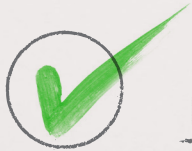


2016-2017

TITLE I, PART A TARGETED ASSISTANCE (TA) PROGRAM

STATEWIDE MONITORING SELF-ASSESSMENT TOOL



INTRODUCTION



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



SELF-ASSESSMENT SCORE SHEET



SELF-ASSESSMENT RESULTS
SUMMARY REPORT FORM

INTRODUCTION

The Louisiana Department of Education (LDOE), Division of Statewide Monitoring, supports engagement in self-monitoring as a method of analyzing the effectiveness of Title I Part A, targeted assistance (TA) programs under the Every Student Succeeds Act (ESSA). The primary goal of the self-assessment is to identify strengths and weaknesses in the targeted assistance program. When completed with fidelity, we expect this activity will be helpful in identifying root causes of performance and compliance issues in your school system. When coupled with other LEA planning activities, results should also help inform fiscal decisions as it relates to the strategic and targeted use of federal funds. The targeted assistance self-assessment must be completed by any LEA having earned a moderate ranking under the LDOE's risk-based selection process and operating a targeted assistance program.

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 proficient and advanced levels of achievement.

There are eight (8) mandatory components which should be included in a TA program. The sections below will assist the LEA in making a determination of compliance when completing this self-assessment activity.

REQUIRED COMPONENTS OF A TARGETED ASSISTANCE (TA) PROGRAM

COMPONENT 1: Needs Assessment

After ensuring eligible students have first priority, the TA program should prioritize needs of other students identified through the needs assessment process. Automatically eligible students' have first priority. The inclusion of teachers in the needs assessment process should offer valuable insight regarding the use of academic assessment results and preferred interventions for struggling students. Assessments should align with the state's academic achievement standards. Results of these assessments should be used to identify at-risk students and provide targeted assistance as a result of any identified weaknesses. The Title I TA program builds upon information maintained in the school profile as well as additional information such as:

- Student and community demographics
- Enrollment stability
- School climate survey results
- Curriculum and delivery programs
- School schedules and amount of time allocated for content areas
- Curricula, schedules, and content area data
- Parental involvement
- Leadership decision-making

Children automatically eligible for participation in LEA's TA program include students who are experiencing homelessness, receiving services through the Neglected or Delinquent program, and participating in Head Start or Migrant Education programs. Children who are economically disadvantaged, students with disabilities, and are English Language Learners are also eligible for services.

TA programs do not serve all students at the school; therefore, students must be rank-ordered and prioritized based on academic risk factors. This process helps to identify which students will receive targeted Title I services. Students should be ranked at various intervals during a school year, but not less than three times is preferred. The ranking evaluation process allows new students to enter the TA program while other students may be eligible to exit the program. When making a determination of priority for eligible TA students, the following should be considered:

- Availability of Title I resources; and
- Students most at-risk of academic failure.

A TA program should use effective instructional delivery methods, give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours.

COMPONENT 2: Effective Strategies for Improving Student Achievement

Instructional strategies and initiatives in the TA program should focus on research-based instructional methods that strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of the targeted assistance students in the school. These strategies should align with and support the results of the needs assessment. Implementation of strategies should be evaluated periodically for effectiveness.

Additionally, TA programs should provide additional assistance beyond the classroom. This assistance should be focused on remediation in core academic areas. Students receiving services under this model may receive direct instruction in the classroom and/or services in an alternate instructional setting. Title I instructional setting must not replace classroom instruction. Targeted assistance services under this component should:

- Address identified academic needs;
- Ensure timely intervention support;
- Be delivered by qualified teachers and paraprofessionals;
- Increase the amount and quality of learning time. (This may occur through small group or one-on-one instruction during the school day);
- Include extended learning opportunities such as:
 - extended school year
 - before- and after-school programs
 - summer programs
 - intensive intervention programs designed to accelerate learning; and
- Provide an enriched curriculum specifically designed to catch students up with their peers and progress to grade level performance.

COMPONENT 3: High Quality and On-going Professional Development

Professional development activities should be aligned with the needs of the targeted assistance students and the school. These activities must be high-quality, job-embedded, on-going, and sustainable. Job-embedded professional development includes opportunities for improving coaching and mentoring relationships at the school level. Professional development activities shall be “sustained, intensive, and classroom-focused” and “are not one-day or short-term workshops or conferences”. The primary focus of these activities should be to improve student achievement. Teachers and principals should actively participate in professional development activities. The effectiveness of these activities should be evaluated at set intervals.

All staff in a targeted assistance school may participate in professional development activities paid for with Title I, Part A funds, provided such participation will result in a school being better able to address the needs of its Title I students.

COMPONENT 4: Strategies to Increase Parental Involvement

It is important that the TA program contain strategies which involve parents, especially in helping their children to do well in school. Parents should be involved in the planning, implementation, and evaluation of the LEA’s parental involvement policy. The main elements of the parental involvement policy include:

- meaningful consultation and consideration of programs and activities the LEA plans for parental involvement;
- identification of effective strategies to increase parental involvement in the schools; and
- involvement of parents in the annual evaluation of the parental involvement policy. Each school receiving Title I targeted assistance funds must develop a written parental involvement policy that is jointly developed with the parents of children participating in Title I, Part A activities, services, and programs. The school-parent compact, also jointly developed with parents, is part of the school’s written parental involvement policy. The compact outlines how parents, school staff, and students will share the responsibility for improved academic achievement and the means by which they will build and develop a partnership raise meet established academic standards.

COMPONENT 5: Coordinate with and Support the Regular Education Program

The TA program should coordinate with and support the regular education program and include transition from Early Childhood programs, as applicable by identifying ways in which the TA teacher supports and coordinates with regular education programming. The school leader and Title I Director should be able to describe how Title I TA teachers collaborate with classroom teachers, adjust activities to meet the unique needs of targeted students, and ensure that support received will assist in meeting state academic standards. Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans to evaluate the effectiveness of transition plan implementation should be in place to ensure a smooth transition for students to kindergarten.

COMPONENT 6: Effective and Timely Assistance to Struggling Students

Students in a TA program must be identified and served, on a priority basis. The rankings of priority students should be evaluated at least three times a year and adjustment should be made on the priority list for TA program services. Effective and timely assistance refers to proactively identifying students who struggle to perform at or above proficient levels on the state's academic achievement standards. In order to render timely assistance to struggling students, activities should ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are implemented regularly and timely. Strategies, interventions, and remediation programs that have been proven to improve academic performance outcomes, must be tied to student needs in addition to being differentiated and data-driven.

COMPONENT 7: Coordination and Integration of Federal, State, and Local Services and Programs

This component addresses the coordination of school programs funded through various sources. Integration of resources may include utilization of resources from community partners while leveraging the support of federal, state, and local funds. The LEA is encouraged to form coalitions with outside entities and seek the assistance of federal or state grants to support the continued improvement of academic programs. Documentation of all resources used in conjunction with Title I funds to support the TA program must be maintained at the LEA.

COMPONENT 8: Evaluates Progress and Revises Program Regularly

Each school conducting 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 & 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 LEA 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 for each of the eight components, and indicate the 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 LEA 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 proficiency and meeting state standards. The plan should also assess whether the professional development opportunities provided were successful in making a positive impact on student performance.

SELF ASSESSMENT TEAM

The LEA should identify key staff to serve on the self-assessment team. Team member selection is at the discretion of the LEA; however, 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 LEA 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 LEA 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 noncompliance identified by school.

Total Number of Title I Schools	10 or less	11-100	100 or more
Required Sample Size for Targeted Assistance Schools	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

Documentation and Evidence: For each of the components 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 LEA may use additional evidence when needed to support this process.

Addressing Compliance and Non-Compliance: For each item or question, click the box next to the item that best represents how the LEA's procedures or evidence of documentation compares to the standard or question being analyzed. A notation of "**Compliant**" indicates the LEA is in compliance with the specific regulatory requirement. The self-assessment team should carefully review all documentation and evidence prior to making a final determination of compliance for each standard. A set of guiding questions have been included as part of the self-assessment review. The LEA 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 LEA will be required to correct any instance of non-compliance by developing a plan of correction.

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

- Document issues of non-compliance on the self-assessment score sheets provided;
- Identify the steps the LEA will take to correct findings of non-compliance by developing a plan of correction on the results summary document provided;
- Correct all instances of non-compliance;
- Maintain documentation to validate the LEA has corrected all issues of non-compliance in the LEA'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 LEA will select a sample of Title I targeted assistance schools to be evaluated during this process. 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.

The Federal Programs Director will appoint designated LEA staff to serve as members of the self-assessment team. We recommend including principals of targeted assistance schools to serve as participants during this process.
- Step 2:** The LEA self-assessment team will complete the Targeted Assistance (TA) Self-Assessment and Guiding Questions. These PDF fillable documents will be sent to the school electronically. Both the Self-Assessment and the Guiding Questions should be completed during this process.
- Step 3:** The Federal Programs Director (or other appointed persons) will be responsible for reviewing and collecting representative documentation for all schools included in the sample. Examples of documentation may be found in the sections below labeled potential sources of documentation.
- Step 4:** The Federal Programs Director or appointed designee will summarize results and use them to complete one Summary Score Sheet and Results Summary Report Form.
- Step 5:** The LEA will maintain a duplicate self-assessment file at the LEA. The LDOE reserves the right to request back-up documentation as part of other monitoring activities. The LEA may also be asked to submit the Results Summary Report to the LDOE monitoring team leader upon completion of this activity.

TARGETED ASSISTANCE (TA) SELF-ASSESSMENT

Instructions: The self-assessment form below should be used to determine whether the LEA is compliant in three targeted areas. The Score Sheet should be used to collect and record information for multiple schools simultaneously. **This should occur prior to making a determination of compliance.** The LEA should 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 and any supporting documentation must be kept on file at the LEA. 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 an on-site monitoring review. The Guiding Questions that follow will assist in understanding the depth of each of the areas. The Guiding Questions should be reviewed in advance of completing the self-assessment.

REVIEW ITEM: TA-1

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 Language 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	
<input type="radio"/> COMPLIANT	<input type="radio"/> NON-COMPLIANT
<input type="radio"/> Documentation used to identify eligible students is available.	<input type="radio"/> 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 components of the TA program Documentation that supports implementation of Required Components 	<p>Does the school/LEA ensure required components of the TA program are implemented?</p>
RESULT & COMPLIANCE	
<input type="radio"/> COMPLIANT	<input type="radio"/> NON-COMPLIANT
<input type="radio"/> Documentation of the above requirements is available for review.	<input type="radio"/> Documentation of the above requirements are unavailable 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 LEA 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	
<input type="radio"/> COMPLIANT	<input type="radio"/> NON-COMPLIANT
<input type="radio"/> Copies of the above documentation is available and substantiate the appropriate use of funds for the TA program.	<input type="radio"/> Copies of the above documentation is unavailable or substantiate an inappropriate use of funds for the TA program.

REVIEW ITEM: TA-4

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 economically disadvantaged subgroup as a result of successful implementation and monitoring of the TA program?</p>
RESULT & COMPLIANCE	
<input type="radio"/> YES	<input type="radio"/> 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>	

Needs Assessment

Guiding Questions	Yes	No
Is there a written student selection process that includes criteria used by the school to identify students for TA program services?	<input type="radio"/>	<input type="radio"/>
Are students ranked in priority order?	<input type="radio"/>	<input type="radio"/>
Are students rank-ordered for services more than once a year?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
Are students in these subgroups: economically disadvantaged, students with disabilities, English Language Learners, migrant that are selected, eligible for targeted services on the same basis as other children selected to receive targeted assistance services?	<input type="radio"/>	<input type="radio"/>
Is data representative of all student populations in the school, particularly at-risk students?	<input type="radio"/>	<input type="radio"/>
Does the school ensure eligibility for the TA program is based on poor academic performance?	<input type="radio"/>	<input type="radio"/>
Has the school ensured a direct alignment between needs assessment priorities and the development of the TA program goals and objectives?	<input type="radio"/>	<input type="radio"/>
Has the school analyzed root causes of poor academic achievement?	<input type="radio"/>	<input type="radio"/>
Does the school track how well individual students are learning?	<input type="radio"/>	<input type="radio"/>
Are students' difficulties identified on a timely basis?	<input type="radio"/>	<input type="radio"/>
Are there specific methods used to assess the progression of TA students?	<input type="radio"/>	<input type="radio"/>
Did the school consider multiple data sources, including cultural, environmental, attitudinal, behavioral and academic?	<input type="radio"/>	<input type="radio"/>
Is there documentation on file showing how plans for identified Title I students are incorporated into existing school and LEA plans?	<input type="radio"/>	<input type="radio"/>
Is there a process to determine who will provide the services (i.e., Title I teacher, paraprofessional, existing staff, contractual services)?	<input type="radio"/>	<input type="radio"/>
Are targeted assistance services initially delivered by qualified teachers and reinforced by qualified paraprofessionals?	<input type="radio"/>	<input type="radio"/>

Effective Strategies for Improving Student Achievement

Guiding Questions	Yes	No
Are strategies aligned and support the needs assessment?	<input type="radio"/>	<input type="radio"/>
Are strategies based on research-based instructional methods that strengthen the core academic program?	<input type="radio"/>	<input type="radio"/>
Are strategies aligned with the TA program goals and objectives?	<input type="radio"/>	<input type="radio"/>
Does the school have the capacity to implement the strategies?	<input type="radio"/>	<input type="radio"/>
Is there a plan for formative and summative monitoring of the strategy implementation?	<input type="radio"/>	<input type="radio"/>
Have selected strategies been identified to increase the quality of instruction for all targeted assistance students, especially those at-risk students of not meeting the state standards?	<input type="radio"/>	<input type="radio"/>
Have strategies been identified to provide teachers with opportunities to improve effective teaching practices for all students to learn?	<input type="radio"/>	<input type="radio"/>
Do strategies include ways for instructors to monitor or track student progress?	<input type="radio"/>	<input type="radio"/>
Have strategies been identified to address non-academic student needs that may enhance the learning process for all students?	<input type="radio"/>	<input type="radio"/>

High-Quality and On-going Professional Development

Guiding Questions	Yes	No
Is professional development aligned with the needs of the students and the school?	<input type="radio"/>	<input type="radio"/>
Is professional development high-quality, on-going, and sustained?	<input type="radio"/>	<input type="radio"/>
Is professional development job-embedded?	<input type="radio"/>	<input type="radio"/>
Does the professional development plan include opportunities such as mentoring, coaching, action research, and study groups?	<input type="radio"/>	<input type="radio"/>
Are professional development activities focused on increasing student performance?	<input type="radio"/>	<input type="radio"/>
Do all teachers, paraprofessionals, and administrators have the opportunity to participate in professional development?	<input type="radio"/>	<input type="radio"/>
Is professional development monitored and evaluated for effectiveness?	<input type="radio"/>	<input type="radio"/>

Strategies to Increase Parental Involvement

Guiding Questions	Yes	No
Are parents involved in the planning, implementation, and evaluation of the TA program?	<input type="radio"/>	<input type="radio"/>
Have strategies been identified to increase parental capacity to help their children do well in school?	<input type="radio"/>	<input type="radio"/>
Do strategies address effective and on-going communication between parents and teachers?	<input type="radio"/>	<input type="radio"/>
Have strategies been identified to improve collaboration with the community?	<input type="radio"/>	<input type="radio"/>
Are communication materials available in a format and/or language that parents can readily understand?	<input type="radio"/>	<input type="radio"/>

Coordinate with and Support the Regular Education Program

Guiding Questions	Yes	No
Does the school collaborate with other TA schools within the district?	<input type="radio"/>	<input type="radio"/>
Do TA teachers coordinate their program and activities with regular education teachers, as well as other instructional personnel?	<input type="radio"/>	<input type="radio"/>
Is there collaboration with preschool programs in the school's attendance area?	<input type="radio"/>	<input type="radio"/>
Have strategies been identified for effective transition from preschool to elementary school?	<input type="radio"/>	<input type="radio"/>
Is professional development available for preschool teachers and parents?	<input type="radio"/>	<input type="radio"/>
Do professional development activities address skills children will need to enter kindergarten?	<input type="radio"/>	<input type="radio"/>

Effective & Timely Assistance to Struggling Students

Guiding Questions	Yes	No
Is additional support provided for students experiencing difficulty mastering the state standards?	<input type="radio"/>	<input type="radio"/>
Are students receiving additional support on a regular, timely, and effective basis?	<input type="radio"/>	<input type="radio"/>
Are additional interventions designed to meet the individual needs of targeted assistance students?	<input type="radio"/>	<input type="radio"/>
Are multiple assessments used to evaluate student progress?	<input type="radio"/>	<input type="radio"/>
Are results used to inform any adjustments necessary to the TA program?	<input type="radio"/>	<input type="radio"/>
Are strategies, interventions, and remediation programs proven to work?	<input type="radio"/>	<input type="radio"/>
Is there evidence on file to justify why a certain strategy or method was selected?	<input type="radio"/>	<input type="radio"/>

Coordination and Integration of Federal, State, and Local Services and Programs

Guiding Questions	Yes	No
Does the school coordinate services and programs to deliver a more effective education program?	<input type="radio"/>	<input type="radio"/>
Has the school considered the integration of federal, state, and local funds to provide a more effective educational program for identified Title I students?	<input type="radio"/>	<input type="radio"/>
If funding is available from additional sources, is there evidence of integration to assist in building capacity and sustaining the TA program for struggling students?	<input type="radio"/>	<input type="radio"/>
Does the TA program identify partnerships that have been formed to address the needs of students?	<input type="radio"/>	<input type="radio"/>
Are goals included and that support the needs of students at the secondary level, especially low-achieving students and include college and career awareness, personal finance education, and the integration of vocational and technical education programs?	<input type="radio"/>	<input type="radio"/>

Evaluate Progress and Revise Program Regularly

Guiding Questions	Yes	No
Does the TA program include a process for monitoring student progress and that interventions are effective?	<input type="radio"/>	<input type="radio"/>
Does the TA program demonstrate how the methods and instructional strategies increase the amount and quality of learning?	<input type="radio"/>	<input type="radio"/>
Does the TA program include the actions to be taken to address specific student academic needs?	<input type="radio"/>	<input type="radio"/>
Does the school have a timeline for making adjustments to their TA program if students are not meeting benchmarks?	<input type="radio"/>	<input type="radio"/>
Are assessment and evaluation tools aligned to state standards?	<input type="radio"/>	<input type="radio"/>

Use of Funds

Guiding Questions	Yes	No
Does the LEA ensure costs charged to the Title I TA program are consistent with the use of federal fund rules?	<input type="radio"/>	<input type="radio"/>
Are records maintained to ensure that Title I, Part A targeted assistance funds are spent only on activities and services for eligible students?	<input type="radio"/>	<input type="radio"/>
Did records include expenditure documentation such as receipts, purchase orders etc. to support that funds were used as supplemental costs?	<input type="radio"/>	<input type="radio"/>
Are records maintained to ensure that Title I, Part A targeted assistance funds are used to supplement non-Federal funds?	<input type="radio"/>	<input type="radio"/>

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

Information			
LEA Name:		Required Sample Size:	
Insert the number of schools identified for the sample.			
Elementary (E)	Middle (M)	High School (H)	Total Number of Schools Reviewed

Instructions: List the names of the Title I schools selected for TA program reviews. Select “Compliant” if requirement is met. Select “Non-Compliant” if 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 with notes any indicator of non-compliance.

Title I School	TA-1 REGULATION: ESEA Sec. 1115(b)	TA-2 REGULATION: ESEA Sec. 1115(c)	TA-3 REGULATION: ESEA Sec. 1115(a) and (b)	Comments of Noted Non-Compliance Requiring Correction
Insert Title I School Name	<input type="radio"/> Identify Students for Services	<input type="radio"/> Needs Assessment <input type="radio"/> Strategies for Improving Student Achievement <input type="radio"/> High-Quality and On-going Professional Development <input type="radio"/> Strategies to Increase Parental Involvement <input type="radio"/> Coordinate & Support Regular Education <input type="radio"/> Effective & Timely Assistance to Struggling Students <input type="radio"/> Coordinate & Integrate Federal, State, & Local Services & Programs <input type="radio"/> Evaluate Progress & Revise Program Plan Regularly	<input type="radio"/> Use of Funds	Insert notes that can be used as part of CAP, if necessary
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
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	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	

2016–2017 LOUISIANA DEPARTMENT OF EDUCATION – DIVISION OF STATEWIDE MONITORING
**LOCAL EDUCATION AGENCY TITLE I, PART A, TARGETED ASSISTANCE PROGRAM (TA) SELF-ASSESSMENT
 RESULTS SUMMARY REPORT FORM**

Instructions: The Results Summary Report Form must be completed and submitted to LDOE according to the appropriate quarterly deadline. **The Targeted Assistance (TA) Program 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 sample schools for which TA program documentation was reviewed by the LEA by Review Item.
- Indicate the number of schools compliant or non-compliant for each Review Item by entering the number in the appropriate column next to the Review Item.
- All completed Self-Assessment Score Sheets and the Results Summary Report Form will be maintained in the LEA files.
- The Results Summary Report Form must be completed even if all Review Items show compliance.
- For any instance of non-compliance, a plan of correction is required.
- The plan of correction should include the following components: action steps for correcting non-compliance, personnel responsible, evidence of completion, and planned completion date. Show the date completed when corrections are final. A plan of correction may be developed separately by school or collectively by Review Item for each school.
- 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 Programs Director to discuss the outcome of the review.
- The LEA will maintain a duplicate self-assessment file at the LEA. The LDOE reserves the right to request back-up documentation as part of other monitoring activities. The LEA may also be asked to submit the Results Summary Report to the LDOE monitoring team leader upon completion of this activity.

Review Item – Targeted Assistance Programs							
Review Item	Total TA Schools Reviewed	Number Compliant	Number Non-Compliant	Percent Compliant	Plan of Correction	Date Completed	Regulation
TA-1							ESEA Sec. 1115(b)
TA-2							ESEA Sec. 1115(c)
TA-3							ESEA Sec. 1115 (a&b)

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	
	<input type="radio"/>	<input type="radio"/>				