2016-2017

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

STATEWIDE MONITORING MODERATE-HIGH SELF-ASSESSMENT TOOL

DEPARTMENT of EDUCATION
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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 education agency (LEA) programs by evaluating its 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 LEA planning activities, results should also help inform fiscal decisions as it relates to strategic and targeted use of federal funds.

A schoolwide plan is a comprehensive reform strategy 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 low-achieving, to demonstrate proficient and advanced levels of achievement on state academic achievement standards.

LEAs with a ranking of moderate-high as a result of the LDOE risk-based selection process must complete the attached self-assessment tool as a required self-monitoring activity. In general, this activity is reserved for LEAs 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.

Schoolwide Plans

In order to have an effective schoolwide program, a schoolwide plan must be developed. The schoolwide plan is designed to capture in writing a focused and coherent design to reform the entire school while incorporating any other plans for individual programs within the school. Services provided through schoolwide programs may be used to support all students attending a Title I school; however, they should be targeted toward improving the academic outcomes of the economically disadvantaged subgroup in particular. An effective and compliant schoolwide plan must include eight (8) mandatory components. These components are highlighted in Section 1 of this document. We encourage the LEA to review each component carefully to ensure appropriate measures have been taken prior to making a determination of compliance on the self-assessment score sheet.

A schoolwide plan may address these 8 components, either separately or combined. The planning team should consider the following:

- Does the school already have a comprehensive plan? A school that has a functional and comprehensive plan for school improvement may choose to add on to the current plan. However, the current plan must be the result of a data-driven needs assessment process.

- How will the budget support the plan? The schoolwide plan should identify all resources that will be available to implement the schoolwide program. The budget should reflect the commitment of staff to use all available resources to improve the achievement of all students. Distinctions between Title I and non-Title I should be phased out as the schoolwide program is implemented.

- How will the schoolwide plan accommodate changes over time? The plan should expand and evolve over time as changes occur within the school. A school should review and revise the plan as necessary, evaluating the plan at least annually.

- Who will monitor the implementation of the plan? Typically, principals, teachers, parents, external technical assistance providers, and representatives from the school and community from which funds have been leveraged should assist in evaluating the plan. Each member of the team should be knowledgeable about the purpose of schoolwide programs, the required components, and the contents of the schoolwide plan.

Planning and Preparation

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 Program Director, program facilitators, principals, teachers, parents, and other stakeholders.

SECTION 1: REQUIRED COMPONENTS OF SCHOOLWIDE PLAN

COMPONENT 1: Comprehensive Needs Assessment

A comprehensive needs assessment is a subcomponent of the actual schoolwide plan. The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including economically disadvantaged students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students. Below are steps which are important when planning, analyzing, and completing the comprehensive needs assessment process.

ESTABLISH A SCHOOLWIDE PLANNING TEAM

The schoolwide planning team will lead the needs assessment process. At the discretion of the Federal Programs Director, others may be included in the process.

- Members should include school and district administrators, teachers representing different grades and content areas, guidance counselors, curriculum specialists, parents, community members and students (include secondary students, as applicable). However, input from parents and teachers are minimally required.
- Members should have a diverse set of skills and experiences.
- Members should be knowledgeable about Title I programs and regulatory requirements.
- To avoid duplication of effort and resources, the schoolwide planning team may be a pre-existing team. If necessary, the existing team may need to be expanded to ensure the needs of the schoolwide plan are met.
- The schoolwide planning team may be a new team of which consideration should be given to qualified and interested parties.
- Member roles and responsibilities should be established.
- Consideration should be given to leadership, shared leadership, meeting management, project organization, consensus building, training, and communication with representative groups.

CLARIFY THE VISION FOR THE PROCESS

- The vision should reflect the complete analysis of every part of the school from standard operating procedures to expectations for students.
- School staff should discuss what the reformed school will look like in terms of student success and how that vision differs from what currently exists.
- Discussion points should include the strengths and weaknesses the school and how to achieve meaningful change, improve student achievement, and attain the vision.
- A collective vision should include the purpose of the school, expectations for students and adults, the importance of collaborations, and understanding the commitment to continuous improvement.

CREATE A COMPREHENSIVE PROFILE OF THE SCHOOL

- A comprehensive profile is a data-driven description of the school's students, staff, and community demographics, programs, and mission.
- At a minimum the profile should include information relative to student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

IDENTIFY DATA SOURCES

The schoolwide planning team will be required to gather supporting documentation and organize data. Data should be both quantitative and qualitative. Data should be gathered from existing sources and new collection, and be cross-checked for data quality.

- Sound data analysis is an essential step to creating a schoolwide plan that accurately and realistically addresses the key reform issues the school faces.

- Objective reviewers should review data and the team's interpretation of findings to ensure appropriate conclusions have been drawn.

- Stakeholders should see a clear connection between the information gathered and the conclusions drawn based the data analysis.

- The schoolwide planning team should summarize data gathered and conclusions drawn along with identifying needs that have emerged to drive decision making.

COMPONENT 2: Schoolwide Reform Strategies

Schoolwide reform strategies are essential to the schoolwide planning process. Instructional strategies and initiatives in the comprehensive plan must strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school. These strategies should also align and support the results of the needs assessment and must be evaluated for effectiveness. Schoolwide reform strategies should:

1. provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement,

2. use effective methods and instructional strategies that strengthen the core academic program,

3. increase the amount and quality of learning time and help provide an enriched and accelerated curriculum,

4. include strategies for meeting the educational needs of historically underserved populations, and

5. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state standards.

COMPONENT 3: High-Quality and On-going Professional Development

Professional development activities should be aligned with the needs of the students and school. Activities should be high-quality, on-going, and sustainable. Job-embedded professional development includes opportunities for improving coaching and mentoring relationships at the school level. The primary focus of these activities should be to improve student achievement and activities should also align with the schoolwide plan. Teachers and principals are encouraged to actively participate in professional development activities. The effectiveness of these activities should be evaluated at set intervals.

COMPONENT 4: Strategies to Increase Parental Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. It is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. Parents should be involved in the planning, implementation, and evaluation of the schoolwide plan. The LEA should identify strategies which facilitate relationship building between parents and teachers. Also, the LEA should ensure parent communications are available in formats that are parent-friendly and in the parent's primary language.

COMPONENT 5: Early Childhood Transition

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 for the evaluation of effective implementation should be in place.

COMPONENT 6: Use of Academic Assessments

The schoolwide planning process should include teachers in decisions regarding the use of academic assessments. Teacher feedback is critical in providing information and resources designed to improve student achievement and the overall instructional program. Assessments should align with any required standards and be supported by student performance data. Results of these assessments should be used to identify at-risk students and provide supplemental instructional services as a result of any identified gaps.

COMPONENT 7: Effective and Timely Assistance to Struggling Students

Effective and timely assistance refers to proactively identifying students who struggle to perform at or above proficient levels on required standards. In order to render timely assistance to struggling students, activities should be implemented to ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are timely and sustainable. The plan for rendering assistance to struggling students should meet the individual needs of students while being differentiated and data-driven.

COMPONENT 8: Coordination and Integration of Federal, State, and Local Services and Programs

Schoolwide program schools are expected to use its flexibilities to integrate services and programs that will upgrade the entire educational program. Integration of resources may include utilization of resources from community partners while leveraging the support of federal, state, and local funds to support a more effective educational program. 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 in the LEA.

IDENTIFYING A SAMPLE

In order to complete this activity, the LEA 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 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 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 LEAs with a ranking of moderate-high to evaluate other areas for compliance. The LEA will assess the validity and appropriateness of its policies, practices, and procedures in the following areas: parental involvement polices, programs for students experiencing homelessness, programs for English Language Learners, equitable services to non-public 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 LEA 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

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 LEA 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 LEA 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 LEA 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 LEA will be required to correct any instance of non-compliance by developing a plan for correction.

Correction of Non-Compliance: If the 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 for 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 AND TITLE II, PART A PROGRAMS SELF-ASSESSMENT:

○ **Step 1**: The LEA 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. Aside from Section 1 – Schoolwide Plans, all other sections 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 & 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 LEA 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 timeliness 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 LEA file.

2. Name the scanned file "SiteCode_SiteName_Year_Monitoring_Program"; no password/encryption is necessary since it will be transmitted securely. For example: **091_cityofgivers_2016-17_Monitoring_ESSA Self-Assessment**

3. Provide the file to your FTP Coordinator to upload to the Data Management FTP.

4. E-mail 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 LEA 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 LEA 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 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 the on-site monitoring review. The guiding questions that follow each section will assist the LEA 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 — REGULATION: ESEA SEC. 1114(b)(2)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plan • School budget	Does the school have a schoolwide plan and budget which aligns with the plan?

RESULT & COMPLIANCE

○ COMPLIANT	○ NON-COMPLIANT
○ Schoolwide plans are available. ○ Schoolwide plans are aligned with school budget.	○ Schoolwide plans are unavailable. ○ Schoolwide plans are not aligned with the school budget. * *If SWP-1 is non-compliant, refer to the Guiding Questions to assist with the development of a compliant schoolwide plan.*

REVIEW ITEM: SWP-2 — REGULATION: ESEA SEC. 1114(b)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plans address the eight (8) federal statutory requirements.	Does the LEA ensure schoolwide plans are consistent with federal requirements? * *The LEA must determine whether every school in the sample has documentation of the eight (8) required components in order to make a determination of compliance for this review item. Guiding questions have been included to assist the LEA in understanding the depth of each of the required components.*

RESULT & COMPLIANCE

○ COMPLIANT	○ NON-COMPLIANT
○ Schoolwide plans address the federal statutory requirements.	○ Schoolwide plans do not address the federal statutory requirements.

REVIEW ITEM: SWP-3 — REGULATION: ESEA SEC. 1114(b)(2)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plans • Sign-in sheets/agendas • Meeting notes • Schoolwide plan changes/revisions	Does the LEA ensure that each school reviews and revises the schoolwide plan as necessary?

RESULT & COMPLIANCE

○ COMPLIANT	○ NON-COMPLIANT
○ Supporting documentation is available.	○ Supporting documentation is unavailable.

REVIEW ITEM: SWP-4   **REGULATION: ESEA SEC. 1114(b)(2)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• 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 the economically disadvantaged subgroup as 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

Component 1: Comprehensive Needs Assessment	Yes	No
Has the LEA established a schoolwide planning team?	○	○
Has the planning team developed a collaborative working relationship among its members?	○	○
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 improvement 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?	○	○

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Component 2: Schoolwide reform strategies that provide opportunities for all students to meet state standards	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 identified to increase the quality of instruction for all students?	○	○
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 for students in need of additional learning time, intervention, or support in order to meet or exceed state standards?	○	○
Have strategies been identified to provide teachers with opportunities to improve effective teaching practices?	○	○

Component 3: Plans for providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff.	Yes	No
Are professional development activities aligned with the needs of the students and school?	○	○
Is professional development high-quality, on-going, and sustained?	○	○
Is professional development job-embedded?	○	○
Does the professional development plan include opportunities such as mentoring and coaching?	○	○
Are professional development activities focused on increasing student performance?	○	○
Do all teachers, paraprofessionals, and administrators have the opportunity to participate in professional development activities?	○	○
Are professional development activities monitored and evaluated for effectiveness?	○	○

Component 4: Strategies to increase parental involvement	Yes	No
Are parents involved in the planning, implementation, and evaluation of the schoolwide program?	○	○
Have strategies been identified to increase parental involvement in an effort to provide resources to parents of struggling students?	○	○
Are there measures in place to improve and sustain effective and on-going communication between parents and teachers?	○	○
Are communication materials available in alternate formats and languages that parents can easily understand?	○	○

Component 5: Plans for assisting preschool children transition from early childhood programs	Yes	No
Does your school collaborate with preschool programs in your attendance area?	○	○
Have strategies been identified for effective transition from preschool to elementary school?	○	○
Is professional development available for preschool teachers and parents?	○	○
Does professional development address the skills children will need to enter kindergarten?	○	○
Does the plan include an evaluation component to measure the effectiveness of strategy implementation?	○	○

Component 6: Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, student achievement and the overall instructional program	Yes	No
Are teachers, administrators, and parents involved in the interpretation of assessments?	O	O
Do assessments align with the state standards?	O	O
Is student performance data used to modify and improve the selection and use of assessments?	O	O
Are assessments used to identify at-risk students and provide appropriate programming and instruction?	O	O

Component 7: Activities to provide effective, timely additional assistance to struggling students	Yes	No
Does your school identify students experiencing difficulty mastering the state standards?	O	O
Does the school use multiple assessments to evaluate student progress?	O	O
Is additional support provided for students experiencing difficulty mastering the state standards?	O	O
Is the additional support regular, timely, and effective?	O	O
Are additional interventions designed to meet the individual needs of students?	O	O

Component 8: Coordination and integration of federal, state, and local services and programs	Yes	No
Has the school considered the integration of federal, state, and local funds to provide a more effective educational program?	O	O
Does the school coordinate services and programs to deliver a more effective education program?	O	O

SECTION 2: PARENTAL INVOLVEMENT (PI) SELF-ASSESSMENT

REVIEW ITEM: P-1   REGULATION: ESEA SEC. 1111(h)(6)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• 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 LEA uses to ensure that all communications to parents are in a language that they can understand and a parent-friendly format	How does the LEA show compliance with Parental Notification requirements?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: P-2   REGULATION: ESEA SEC. 1118(a)(2)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of LEA Parental Involvement (PI) Policy • Copies of agendas and sign-in sheets ensuring that parents were involved in the development of the LEA policy • Copies of returned signature forms to ensure that parents received copies of the PI policy • Copies of agendas and sign-in sheets proving that parents were involved in the annual evaluation of the content and effectiveness of the LEA's parental involvement policy and activities • Copies of agendas and sign-in sheets of parental involvement activities – LEA level	How does the LEA develop and distribute the required Parental Involvement Policy?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: P-3   REGULATION: ESEA SEC. 1118(b) and (c)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of School Parental Involvement (PI) Policy • Copies of agendas and sign-in sheets proving that parents were involved in the development of the school policies • Copies of returned signature forms that parents received copies of the school's PI policy • 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 parental involvement policy and activities	How does each Title I school develop and distribute the required Parental Involvement Policy?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: P-4   **REGULATION: ESEA SEC. 1118(d)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of agendas and sign-in sheets to ensure that parents were involved in the development of the school-parent compact • Copies of signed and dated school-parent compacts • Sample copy of school-parent compact • Examples of distribution efforts	How does each Title I school develop and distribute the required school-parent compact?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: P-5   **REGULATION: ESEA SEC. 1118(e)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Examples of parental involvement activities – LEA and school level • Parental involvement activities demonstrate being on going, meaningful and current.	How does the LEA 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: P-6   **REGULATION: ESEA SEC. 1118(a)(3)(B)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of agendas, sign-in sheets and feedback showing parents were involved in spending decisions for PI funds • Parental feedback regarding current or prior year school budget	How does the LEA involve parents in making decisions about the use of the Title I parental involvement set-aside?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

SECTION 2: TITLE I, PART A: PARENTAL INVOLVEMENT GUIDING QUESTIONS

REVIEW ITEM: PI-1: How does the LEA show compliance with Parental Notification requirements?	Yes	No
The LEA disseminates the Right-to-Know letter to parents of students' attending Title I schools?	O	O
Is there a process the LEA uses to ensure that all communication to parents are in a language and format they can understand?	O	O
Is the policy and compact updated annually with the participation of parents and staff?	O	O
Is teacher and parent communication documented?	O	O
Are Title I parents notified of the annual parent meeting?	O	O

REVIEW ITEM: PI-2: How does the LEA develop and distribute the required Parental Involvement Policy?	Yes	No
Has a parent involvement policy been created?	O	O
Is the policy distributed to parents?	O	O
Are copies of signed and dated returned signature forms kept on file to ensure that parents received copies of the parent involvement policy?	O	O

REVIEW ITEM: PI-3: How does each Title I school develop and distribute the required Parental Involvement Policy?	Yes	No
Does each Title I school develop the required parental involvement policy?	O	O
Is the parental involvement policy sent home to parents?	O	O
Are there agendas and sign-in sheets providing evidence that parents were involved in the development of the school policies?	O	O
Are copies of signed and dated teacher dissemination statements kept on file indicating that the compact was sent home with each student?	O	O

REVIEW ITEM: PI-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?	O	O
Is the school-parent compact sent home by students?	O	O
Are the signed school-parent compacts kept on file at each Title I school?	O	O
Are there copies of agendas and sign-in sheets to ensure that parents were involved in the process?	O	O
Does each Title I school develop and distribute the required school-parent compact?	O	O

REVIEW ITEM: PI-5: How does the LEA 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 parental involvement events?	O	O
Are parent involvement events scheduled each year?	O	O
Are parents invited and encouraged to serve on planning committees and be involved in decision making?	O	O
Are parent/teacher conferences scheduled and held at accessible times?	O	O
Are parents and teachers encouraged to become active in the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)?	O	O

REVIEW ITEM: PI-6: How does the LEA involve parents in making decisions about the use of the Title I parental involvement set-aside?	Yes	No
Are parents involved in making decisions about the use of the Title I parental involvement set aside?	O	O
Does the LEA keep copies of the agendas, sign-in sheets and notes showing that parents were involved in spending decisions for parental involvement funds?	O	O

SECTION 3: SERVICES FOR ENGLISH LANGUAGE LEARNERS (EL) SELF-ASSESSMENT

REVIEW ITEM: EL-1 – ASSESSMENTS | **REGULATION: ESEA SEC. 1111(b)(3), 1111(b)(7); ESEA SEC. 3116; LA BESE BULLETIN 118, §3307(A) & (C)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION

• Description of processes, procedures, and plans used to ensure EL students are given annual English language proficiency assessment (testing policy including EL)
• Description of processes, procedures, and plans used to ensure EL students are included in state academic achievement assessments (testing policy including EL)
• Description procedures used to determine the need for accommodations
• Description of how accommodations are monitored and verified
• Copies of accommodations checklists
• Documentation of the following:
  • number of EL students in the LEA
  • number of EL students taking the ELDA
  • number of EL students taking state assessments
	How does the LEA properly administer all required assessments, including State Assessments and ELDA, 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; ESEA SEC. 1112**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Name of the screening instrument used for initial placement • Name of the instructional model used • Description of how the success of this model is evaluated (benchmarks, test scores, student progress, etc.) • Evidence of implementation of instructional services and materials that are comparable to those offered to non-EL students (staff, resources, materials, etc.) • Evidence of coordinated services at the district and school level under Title I • Description of procedures for determining language proficiency if a language other than English is marked on the Home Language Survey	How does the LEA ensure: (1) an effective English language program is provided to EL students which allow them meaningful access to the same educational programs available to non-EL students; (2) English Language instructional services and related materials provided to EL students are comparable to those instructional services and materials provided for non-EL students, and (3) coordinated and integrated services are provided under Title I Part A, at the district and school level, for services for students classified as limited English proficient.

RESULT & COMPLIANCE	
⭕ COMPLIANT	⭕ NON-COMPLIANT

REVIEW ITEM: EL-3 – PARENTAL NOTIFICATION | **REGULATION: ESEA SEC. 1112(G)(1)-(3); 3302(A)(1-8)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of a signed, dated, and addressed letter to parents in each language represented in the school • Copy of the Home Language Survey or of school registration form with applicable questions • Description of the process used to ensure letters are sent within 30 days of the beginning of school and/or within two weeks of identification	Does the LEA notify parents of a child's identification in a timely manner?

RESULT & COMPLIANCE	
⭕ COMPLIANT	⭕ NON-COMPLIANT

SECTION 3: TITLE I, PART A: SERVICES FOR ENGLISH LANGUAGE LEARNERS (EL) GUIDING QUESTIONS

REVIEW ITEM: EL-1: How does the LEA properly administer all required assessments, including state assessments and ELDA, regardless of language proficiency?	Yes	No
Does the LEA ensure participation in the state's annual English Language Proficiency assessment?	O	O
Is there a process used to ensure that EL students are included in state academic achievement assessments?	O	O
Are data used to determine which accommodations are provided to students?	O	O
Are accommodations provided and is there evidence to demonstrate fidelity in implementation efforts?	O	O
Are copies of the Limited English Proficient accommodation checklist distributed teachers and kept on file?	O	O

REVIEW ITEM: EL-2: How does the LEA ensure: (1) an effective English language program is provided to ELs which allows them meaningful access to the same educational programs available to non-EL students; (2) English Language instructional services and related materials provided to EL students are comparable to those instructional services and materials provided for non-EL students, and (3) coordinated and integrated services are provided under Title I Part A, at the district and school level, for services for students classified as limited English proficient.	Yes	No
Does the LEA have a program for EL students that provides meaningful access to all aspects of the instructional program?	O	O
Does the LEA ensure that the language instruction program focuses on the development of English language proficiency and academic content?	O	O
Is there evidence that EL students are developing English proficiency and are able to meet the state content and performance standards?	O	O
Is there a process for initial identification and placement of eligible EL students ages 3 to 21?	O	O
Does the LEA have evidence that appropriate interventions are made when exited students are not succeeding, such as tutorials, intensified instruction, and/or extended day/year?	O	O
Does the LEA have a home language survey to identify student's first or home language?	O	O
Does the LEA have procedures for determination of language proficiency by trained personnel?	O	O

REVIEW ITEM: EL-3: Does the LEA notify parents of child identification in a timely manner?	Yes	No
Does the LEA inform parents of annual English Language proficiency assessment results?	O	O
Does the LEA have an effective means of parent outreach to EL parents (programs, activities, training, family literacy)?	O	O
Does the LEA provide parent information in an understandable format and, to the extent possible, in a language that the parent can understand?	O	O

SECTION 4: SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS (HLN) SELF-ASSESSMENT

REVIEW ITEM: HLN-1 – LIAISON **REGULATION: ESEA Sec. 1112(a)(1); ESEA Sec. 1112(c)(1)(B); Sec. 722(g)(5)(C); ESEA Sec. 722(g)(6)(A)(B)(C)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Liaison's title • Outline of weekly duties and services logs • Liaison's calendar • Copies of agendas and sign-in sheets from quarterly meetings held to inform school personnel of liaison's duties • Copies of liaison out-reach to school personnel such as e-mails, phone logs, school logs, training power points, etc. • Copies of liaison's documentation of collaboration with state coordinators • Copy of most recent quarterly report	Has the LEA designated a liaison for homeless children and youths?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: HLN-2 – POLICIES **REGULATION: ESEA Sec. 1112(a)(1; ESEA Sec. 722(g)(3)(C) & (7)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of LEA enrollment policies, special homeless policies adopted by local board • Copies of documents disseminated to schools in reference to enrollment of homeless students • Copies of meeting minutes, agendas, and sign-in sheets • Copies of new, updated or revised policies related to meeting the needs of homeless students (e.g., copies of old policies, new policies, revised policies) • Copies of minutes from school board meetings (e.g., local board- adopted homeless policy and associated rules)	How does the LEA review and revise any policies that may act as barriers to the enrollment of homeless children and youth?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: HLN-3 – OUTREACH-IDENTIFICATION **REGULATION: ESEA Sec. 722(g)(6)(i-iii), ESEA Sec. 1112(a)(1), and ESEA Sec. 1112(b)(1)(A)-(C), (E); ESEA Sec. 722(g)(3)(D); ESEA Sec. 722(g)(6)(A) & (7)(C)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Sample copies of completed residency forms, intake forms databases and spreadsheets used by LEA to track homeless students • Copy of the tracking form used to document academic progress and attendance of homeless students • Copies of e-mails, correspondence, agendas and phone logs used to communicate with school personnel in reference to homeless students	How does the LEA take steps to identify school-aged homeless children and youth and determine whether or not 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) and ESEA Sec. 1112(a)(1)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• 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 LEA has posted Homeless information	How does the LEA disseminate public notice of the educational rights of homeless children and youth 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) and ESEA Sec. 1112(a)(1)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of the district's dispute resolution policy or process • Copy of district-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 • Evidence that disputes are resolved promptly • Sample copies of information from investigation of disputes • Copies of agendas, sign-sheets, Power Points to ensure that school personnel and district staff were in-serviced on the dispute process • If applicable, sample results of inquiries and complaints made by community group(s) concerning barriers to enrollment	What procedures has the LEA provided for the resolution of disagreements, including specific written procedures for homeless families and youths to appeal school placement decisions made by the LEA?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: HLN-6 – TRANSPORTATION   **REGULATION: ESEA Sec. 722(g) and ESEA Sec. 1112(a)(1)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of documentation that transportation has been provided upon request • Other methods of tracking transportation to school of origin	Does the LEA ensure transportation to the school of origin is provided upon request?

RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

SECTION 4: TITLE I, PART A: SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS GUIDING QUESTIONS

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

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

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

REVIEW ITEM: HLN-4– OUTREACH-Public Notice: How does the LEA disseminate public notice of the educational rights of homeless children and youth in places where families are likely to be present (e.g., schools, shelters, food banks), and in comprehensible formats (e.g., in the target language, geared for low literacy, or other community needs)?	Yes	No
Has the LEA 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 youth are likely to be present?	O	O
Does the LEA conduct outreach and collaborate with community agencies to provide and/or improve services for homeless children and youth?	O	O

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

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

SECTION 5: TITLE I, PART A – EQUITABLE SERVICES (ES) SELF-ASSESSMENT

REVIEW ITEM: ES-1	**REGULATION: ESEA Sec. 1120; ESEA Title IX, Part E, Sec. 9501-9506**

REVIEW QUESTION

How does the LEA comply with the requirements for private school participation?

POTENTIAL SOURCE OF DOCUMENTATION

- List of schools contacted, if not in eGMS
- Samples of letters or emails sent to private schools for consultation including the responses
- Signed affirmation of services from private schools
- Minutes or detailed agenda & sign-in sheets from meetings with list of participants
- Copies of phone records/e-mail communications
- Review the per pupil allocation (PPA) as outlined in the eGMS Application
- Copies of a document that describes the method of service
- Evidence to support that funds are being used to benefit identified children
- Evidence that equitable services were provided in Professional Development, Parental Involvement, and the Instructional Program
- Review eGMS budget to verify, as applicable
- Copies of the process used to select students, including the name of the assessment tool(s)
- Copy of LEA policy for ensuring that the private schools services are secular and non-ideological

- Evidence that the LEA maintains control of funds and property
- Copy of third party contracts or written agreements
- Copy of teacher or paraprofessional credentials for those who provide services to private school students
- Copies of detailed third-party billing invoices
- Evidence that the LEA maintains oversight over Contractors:
- Record of internal monitoring efforts (copies of calendar, logs, etc.)
- On-site visits to ensure proper provision of services [copy of report(s), including dates]
- Copies of reports for on-site visits of Nonpublic school to ensure proper use of equipment and materials
- Copy of complaint procedures the LEA uses to resolve private school complaints
- LEA evidence that efforts are made to resolve complaints (phone log, e-mails, etc.)
- If applicable, LEA evidence of consultation when funds are transferred (agendas, sign-in sheets, meeting notes)

RESULT & COMPLIANCE

○ **COMPLIANT**   ○ **NON-COMPLIANT**

SECTION 5: TITLE I, PART A: EQUITABLE SERVICES GUIDING QUESTIONS

REVIEW ITEM: ES-1: How does the LEA comply with the requirements for private school participation?	Yes	No
Does the LEA provide timely and meaningful consultation with non-public school officials on the availability of funds to provide services to eligible private school students?	○	○
Does the LEA offer services to eligible private school children?	○	○
Has the LEA determined the proportion of funds that will be allocated to provide services to eligible private school children?	○	○
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 LEA make private school officials aware of the procedure to file a complaint regarding timely and meaningful consultation provided by the LEA?	○	○

SECTION 6: TITLE II, PART A – IMPROVING TEACHER QUALITY (TQ) SELF-ASSESSMENT

REVIEW ITEM: TQ-1 – NEEDS ASSESSMENT	REGULATION: ESEA Sec. 2122(c)
POTENTIAL SOURCE OF DOCUMENTATION	**REVIEW QUESTION**
• Copy of the needs assessment • Copy of classroom support strategies (may be located in eGMS) • Process for managing professional development needs	What is the LEA process for conducting a needs assessment to determine professional development needs and hiring of staff?
RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

REVIEW ITEM: TQ-2 – USE OF FUNDS	REGULATION: ESEA Sec. 2122 & 2123
POTENTIAL SOURCE OF DOCUMENTATION	**REVIEW QUESTION**
• Sample list of professional development activities and financial records (if required) for focus/priority schools, which may include workshops, job-embedded professional development, coaching/ mentoring, recruitment teachers, etc. • Data analysis supporting the placement of class size reduction (CSR) teachers hired with Title II, Part A funds in targeted schools. • Sample list of professional development activities and financial records (if required) for targeted schools which may include tuition reimbursement, PRAXIS reimbursement, recruitment stipends, etc.	How does the LEA use Title II, Part A funds in accordance with the use of funds rules?
RESULT & COMPLIANCE	
○ COMPLIANT	○ NON-COMPLIANT

SECTION 6: TITLE II PART A: IMPROVING TEACHER QUALITY GUIDING QUESTIONS

REVIEW ITEM: TQ-1 – Needs Assessment: What is the LEA process for conducting a needs assessment for determining professional development needs and hiring of staff?	Yes	No
Did the LEA conduct a needs assessment to determine local needs for professional development and hiring?	○	○
Is there evidence that the needs assessment was conducted with the involvement of teachers, including teachers participating in Part A of Title I, paraprofessionals, principals, parents and/or other relevant school personnel?	○	○
Does the LEA keep documentation from planning meetings such as agendas and sign-in sheets?	○	○

REVIEW ITEM: TQ-2 – Use of Funds: How does the LEA use Title II, Part A funds in accordance with the use of fund rules?	Yes	No
Has the LEA targeted funds to schools within the jurisdiction of the LEA that have the lowest percentage of highly qualified teachers?	○	○
Does the plan provide how professional development activities will be coordinated with activities provided through other federal, state, and local programs?	○	○
Does the LEA use all of its Title II, A funds for LEA improvement activities that are consistent with the use of funding rules?	○	○

LOCAL EDUCATION AGENCY TITLE I, PART A AND TITLE II, PART A SELF-ASSESSMENT SCORE SHEET
SECTION 1 – SCHOOLWIDE PLANS

Information			
LEA Name:		**Required Sample Size:**	
Total number of schools reviewed is 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 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)	SWP-2 ESEA Sec. 1114(b)	SWP-3 ESEA Sec. 1114(b)(2)	Comments
Insert Title I School Name	○ Plan ○ Budget	○ Comprehensive Needs Assessment ○ Reform Strategies ○ PD Plans ○ Parental Involvement Strategies ○ Preschool Transition (*may not apply*) ○ Academic Assessments ○ Effective and Timely Assistance ○ Integration of Funds	○ 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	
	○ 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	

LOCAL EDUCATION AGENCY TITLE I, PART A SCHOOLWIDE PLANS (SWP) SELF-ASSESSMENT
RESULTS SUMMARY REPORT FORM

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.

Schoolwide Plans Documentation Review

- Indicate the total number of plans reviewed by the LEA for all selected schools by Review Item. For all other Review Items: Parental Involvement, English Language Learners, Homeless, Equitable Services and Title II, Part A, click in the radio button, under the appropriate column to indicate compliance or noncompliance

- Indicate the number of schools compliant or non-compliant for each Schoolwide Plans Review Items (SPW 1-3) by entering the number in the appropriate column next to the Review Item.

- The completed Self-Assessment Score Sheet and Results Summary Report Form will be submitted to LDOE 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 the FTP Folder.)*

- The Results Summary Report Form must be completed and submitted to the LDOE Monitoring Team Leader 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 date 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: SCHOOLWIDE PLAN PROGRAMS							
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)
SWP-2							ESEA Sec. 1114(b)(2)
SWP-3							ESEA Sec. 1114(b)

RESULTS SUMMARY REPORT: SCHOOLWIDE PLAN PROGRAMS					
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	Regulation
SWP-4	○	○			ESEA SEC. 1114(b)(2)

RESULTS SUMMARY REPORT: PARENTAL INVOLVEMENT (PI)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
PI-1	○	○			ESEA Sec. 1111(h)(6)
PI-2	○	○			ESEA Sec. 1118(a)(2)
PI-3	○	○			ESEA Sec. 1118(b) and (c)
PI-4	○	○			ESEA Sec. 1118(d)
PI-5	○	○			ESEA Sec. 1118(e)
PI-6	○	○			ESEA Sec. 1118(a)(3)(B)

Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
RESULTS SUMMARY REPORT: SERVICES FOR ENGLISH LANGUAGE LEARNERS (EL)					
EL-1	O	O			ESEA Sections: 1111(b)(3); 1111(b)(7); 3116; and LA BESE Bulletin 118, §3307(A) & (C)
EL-2	O	O			Equal Educational Opportunity Act of 1974; Lau vs. Nichols-1974; Title VI of the Civil Rights Act of 1964; ESEA Sec. 1112
EL-3	O	O			ESEA Sections: 1112(g)(1)-(3); 3302(a)(1-8)

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

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. 1120 and Title IX, Part E, Sec. 9501-9506

RESULTS SUMMARY REPORT: TITLE II, PART A – IMPROVING TEACHER QUALITY (TQ)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
TQ-1	○	○			ESEA Sec. 2122(c)
TQ-2	○	○			ESEA Sec. 2122 & 2123