the team consider multiple data sources, including cultural, environmental, attitudinal, behavior and academic?		
Were key findings established for each data source?		
Have reform priorities been identified?		
Have the results of the needs assessment been used to develop the schoolwide plan?		
Has the team ensured there is a direct alignment between needs assessment priorities and the development of the schoolwide plan goals and objectives?		
Have the results of the needs assessment been used to set benchmarks for evaluation of the schoolwide plan?		

Element 2: Strategies for Improvement	Yes	No
Are strategies aligned and support the needs assessment?		
Are strategies aligned with improvement goals and objectives?		
Does the school have the capacity to implement identified strategies?		
Is there a plan on how implementation of strategies will be monitored and by whom?		
Have strategies been proven to be evidenced-based?		
Have strategies been identified to increase the quality of instruction for students at-risk of not meeting the state standards?		
Have strategies been identified to increase the quality of learning and provide a well-rounded education?		
Are strategies aligned to schools implementing comprehensive and targeted support and improvement activities?		

Element 3: Student Support Services	Yes	No
Did the needs assessment indicate a need for student support services?		
If yes, were those areas which revealed the greatest need included as key priorities and linked to identified strategies?		
Were activities aligned with identified strategies and were specific support services identified in the schoolwide plan?		

Element 4: Student Opportunities	Yes	No
Does the schoolwide plan identify opportunities for students to engage in postsecondary coursework while attending high school?		
Does the school's plan highlight career and technical education programming and opportunities to broaden students' access to courses for college credit while still in school?		
Was there coordination with transition services offered by other federal programs such as IDEA?		
Does the schoolwide plan include the goals and needs of at-risk students as it relates to postsecondary outcomes?		

Element 5: Multi-Tiered Interventions	Yes	No
Does the school have a schoolwide tiered intervention model in place for addressing problem behaviors?		
Has this information been embedded into the schoolwide plan?		
Is there evidence-based information included to demonstrate the effectiveness of the behavior or early intervention model?		
Has early intervention and behavior intervention been made a priority of the revised schoolwide planning requirements under ESSA?		
Is there clear evidence of the integration in the revised plan?		

Element 6: Professional Development (PD) Activities	Yes	No
Are PD activities aligned to the results of the teachers' needs assessment?		
Do all teachers, paraprofessionals, and administrators have the opportunity to participate in professional development activities?		
Does PD include opportunities for teachers and support staff to use data from academic assessments?		
Is student performance data used to modify and improve the selection and use of assessments?		
Are PD activities ongoing, sustainable, and replicable?		

Element 7: Activities to Provide Effective Transitions - Preschool to Kindergarten, Elementary to Middle, and/or Middle School to High School	Yes	No
Have relationships been established with early childhood entities in the community?		
Does the school use multiple assessments to evaluate student progress?		
Have the planning teams consulted with the school system's transition coordinator for feedback?		
Does the schoolwide plan include procedures for ensuring smooth student transitions at all levels in a timely manner?		
Is additional support provided for students experiencing difficulty mastering the state standards?		

SECTION 3: TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT (PFE)

REVIEW ITEM: PFE -1	REVIEW PERIOD:	REGULATION: ESSA Sec. 1111(h)(6); 1112 (e)(1)(A); 1112(e)(1)(B)(i); 1112(e)(1)(B)(ii)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none">• Copy of parents’ Right-to-Know letter• Copy of signed and dated notification letter sent to parents about the level of achievement of their child on state academic assessments• Copy of the process the school system uses to ensure that all communications to parents are in a language that they can understand and a parent-friendly format• Copy of a signed, dated, and addressed letter to parents in each language represented in the school• Description of the process used to ensure letters are sent within 30 days of the beginning of school and/or within two weeks of English language identification	<p>How does the school system show compliance with Parental Notification requirements?</p> <p>Does the school system notify parents of a child’s identification in a timely manner?</p>	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

REVIEW ITEM: PFE -2	REGULATION: ESSA Sec. 1116(b)&(c)(3); 1116(a)(2)(A-F)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none">• Copy of school system Parent and Family Engagement (PFE) Policy• Copies of agendas and sign-in sheets ensuring that parents were involved in the development of the school system policy• Copies of agendas and sign-in sheets proving that parents were involved in the annual evaluation of the content and effectiveness of the school system’s parent and family engagement policy and activities• Copies of agendas and sign-in sheets of parent and family engagement activities - school system level	How does the school system develop and distribute the required Parent and Family Engagement Policy?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: PFE -3	REGULATION: ESSA SEC. 1116(b)&(c)(3); 1116(a)(2)(A-F)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none">• Copy of school Parent and Family Engagement (PFE) Policy• Copies of agendas and sign-in sheets proving that parents were involved in the development of the school policies• Copies of agendas and sign-in sheets from Annual Title I meetings held by schools• Agendas and sign-in sheets ensuring that parents were involved in the annual evaluation of the school’s PFE policy and activities• Copies of agendas/sign-in sheets/meeting notes proving that parents were involved in the design of evidence-based strategies of the PFE policy and activities	How does each Title I school develop and distribute the required Parent and Family Engagement (PFE) Policy?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: PFE -4	REGULATION: ESSA Sec. 1116(d)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Agendas and sign-in sheets to ensure that parents and family members were involved in the development of the school-parent compact School-parent compacts that describe the school, parent, and student's responsibilities in decisions relating to the student's education and positive use of extracurricular time. Announcement, flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of PFE activities between teachers and parents at the school 	How does each Title I school develop and distribute the required school-parent compact?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: PFE -5	REGULATION: ESSA Sec. 1116(b)&(c)(3); 1116(e)&(f)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Examples of parent and family engagement activities that are on-going, meaningful, and current. - school system and school level Announcement flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of PFE activities between teachers and parents at the school system and school(s) Documents that reflect what training opportunities were provided to parents to improve their children's academic achievement 	How do the school system and Title I schools carry out capacity building activities to ensure effective involvement of parents to improve student achievement?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: PFE -6	REGULATION: ESSA SEC. 1116(a)(3)(A)-(D)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Copies of agendas, sign-in sheets and feedback showing parents were involved in spending decisions for PFE funds 	How does the school system involve parents in making decisions about the use of the Title I parental and family engagement set-aside?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

SECTION 3: TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT GUIDING QUESTIONS

REVIEW ITEM: PFE-1: How do the school / school system show compliance with Parental Notification requirements?	Yes	No
Does the school system disseminate the Right-to-Know letter to parents of students' attending Title I schools?		
Is there a process the school system uses to ensure that all communication to parents is in a language and format they can understand?		
Is the policy and compact updated annually with the participation of parents and staff?		
Is teacher and parent communication documented?		
Are parents notified of the annual parent meeting?		

REVIEW ITEM: PFE-2: How does the <u>school system</u> develop and distribute the required Parent and Family Engagement Policy?	Yes	No
Has a parent and family engagement policy been created?		
Is the policy distributed to parents with input from families?		

REVIEW ITEM: PFE-3: How does each Title I <u>school</u> develop and distribute the required Parent and Family Engagement Policy?	Yes	No
Does each Title I school develop the required parent and family engagement policy?		
Is the parent and family engagement policy sent home to parents?		
Are there agendas and sign-in sheets providing evidence that parents were involved in the development of the school policies?		

REVIEW ITEM: PFE-4: How does each Title I school develop and distribute the required school parent compact?	Yes	No
Does each Title I School develop and distribute the required school-parent compact?		
Is the school-parent compact sent home through students?		
Are there copies of agendas and sign-in sheets to ensure that parents were involved in the process?		

REVIEW ITEM: PFE-5: How do the school system and Title I schools carry out capacity building activities to ensure effective involvement of parents to improve student achievement?	Yes	No
Are parents notified of parent and family engagement events?		
Are parent and family engagement events scheduled each year?		
Are parents invited and encouraged to serve on planning committees and become involved in decision-making?		
Are parent/teacher conferences scheduled and held at accessible times?		
Are parents and teachers encouraged to become active in the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)?		

REVIEW ITEM: PFE-6: How does the school / school system involve parents in making decisions about the use of the Title I parent and family engagement set-aside?	Yes	No
Are parents involved in making decisions about the use of the Title I parent and family engagement set aside?		
Does the school system keep copies of the agendas, sign-in sheets and notes showing that parents were involved in spending decisions for parent and family engagement funds?		

SECTION 4: TITLE I, PART A: SERVICES FOR ENGLISH LEARNERS (EL)

REVIEW ITEM: EL -1- ASSESSMENTS	REVIEW PERIOD:	REGULATION: ESEA Sec. 1111(b)(3); 1111(b)(7); LA BESE BULLETIN 118
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none">• Description of processes, procedures, and plans used to ensure ELs are given annual English Language Proficiency Test (ELPT) and are included in state academic achievement assessments (testing policy including ELs)• Description of the procedure used to determine the need for accommodations and how they are monitored and verified• Copies of completed English Learners (EL) Accommodation Checklists• Documentation of the following:<ul style="list-style-type: none">○ number of ELs in the school system○ number of ELs taking the ELPT○ number of ELs taking state assessments• Copy of the Home Language Survey or copy of school registration form with applicable questions	How does the school system properly administer all required assessments, including state assessments and ELPT, regardless of language proficiency?	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

REVIEW ITEM: EL -2- SERVICES	REGULATION: EQUAL EDUCATIONAL OPPORTUNITY ACT OF 1974; LAU VS. NICHOLS (1974); TITLE VI OF THE CIVIL RIGHTS ACT OF 1964; ESSA Sec. 3113(b)(2); 1112	
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none"> Roster of students identified as potential ELs who have taken English Language Proficiency Screener (ELPS) and their scores Process and procedures used to determine effectiveness of language assistance program. Include data sources used. Evidence of implementation of instructional services and materials that are comparable to those offered to non-ELs (Include a description of how curriculum used is made accessible to ELs. Also, if relevant, include names of other curriculum used in newcomer programs or two-way immersion programs.) Written procedures of EL identification, including how answers to identifying questions are obtained from every parent or guardian enrolling students in district (i.e., Home Language Survey) Actual parent notification letters or ELPS score reports that indicate EL identification occurs within 30 days Describe professional development and technical assistance provided to all teachers of ELs, including content teachers. Provide copies of all relevant proof of attendance and/or completion Evidence that a certified EL Teacher oversees paraprofessionals' instruction. (e.g., meeting logs for co-planning time). <ul style="list-style-type: none"> Number of ESL-endorsed teachers Description of the plan to increase the number of ESL-endorsed teachers based on the EL population, if needed Numbers and percentages of identified ELs whose parents have declined the option for language instruction educational programs and services as compared with total number of EL 	How does the system ensure - <ol style="list-style-type: none"> That ELs are identified in a timely, valid, and reliable manner; It provides ELs with a language assistance program that is educationally sound and proven successful; There is a provision of sufficiently trained staff, curricular materials, and facilities to implement the program; and That ELs have equal opportunities to meaningfully participate in all curricular and extracurricular activities? 	

<ul style="list-style-type: none"> • Description of how ELs who have opted out of supplemental services are being supported in their content classes (i.e., EL Accommodation Checklist) • Flyers, newsletters or other means of notification and student recruitment for extracurricular programs in languages other than English • Relevant policies and procedures 	
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

SECTION 4: TITLE I, PART A: SERVICES FOR ENGLISH LEARNERS (ELs)

GUIDING QUESTIONS

REVIEW ITEM: EL-1: How does the school system properly administer all required assessments, including state assessments and English Language Proficiency Test (ELPT), regardless of language proficiency?	Yes	No
Does the school / school system ensure participation in the state's annual English Language Proficiency assessment?		
Is there a process used to ensure that ELs are included in state academic achievement assessments?		
Are data used to determine which accommodations are provided to students in classroom and statewide assessment?		
Are accommodations provided and is there evidence to demonstrate fidelity in implementation efforts?		
Are copies of the English Learners (ELs) Accommodation Checklists distributed to teachers and kept on file?		

REVIEW ITEM: EL-2: How does the school system 1) ensures EL are identified in a timely, valid, and reliable manner; 2) provides EL with a language assistance program that is educationally sound and proven successful; 3) makes provision of sufficiently trained staff, curricular materials, and facilities to implement the program; and 4) ensures EL have equal opportunities to meaningfully participate in all curricular and extracurricular activities? [Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964]	Yes	No
Is there a process for initial identification and placement of eligible ELs in grades K-12?		
Does the school system have a home language survey to identify a student's first or home language?		
Does the school system have procedures for training personnel to administer the ELPs and ELPT?		
Does the school system have a program for ELs that provides meaningful access to all aspects of the instructional and extra-curricular programs?		
Does the school system ensure that the language instruction program focuses on the development of English language proficiency and academic content?		
Is there evidence that ELs are demonstrating growth in developing English proficiency and are able to meet the state content and performance standards?		
Does the school system have evidence that appropriate interventions are made when exited students are not succeeding, such as tutorials, intensified instruction, and/or extended day/year?		

REVIEW ITEM: EL-3: Does the school / school system annually notify parents of child identification within 30 days?	Yes	No
Does the school system inform parents of annual ELPT results?		
Does the school system have an effective means of parent outreach to ELs' parents (programs, activities, training, family literacy)?		
Does the school system provide parent information in an understandable format and, to the extent possible, in a language that the parent can understand?		
Does the school system track the number of identified ELs whose parents have declined the option for language instruction educational programs and services?		
Does the school system have a list of ELs identified and participating in special programs, including Special Education, Gifted and Talented, and extracurricular activities?		
Does the school system have a description of how services at the district and/or school level are coordinated under Title I, Part A?		

SECTION 5: TITLE I, PART A: SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS (HLN)

REVIEW ITEM: HLN -1- LIAISON	REVIEW PERIOD:	REGULATION: ESEA Sec. 1112(a)(1); 1112(c)(1)(B); 722(g)(5)(C); 722(g)(6)(A-C)
POTENTIAL SOURCE OF DOCUMENTATION		REVIEW QUESTION
<ul style="list-style-type: none"> Identify Homeless Liaison for the school system Outline of Liaison's weekly duties and service logs Liaison's calendar Evidence (agendas, sign-in sheets, etc.) from meetings informing school personnel of liaison's duties Homeless Planning Worksheet Evidence of Liaison's outreach to school personnel (emails, phone logs, school logs, training power points, etc.) Evidence of Liaison's collaboration with state coordinator Professional development certificates 		Has the school system designated a liaison for homeless children and youths?
RESULT & COMPLIANCE		
COMPLIANT		NON-COMPLIANT

REVIEW ITEM: HLN -2- POLICIES	REGULATION: ESEA Sec. 1112(a)(1); 722(g)(3)(C) & (7)(c)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> School system enrollment policies, special homeless policies adopted by local board Copies of documents disseminated to schools in reference to enrollment of homeless students Evidence of school system meetings (minutes, agendas, and sign-in sheets, etc.) New, updated or revised policies related to meeting the needs of homeless students (e.g., copies of old policies, new policies, revised policies) Evidence of agendas and minutes from school board meetings (e.g., local board-adopted homeless policy and associated rules) 	How does the school system review and revise any policies that may act as barriers to the enrollment of homeless children and youths?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: HLN -3- OUTREACH-IDENTIFICATION	REGULATION: ESEA Sec. 722(g)(6)(i-iii); 1112(a)(1); 1112(b)(1)(A)-(C), (E); 722(g)(3)(D); 722(g)(6)(A) & (7)(C)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Completed residency forms, intake forms, databases and spreadsheets used by school system to track homeless students Tracking form used to document academic progress and attendance of homeless students Evidence of emails, correspondence, agendas and phone logs used to communicate with school personnel in reference to homeless students Description of how the school system makes placement decisions Procedures related to access to services Invoices that support items related to the approved budget and the Homeless Policy 	How does the school system take steps to identify school-aged homeless children and youths and determine whether they are attending and succeeding in school?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: HLN-4 - OUTREACH-PUBLIC NOTICE	REGULATION: ESEA Sec. 722(g)(6)(A)(v); 1112(a)(1)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> • Photos of posters, brochures, and notices in different languages posted in several locations (e.g., shelters, schools, food banks, libraries, etc.) • List of locations where the school system has posted Homeless information 	How does the school system disseminate public notices of the educational rights of homeless children and youths in places where families are likely to be present (e.g., schools, shelters, food banks), and in comprehensible formats (e.g., primary language, geared for low literacy, or other community needs)?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: HLN -5- ENROLLMENT	REGULATION: ESEA Sec. 722(g)(3)(E)(iii); 1112(a)(1)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> • School system's dispute resolution policy or process (Required) • System-specific letter or form which provides for immediate enrollment of students during the dispute resolution process and explains the school placement determination and appeals process • Sample copies of information from investigation of disputes • Evidence (agendas, sign-sheets, Power Points, etc.) to ensure that school personnel and school system staff were in-serviced on the dispute resolution process • If applicable, sample results of inquiries and complaints made by community group(s) concerning barriers to enrollment 	What procedures have the school system provided for the resolution of disagreements, including specific written procedures for homeless families and youths to appeal school placement decisions made by the school system?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

REVIEW ITEM: HLN -6- TRANSPORTATION	REGULATION: ESEA Sec. 722(g); 1112(a)(1)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> • Relevant transportation policies • Relevant documentation that proves transportation has been provided upon request 	Does the school system ensure transportation to the school of origin is provided upon request?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

SECTION 5: TITLE I, PART A: SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS GUIDING QUESTIONS

REVIEW ITEM: HLN -1- Liaison: Has the school system designated a liaison for homeless children and youths?	Yes	No
Has the school system designated a local homeless liaison to assist homeless students, including unaccompanied youths, in enrolling, attending, participating and succeeding in school?		
Does the school system inform school personnel, service providers, and advocates working with homeless students of the duties of the local liaison, and how to refer students to the liaison?		
Has the school system ensured that children and youths in homeless situations are located, identified, and referred by school personnel to the local liaison?		

REVIEW ITEM: HLN -2- Policies: How does the school system review and revise any policies that may act as barriers to the enrollment of homeless children and youths?	Yes	No
Does the school system have a board-approved dispute resolution policy regarding the enrollment of homeless children and youths?		
Is there evidence that the school system's homeless policy and supporting procedures are communicated systematically to school and other personnel?		
Has the school system ensured that students are allowed to attend their school of origin the entire time they are homeless?		
Does the school system ensure that homeless children and youths are provided educational services needed to allow them to achieve the same challenging state content and student performance standards as all other students?		
Does the school system review and revise policies and procedures that could act as barriers to the enrollment, attendance, participation, and success of homeless children and youths?		

REVIEW ITEM: HLN -3- OUTREACH-Identification: How does the school system take steps to identify school-aged homeless children and youths and determine whether they are attending and succeeding in school?	Yes	No
Does the school system ensure that homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies?		
Does the school system conduct or sponsor professional development for school and school system personnel to heighten awareness of the unique problems and needs of homeless children and youths?		
Does the school system maintain a cumulative count of the number of homeless children and youths who reside in the district and who are enrolled or not enrolled in school?		

REVIEW ITEM: HLN -4- OUTREACH-Public Notice: How does the school system disseminate public notice of the educational rights of homeless children and youths in places where families are likely to be present (e.g., schools, shelters, churches, food banks), and in comprehensible formats (e.g., in the target language, geared for low literacy, or other community needs)?	Yes	No
Has the school / school system disseminated public notice of the educational rights of homeless students, containing current liaison contact information, in all school buildings, as well as in places where homeless families and youths are likely to be present?		
Does the school / school system conduct outreach and collaborate with community agencies to provide and/or improve services for homeless children and youths?		

REVIEW ITEM: HLN -5- ENROLLMENT: What procedures has the school system provided for the resolution of disagreements, including specific written procedures for homeless families and youths to appeal school placement decisions made by the school system?	Yes	No
Does the school system immediately enroll students in school, even if they lack records that are normally required for enrollment?		
Does the school system automatically qualify and start homeless students to participate in free school nutrition programs upon enrollment?		
Does the school system facilitate obtaining records as soon as possible from the students' previous school?		
Does the school system assist in obtaining necessary documentation, communications or medical records for homeless children and youths who do not have immunizations/medical records?		
Has the school system maintained student records (academic, immunization, medical, birth certificates, guardianship records, special evaluations) so they are readily available?		

REVIEW ITEM: HLN -6- TRANSPORTATION: Does the school system ensure transportation to the school of origin is provided upon request?	Yes	No
Does the school system ensure that homeless families and youths are fully informed of all transportation services to school (school of origin or school of residence) and assists in accessing the transportation services?		
Does the school system provide transportation to the school of origin at the request of the parent or homeless youths?		

SECTION 6: TITLE I, PART A: STUDENTS IN FOSTER CARE (SFC)

REVIEW ITEM: SFC -1- POINT OF CONTACT	REVIEW PERIOD:	REGULATION: ESSA Sec 1112 (c)(5)(A); 1111(g)(1)(E)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none">• Policy and procedure for implementing ESSA provisions for foster care• POC's monthly work schedule demonstrating sufficient time to perform duties of Foster Care POC• Agendas/sign-in sheets/minutes of collaboration meetings with DCFS• Description of procedures for maintaining accurate and timely list of children in foster care in the school system	Does the school system have a designated Point of Contact (POC) for Students in Foster Care?	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

REVIEW ITEM: SFC-2 - POLICIES/PRACTICES	REGULATION: ESEA Sec.1111(g)(1)(E)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> • Written plans, procedures, or policies regarding best interest determination process • School system enrollment policy regarding immediate enrollment of children in foster care • Agendas and sign-in sheets from training of school and system staff regarding enrollment and transportation of children in foster care 	Does the school system have policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT

SECTION 6: TITLE I, PART A - STUDENTS IN FOSTER CARE (SFC)

GUIDING QUESTIONS

REVIEW ITEM: SFC -1: Does the school system have a designated Point of Contact (POC) for Students in Foster Care?	Yes	No
Does the Foster Care POC have a monthly work schedule demonstrating sufficient time to perform their duties?		
Does the Foster Care POC maintain copies of agendas/sign-in sheets/minutes of collaboration meetings with DCFS?		
Does the school system have written procedures for maintaining an accurate and timely list of the children in foster care?		

REVIEW ITEM: SFC -2: Does the school system have policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records?	Yes	No
Does the school system have written plans, procedures, or policies regarding the best interest determination process for students in foster care, which includes providing transportation for these students?		
Does the school system have a description of how training is provided to all relevant school and district staff regarding enrollment and transportation of students in foster care?		
Does the school system maintain agendas and sign-in sheets from training provided regarding enrollment and transportation of students in foster care?		

SECTION 7: TITLE I, PART A: EQUITABLE SERVICES (ES) SELF-ASSESSMENT

REVIEW ITEM: ES -1	REVIEW PERIOD:	REGULATION: ESEA Sec. 1112(c)(1)(E); 1120(b)(1-4); 9501(a)(1) & (c)(1);1117(a)
REVIEW QUESTION		
How does the school system comply with the requirements for nonpublic school participation?		
POTENTIAL SOURCE OF DOCUMENTATION		
<ul style="list-style-type: none"> • Copy of Letter of Intent to Participate • Signed affirmation of services from private schools • Letter informing eligible private schools of initial, timely, and meaningful consultation • Copies of the sign-in sheets, detailed agenda and handouts from the initial, timely, and meaningful consultation meeting. • Documentation of on-going meaningful consultations. - Copies of meaningful consultation documentation forms, emails, and faxes that indicate discussions / information regarding budgets, transfers, technical assistance, etc. • Documentation the district controls and administers funds, materials/supplies, and equipment in an equitable and timely manner. • Copies of consultation forms, emails, faxes regarding budget documentation, requisitions/purchase orders documenting the ordering/delivery of materials/supplies, equipment in an equitable and timely manner, etc. • Copy of carryover information • Copies of signed nonpublic Parent Approval letters for eligible students and family engagement compacts • Copies of sign-in sheets, detailed agenda and handouts for parent and family engagement activities for eligible nonpublic students and families • Copies of communication to parents regarding eligible nonpublic student's progress and student progress reports • Method or source of data used to determine the number of eligible nonpublic school students participating Title I attendance area / zone • Evidence of school system's professional development for teachers of eligible Title I students (agendas, sign-in sheets, requisitions / purchase orders, certificates of completion / attendance, evaluations) • Copies of each program design and end of the year program evaluation • As applicable, documentation must be submitted for each of the Title programs: <ul style="list-style-type: none"> ○ Copies of minutes or detailed agenda and sign-in sheets from meetings with list of participants ○ Copies of phone records/e-mails communications ○ Copy of a document that describes the method of service (i.e., needs assessment for Titles II and IV equitable services, Title II guidelines and travel policies, Title IV guidelines requiring evidence-based/best practices, etc.) 	<ul style="list-style-type: none"> • Documentation to support that funds are being used to benefit identified children • List of eligible students being served and schedule(s) of equitable services • Copies of family income surveys, official free and reduced lunch reports, forms verifying students' addresses in attendance area, eligible student selection forms • Copies of third-party contracts or written agreements and billing invoices between the school system and the contractor • Copies of teacher or paraprofessional credentials for those who provide services to nonpublic school students • Evidence that the school system maintains control of funds and property (Copy of school system procurement policy) • Evidence administrative and indirect costs are discussed with transparency via consultation notes, email, etc. • Record of school system's "monitoring" efforts (copies of calendar, logs, inventory sheets/logs, etc.) • Evidence of on-site visits to ensure proper provision of services (Copies of reports, including dates; site visit observation forms/consultation notes, lesson plans, Title I teacher/classroom teacher/administrator communication, student work, student assessments, etc.) • Copy of school system's policy for ensuring that the nonpublic schools' services are secular, neutral, and non-ideological • Observation and site visit forms to document the school system is providing nonpublic Title I services in a designated room or area • Documentation of school system's consultation with nonpublic school when funds are transferred (all copies of agendas and sign-in sheets per transfer) • Evidence of evaluation of equitable services program (comparison of prior year to current year, budget analysis, data analysis, meeting agenda on modification of program, sign-in sheet, program evaluation results, and needs assessment modifications) • Copies of complaint procedures/ technical assistance the school system uses to resolve nonpublic school complaints (phone log, emails, etc.) 	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

SECTION 7: TITLE I, PART A: EQUITABLE SERVICES (ES)

GUIDING QUESTIONS

REVIEW ITEM: ES -1: How does the school system comply with the requirements for nonpublic school participation?	Yes	No
Does the school system provide timely and meaningful consultation with nonpublic school officials on the availability of funds to provide services to eligible nonpublic school students?		
Does the school system offer services to eligible nonpublic school students?		
Has the school system determined the proportion of funds that will be allocated to provide services to eligible nonpublic school students?		
Will the professional development and growth needs of teachers be determined?		
Will the programs and services be evaluated and the results utilized to determine their impact on teacher effectiveness and student learning?		
Does the school system make nonpublic school officials aware of the procedure to file a complaint regarding timely and meaningful consultation provided by the school system?		

SECTION 8: TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION (EI) SELF-ASSESSMENT

REVIEW ITEM: EI -1- NEEDS ASSESSMENT LOCAL APPLICATION	REVIEW PERIOD:	REGULATION: ESEA Sec. 2102(b)(1)
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none"> Professional Development plan that includes activities that are aligned to the state standards Description of the systems of professional growth and improvement such as induction for teachers, principals, school leaders, capacity building, and leadership opportunities Types of data used to improve Title II activities Description of how data is used to improve Title II activities Description of ongoing consultation to continually update and improve activities supported with Title II funds. 	What is the school system's plan of professional growth and development to address the professional development needs of faculty and staff?	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

REVIEW ITEM: EI -2- STAKEHOLDER ENGAGEMENT AND CONSULTATION	REGULATION: ESEA Sec. 2102(b)(3)	
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none"> Evidence of stakeholder meeting (i.e., agendas and sign-in sheets) Description of how the school system uses stakeholder feedback to design professional development and recruitment/retention activities Description of how the school system uses stakeholder feedback to decide which activities to fund with Title II. 	How does the school system include a variety of stakeholders and use their feedback to design Title II professional development activities and to decide which activities to fund with Title II?	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

REVIEW ITEM: EI -3- USE OF FUNDS	REGULATION: ESEA Sec. 2103(a)-(b); UAR §200.404(a)	
POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION	
<ul style="list-style-type: none"> List of professional development activities and financial records (invoices, purchase orders, receipts, etc.) which may include contracts, workshops, job-embedded professional development, coaching/mentoring, etc. List of professional development activities and financial records (if required) for targeted schools in the categories listed which may include tuition reimbursement, PRAXIS reimbursement, recruitment stipends, etc. <ul style="list-style-type: none"> List of identified schools targeted Copies of invoices, purchase orders, receipts, etc. List of professional development activities and financial records (invoices, purchase orders, receipts, etc.) which may include contracts, workshops, job-embedded professional development, coaching/mentoring, etc. 	How does the school system use Title II, Part A funds in accordance with the use of funds rules?	
RESULT & COMPLIANCE		
COMPLIANT	NON-COMPLIANT	

SECTION 8: TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION (EI)

GUIDING QUESTIONS

REVIEW ITEM: EI -1- Local Application: What is the school system's plan of professional growth and development to address the professional development needs of faculty and staff?	Yes	No
Did the school system create a professional development plan that includes activities that are aligned to the state standards?		
Did the school system develop a system for professional growth and improvement such as induction for teachers, principals, school leaders, capacity building and leadership opportunities?		
Does the school system use different types of data to continually improve activities supported with Title II funds?		
Does the school system keep documentation from planning meetings such as agendas and sign-in sheets?		

REVIEW ITEM: EI -2- Stakeholder Engagement and Consultation: How does the school system include a variety of stakeholders and use their feedback to design Title II professional development activities and to decide which activities to fund with Title II?	Yes	No
Do the Title II planning efforts include a variety of stakeholders?		
Does the school system use stakeholder feedback to design Title II activities?		

REVIEW ITEM: EI -3- Use of Funds: How does the school system use Title II, Part A funds in accordance with the use of fund rules?	Yes	No
Are professional development activities and financial records consistent with local use of funds options to develop, implement, and evaluate comprehensive programs and activities?		
Does the school system prioritize the use of Title II funds and activities to support: schools with the highest proportion of ineffective teachers, schools with the largest average class size, or Comprehensive Intervention Required and / or Urgent Intervention Required schools?		
Do the Title II funded activities address the learning needs of at-risk students, including students with disabilities, English learners, and gifted and talented students?		

SCHOOL SYSTEM SELF-ASSESSMENT SCORE SHEET

TITLE I, PART A AND TITLE II, PART A PROGRAMS

School System Name:		Required Sample Size:	Review Period:
Total number of schools reviewed indicated below.			
Elementary (E) Schoolwide Plans	Middle (M) Schoolwide Plans	High School (H) Schoolwide Plans	Schoolwide Plans Total

Instructions: List the names of the Title I schools selected for schoolwide plan reviews. Select "Compliant" if requirement is met. Select "Noncompliant" if the requirement is NOT met. When selecting schools, at least half (50%) of the schools selected must be low-achieving schools having earned a school letter grade of D or F on the most recent School Report Card. The additional schools in the selected sample may be chosen from high performing Title I schools. No item may be left blank. In the Comments column, please cross-reference any notes with the indicator number.

[illegible]

LOUISIANA DEPARTMENT OF EDUCATION – DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM SELF-ASSESSMENT RESULTS SUMMARY REPORT FORM
TITLE I, PART A AND TITLE II, PART A PROGRAMS

Instructions: The Results Summary Report must be completed and submitted to LDOE according to the appropriate quarterly deadline. **The Self-Assessment Score Sheets should be completed prior to completing this document.** Below are specific instructions for documenting and addressing compliance issues for each of the self-assessment review items.

Documentation Review:

- Indicate the total number of plans reviewed by the school system for all selected schools by Review Item. For all other Review Items: Supplement not Supplant, Parent and Family Engagement, English Learners, Homeless, Foster Care, Equitable Services, and Title II, Part A, click on the radio button, under the appropriate column to indicate compliance or non-compliance.
- Indicate the number of schools compliant or non-compliant for Review Items SNS-1, SPW-1, SWP-2, and SWP-3 in the appropriate column next to the Review Item below. Indicate Yes or No for Review Item SWP-4. If No, explain your plans for improving subgroup achievement through adjustments to the schoolwide plan.
- The completed Self-Assessment Score Sheet and Results Summary Report Form will be submitted to LDOE Monitoring Team Leader for final review. *(Refer to the Checklist for Completion of the Title I, Part A and Title II, Part A Programs Self-Assessment instructions on how to upload to the web-based system.)*
- For any instance of non-compliance, a plan of correction is required.
- The plan of correction should include the following components: 1) action steps for correcting non-compliance, 2) personnel responsible, 3) evidence of completion, 4) planned completion date, and 5) show date(s) to be/or completed when corrections are final.
- Based on the information provided for areas of non-compliance and the proposed plan of correction, the LDOE Team Lead reserves the right to follow-up with the Federal Program Director to discuss the outcome of the review.

RESULTS SUMMARY REPORT: SUPPLEMENT NOT SUPPLANT (SNS)

Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
SNS-1					ESEA Sec. 1114(a)(2)(B) & Supplement Not Supplant ESSA Sec. 1118

RESULTS SUMMARY REPORT: TITLE I, PART A - SCHOOLWIDE PROGRAMS (SWP)

Review Item	Total Number of Schoolwide Plans Reviewed	Number Compliant	Number Non-Compliant	Percent Compliant	Plan of Correction	Date Completed	Regulation
SWP-1							ESEA Sec. 1114(b)(2); 1114(b); 1112(e)(4)
SWP-2							ESEA Sec. 1114(b); 1112(e)(4)
SWP-3							ESEA Sec. 1114(b); 1112(e)(4)

RESULTS SUMMARY REPORT: TITLE I, PART A - SCHOOLWIDE PROGRAMS (SWP)						
If "No" has been selected in the Self-Assessment (page 9), explain your plans for improving subgroup achievement through adjustments to the schoolwide plan.						
Review Item	Yes	No	Plan for Improvement	Planned Completion Date	Final Completion Date	Regulation
SWP-4						ESEA Sec. 1114(b); 1112(e)(4)

RESULTS SUMMARY REPORT: TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT (PFE)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
PFE-1					ESSA Sec. 1111(h)(6); 1112(e)(1)(A); 1112(e)(1)(B)(i); 1112(e)(1)(B)(ii)
PFE-2					ESSA Sec. 1116(b)&(c)(3); 1116(a)(2)(A-F)
PFE-3					ESSA Sec. 1116(b)&(c)(3)
PFE-4					ESSA Sec. 1116(d)
PFE-5					ESSA Sec. 1116(e)&(f)
PFE-6					ESSA Sec. 1116(a)(3)(A-D)

RESULTS SUMMARY REPORT: TITLE I, PART A - SERVICES FOR ENGLISH LEARNERS (ELs)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
EL-1					ESEA Sec. 1111(b)(3), 1111(b)(7); LA BESE BULLETIN 118
EL-2					Equal Educational Opportunity Act of 1974; Lau vs. Nichols-1974; Title VI of the Civil Rights Act of 1964; ESEA Sec. 1112
EL-3					ESEA Sec. 3113(b)(2)

RESULTS SUMMARY REPORT: TITLE I, PART A - SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS (HLN)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
HLN-1					ESEA Sec: 1112(a)(1); 1112(c)(1)(B); 722(g)(5)(C); and 722(g)(6)(A-C)
HLN-2					ESEA Sec: 1112(a)(1) and 722(g)(3)(C) & (7)
HLN-3					ESEA Sec: 722(g)(6) (i-iii); 1112(a)(1); 1112(b)(1)(A-C), (E); 722(g)(3)(D); and 722(g)(6)(A) & (7)(C)
HLN-4					ESEA Sec: 722(g)(6)(A)(v) and 1112(a)(1)
HLN-5					ESEA Sec. 722(g)(3)(E)(iii) and 1112(a)(1)
HLN-6					ESEA Sec. 722(g) and 1112(a)(1)

RESULTS SUMMARY REPORT: TITLE I, PART A - STUDENTS IN FOSTER CARE (SFC)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
SFC-1					ESSA Sec. 1112 (c)(5)(A)
SFC-2					ESSA Sec. 1111(g)(1)(E)

RESULTS SUMMARY REPORT: TITLE I, PART A - EQUITABLE SERVICES (ES)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
ES-1					ESEA Sec. 1112(c)(1)(E); 1120(b)(1-4); 9501(a)(1) &(c)(1); 1117(a); 8501; 4101-4109; 3003

RESULTS SUMMARY REPORT: TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION (EI)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
EI-1					ESEA Sec. 2102(b)(1)
EI-2					ESEA Sec. 2102(b)(3)
EI-3					ESEA Sec. 2103(a) UAR §200.404(a) ESEA Sec. 2103(b)