

TITLE I, PART A SCHOOLWIDE PROGRAMS

PROGRAM MONITORING SELF-ASSESSMENT TOOL



INTRODUCTION



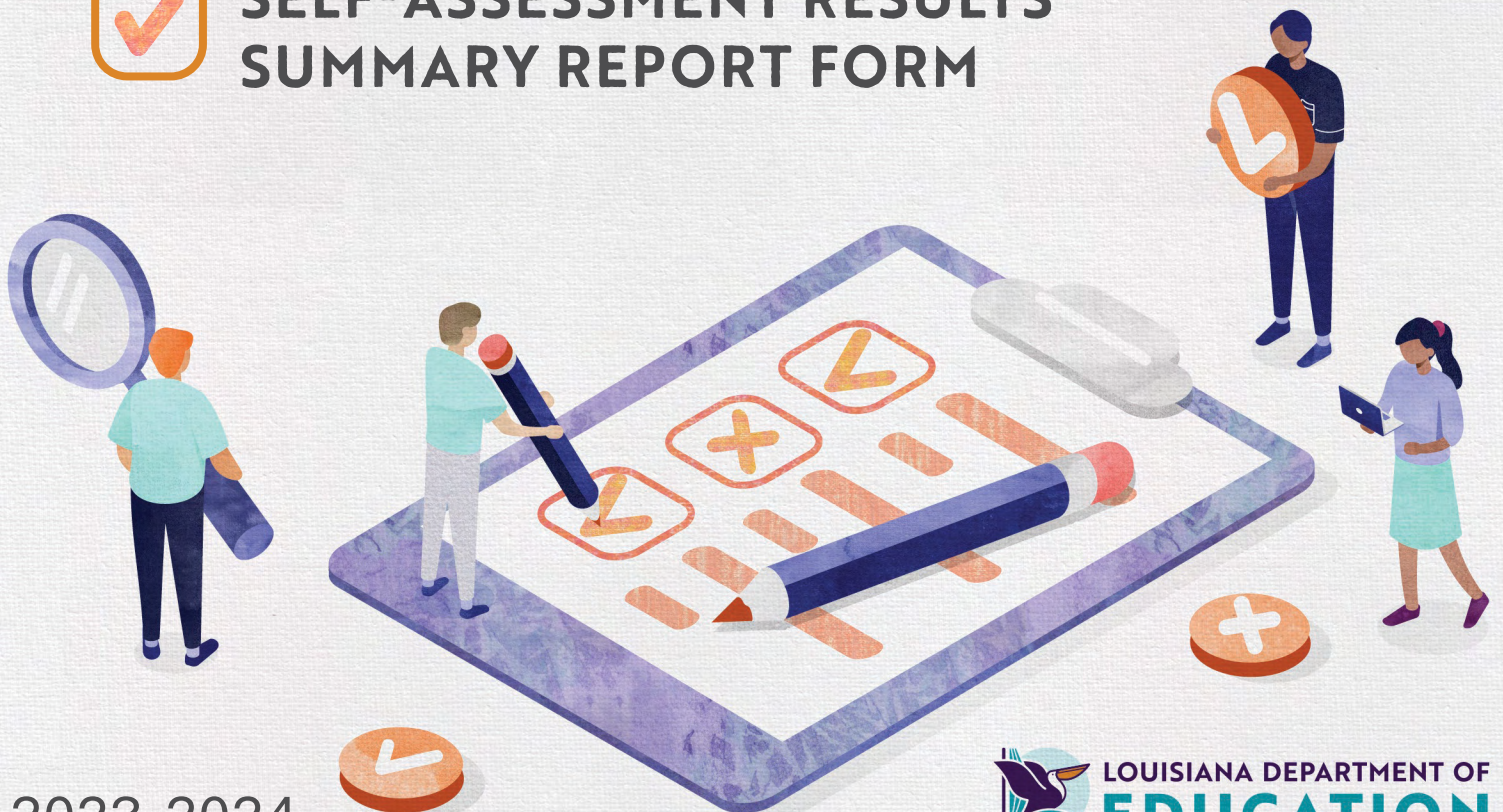
REQUIRED ELEMENTS OF A
SCHOOLWIDE PLAN



SELF-ASSESSMENT SCORE SHEET



SELF-ASSESSMENT RESULTS
SUMMARY REPORT FORM



2023-2024

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-low 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%

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 PROGRAM 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. 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. 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 it will be transmitted securely. **Forexample: 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: 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 1: 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 2: 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 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?
RESULT & COMPLIANCE		
COMPLIANT Methodology is available. Methodology includes major components (i.e., staffing, teacher salaries, experience, supplies, weighted per pupil costs, etc.).		NON-COMPLIANT Methodology is not available. Methodology is missing major components.

SECTION 2: 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?		

LOUISIANA DEPARTMENT OF EDUCATION – DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM SELF-ASSESSMENT SCORE SHEET
TITLE I, PART A SCHOOLWIDE PROGRAM (SWP)

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.

Title I School	SWP-1 ESEA Sec. 1114(b)(2); 1112(e)(4)		SWP-2 ESEA Sec. 1114(b); 1112(e)(4)		SWP-3 ESEA Sec. 1114(b); 1112(e)(4)		Comments
Insert Title I School Name	Plan Budget		1. Comprehensive Needs Assessment 2. Strategies for Improvement 3. Student Support Services 4. Student Opportunities 5. Multi-Tiered Systems of Support 6. Plans for Professional Development 7. Student Transitions		Developed, reviewed, and revised		Insert notes that can be used as part of the plan of correction, if necessary. Information about quality schoolwide plan programming by school may also be included in this section
	Compliant	Non-compliant	Compliant	Non-compliant	Compliant	Non-compliant	
	Compliant	Non-compliant	Compliant	Non-compliant	Compliant	Non-compliant	
	Compliant	Non-compliant	Compliant	Non-compliant	Compliant	Non-compliant	
	Compliant	Non-compliant	Compliant	Non-compliant	Compliant	Non-compliant	
	Compliant	Non-compliant	Compliant	Non-compliant	Compliant	Non-compliant	
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LOUISIANA DEPARTMENT OF EDUCATION – DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM SELF-ASSESSMENT RESULTS SUMMARY REPORT FORM
TITLE I, PART A SCHOOLWIDE PROGRAM (SWP)

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 schoolwide plans reviewed by the school system for all selected schools by Review Item.
- Indicate the number of schools compliant or non-compliant for Review Items SPW-1, SWP-2, SWP-3, and SNS-1 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 must be submitted to LDOE Monitoring Team Leader for final review. The school system must maintain the completed self-assessment instrument and any relevant supporting information on file. *(Refer to the Checklist for Completion of the Title I, Part A Program 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: 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: 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