

PROGRAM MONITORING SELF-ASSESSMENT



INTRODUCTION



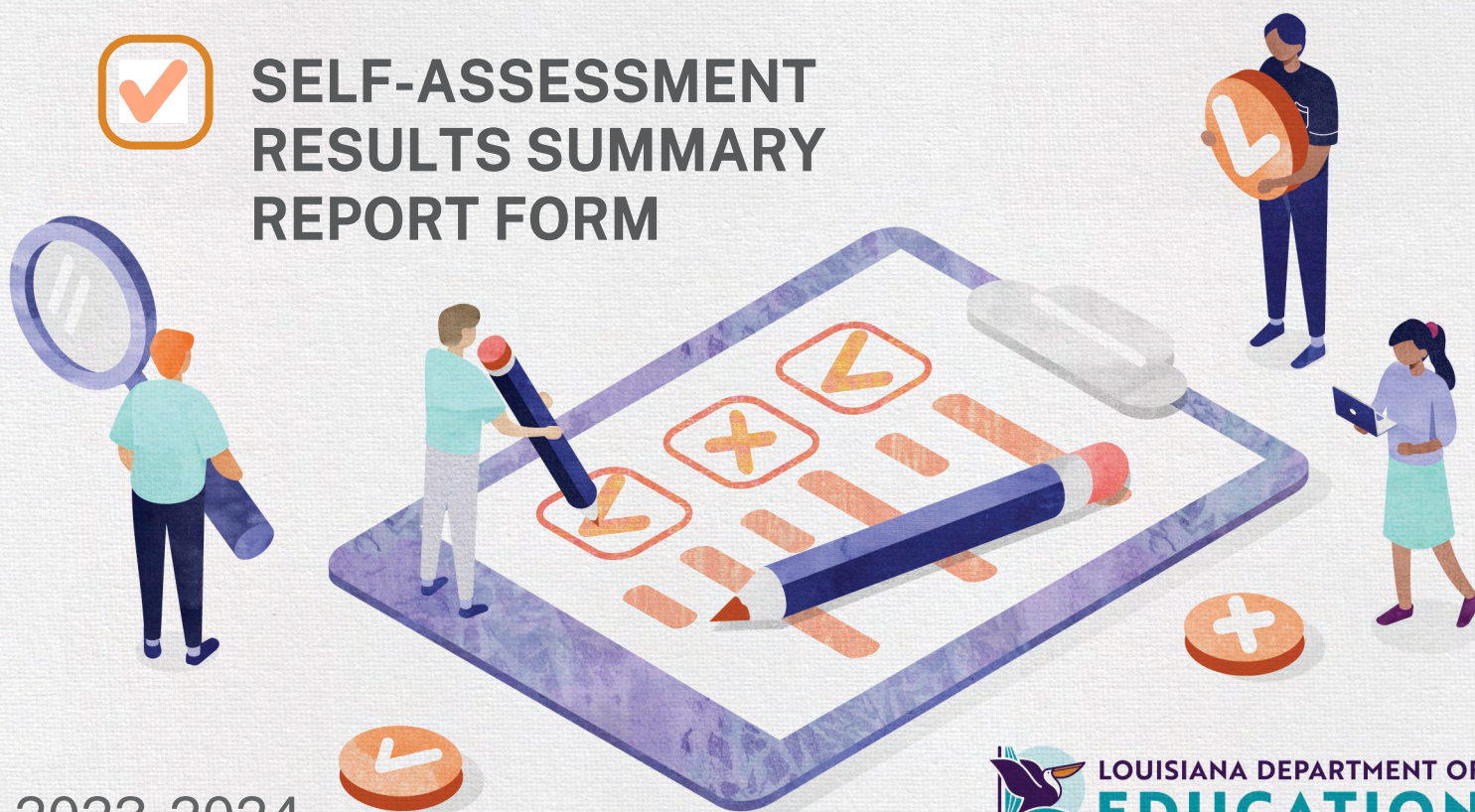
REQUIRED ELEMENTS OF
TARGETED ASSISTANCE (TA)
PROGRAM & GUIDING QUESTIONS



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 operating a targeted assistance (TA) program with a ranking of moderate to moderate-low as a result of the LDOE risk-based selection process must complete the following TA 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 TA program must use Title I funds to help identified eligible children meet the state's academic achievement standards. The TA program should incorporate the needs of identified students into existing school planning, monitor their progress, and revise the program as needed to ensure students are working toward meeting state standards.

Each school operating a TA program shall assist participating children to meet the state's academic achievement standards by reviewing, on an ongoing basis, their progress and revising the TA program, if necessary, to provide additional assistance such as: extended school year; extended learning time such as before-and after-school and summer programs that provide accelerated curriculum and applied learning; intensive intervention programs designed to accelerate learning; and training for teachers regarding how to identify and remediate students who need additional assistance.

The school system should create an evaluation plan that summarizes the accomplishments of the TA program at the end of the year and determine its effectiveness and impact on student achievement. The evaluation plan should include data from the entire year, summarize achievements and next steps, integrate the required elements, and indicate areas that must be revised for the upcoming year. The evaluation plan should also include a school budget summary, including funding sources and expenditures by category for the year. When coupled with other school system planning activities, the evaluation plan should help inform fiscal decisions as it relates to strategic and targeted use of federal funds. The evaluation process should ensure student academic needs are addressed and students are moving toward meeting state standards. The plan should also assess whether the professional development opportunities provided were successful in making a positive impact on student performance. Additionally, evidence of parent and family engagement should be embedded throughout the plan.

There are elements which should be included in a TA program. The sections below will assist the school system in making a determination of compliance when completing this self-assessment activity.

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 TA program or that choose to implement a TA model,
2. Identify a targeted sample of schools to analyze 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
School Improvement or "Targeted" 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 TA 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 TARGETED ASSISTANCE (TA) PROGRAM SELF-ASSESSMENT:

- **Step 1:** The school system will select a sample of Title I targeted assistance schools to be assessed as part of this process. 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 for review. 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.
- **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:** The Federal Programs Director or appointee will summarize results of all self-assessment sections and record them on one Summary Score Sheet and Results Summary Report Form.
- **Step 6:** The school system will be required to submit a completed Score Sheet for TA 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_22-23 ESSA Self**
4. Provide the file to your FTP Coordinator to upload to the "**Monitoring**" folder in the Data Management FTP. Email
5. 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: TARGETED ASSISTANCE (TA) PROGRAMS 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 collect and record information for multiple schools, simultaneously. **This should occur prior to making a determination of compliance.** The school system will make a determination of compliance for TA-1, TA-2, and TA-3 after populating information onto the Title I, Part A Targeted Assistance Score Sheet. A determination of compliance is not required for TA-4. However, a statement explaining key factors that may have contributed to concerns around student achievement should be developed. The self-assessment results summarized on the Score Sheet and Results Summary Report Form must be submitted to the LDOE. Any supporting documentation must be kept on file at the school system. The LDOE 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: TA-1

REVIEW PERIOD: _____

REGULATION: ESEA SEC. 1115(b)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Copy of the method the school used to identify students for services (academic information, objective criteria, or automatic eligibility criteria, other factors considered) Prioritized list Evidence that student populations such as Homeless, Neglected or Delinquent, Head Start, Migrant, Economically Disadvantaged, Students with Disabilities, and English Learners are prioritized 	<p>Does the school have a method to identify students who are eligible to participate in the Title I TA program?</p> <p><i>Note: Since TA programs do not serve all students in the school, yet often have more eligible students than can be served, the school must rank order and prioritize the students based on the academic risk factors in order to identify who receive Title I services. The automatically eligible students must be first priority and need not undergo multiple educationally related, objective criteria. The prioritized list allows the school to look at the Title I resources available, identify who is most at-risk, and specify which students will receive services. The school should re-rank students at least three times a year. New students will enter and be added to the prioritized list and students who have met their Title I goals will be exited from TA program.</i></p>
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT
Documentation used to identify eligible students is available.	Documentation used to identify eligible students is not available or lacking required documentation.

REVIEW ITEM: TA-2

REGULATION: ESEA SEC. 1115(c)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Copy of the school's plan for improvement which provides evidence that the school has addressed the required elements of the TA program Documentation that supports implementation of Required Components 	Does the school/school system ensure required elements of the TA program are implemented?
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT
Documentation of the above elements are available for review.	Documentation of the above elements are not available for review.

REVIEW ITEM: TA-3
REGULATION: ESEA SEC. 1115(a) and (b)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Copy of documents such as receipts, purchase orders, etc. that show the Title I targeted assistance funds were used appropriately. 	<p>Does the school system ensure costs charged to Title I TA program are consistent with use of funds rules?</p> <p><i>Note: Records must be maintained to document that Title I, Part A, targeted assistance funds are spent only on activities and services for the targeted assistance eligible students. In TA programs, Title I Part A funds may only be used to provide services that supplement not supplant the services that would be required in the absence of Title I Part A targeted assistance funds from non-Federal sources.</i></p>
RESULT & COMPLIANCE	
COMPLIANT	NON-COMPLIANT
Copies of the above documentation is available and substantiate the appropriate use of funds for the TA program.	Copies of the above documentation is unavailable or substantiate an inappropriate use of funds for the TA program.

REVIEW ITEM: TA-4
REVIEW PERIOD: _____

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
<ul style="list-style-type: none"> Progress monitoring data School letter grades & report cards Monitoring rubric results TA program changes/revisions Other data relative to improvement in academic achievement 	<p>Does performance data suggest improvements in academic achievement for the at risk students as a result of successful implementation and monitoring of the TA program?</p>
RESULT & COMPLIANCE	
YES	NO
<p>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 TA program.</p>	

SECTION 1: TITLE I, PART A: TARGETED ASSISTANCE PROGRAMS GUIDING QUESTIONS

Element 1: Comprehensive Needs Assessment	Yes	No
Is there a written student selection process that includes criteria used by the school to identify students for TA program services?		
Are students ranked in priority order?		
Are students rank-ordered for services more than once a year?		
Are there methods used to ensure students who participated in Head Start, Even Start or Early Reading First programs, the Migrant Education Program; are living in neglected or delinquent facilities; or experiencing homelessness are considered prior to ranking and serving other students?		
Are students in these subgroups: economically disadvantaged, students with disabilities, English Learners, migrant that are selected, eligible for targeted services on the same basis as other children selected to receive targeted assistance services?		
Is data representative of all student populations in the school, particularly at-risk students?		
Does the school ensure eligibility for the TA program is based on poor academic performance?		
Has the school ensured a direct alignment between needs assessment priorities and the development of the TA program goals and objectives?		
Has the school analyzed root causes of poor academic achievement?		
Does the school track how well individual students are learning?		
Are students' difficulties identified on a timely basis?		
Are there specific methods used to assess the progression of TA students?		
Did the school consider multiple data sources, including cultural, environmental, attitudinal, behavioral and academic?		
Is there documentation on file showing how plans for identified Title I students are incorporated into existing school and school system plans?		
Is there a process to determine who will provide the services (i.e., Title I teacher, paraprofessional, existing staff, contractual services)?		
Are targeted assistance services initially delivered by appropriately certified teachers and paraprofessionals?		

Element 2: Strategies for Improvement	Yes	No
Are strategies aligned and do they support the needs assessment?		
Are strategies aligned with the TA program goals and objectives?		
Does the school have the capacity to implement the 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 TA plan?		

Element 4: Student Opportunities	Yes	No
Does the TA plan identify opportunities for students to engage in postsecondary coursework while attending high school?		
Does the TA 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 TA 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 tiered intervention model in place for addressing problem behaviors?		
Has this information been embedded into the TA 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 TA 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 TA 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?		

LOUISIANA DEPARTMENT OF EDUCATION - DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM SELF-ASSESSMENT SCORE SHEET
TITLE I, PART A TARGETED ASSISTANCE (TA) PROGRAM

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

Instructions: The Self-assessment Score Sheet must be completed and submitted to LDOE according to the appropriate quarterly deadline. List the names of the Title I schools selected for TA program 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	TA-1 ESEA Sec. 1115(b)		TA-2 ESEA Sec. 1115(b)(2)		TA-3 ESEA Sec. 1115(a) and (b)		Comments
Insert Title I School Name	Identify Students for Services		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		Use of Funds		Insert notes that can be used as part of the plan of correction, if necessary.
	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	
	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	
	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	

LOUISIANA DEPARTMENT OF EDUCATION - DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM SELF-ASSESSMENT RESULTS SUMMARY REPORT FORM
TITLE I, PART A TARGETED ASSISTANCE (TA) PROGRAM

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.

Targeted Assistance Program Documentation Review:

- Indicate the total number of schools for which TA program documentation was reviewed by the school system by Review Item.
- Indicate the number of schools compliant or non-compliant for Review Items TA-1, TA-2, and TA-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. The school system must maintain the completed self-assessment instrument and any relevant supporting information on file.
- 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, and 4) planned completion date. Show the date(s) 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.
- The school system complete a Score Sheet and the Results Summary Report Form and submit to the LDOE monitoring team leader. The school system must maintain the completed self-assessment instrument and any relevant supporting information on file.

RESULTS SUMMARY REPORT: TITLE I, PART A - TARGETED ASSISTANCE PROGRAMS							
Review Item	Total Number of Schoolwide Plans Reviewed	Number Compliant	Number Non-Compliant	Percent Compliant	Plan of Correction	Date Completed	Regulation
TA-1							ESEA Sec. 1115(c)
TA-2							ESEA Sec. 1115(b)(2)
TA-3							ESEA Sec. 1115(a)&(b)

RESULTS SUMMARY REPORT: TITLE I, PART A-TARGETED ASSISTANCE PROGRAMS					
If "No" has been selected in the Self-Assessment, explain your plans for improving subgroup achievement through adjustments to the TA program.					
Review Item	Yes	No	Plan for Improvement	Planned Completion Date	Final Completion Date
TA-4					