2018-2019

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

STATEWIDE MONITORING MODERATE-HIGH SELF-ASSESSMENT TOOL

DEPARTMENT of EDUCATION
louisiana Believes

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 the impact on student achievement. When completed with fidelity, this activity will be helpful in identifying the root causes of performance and compliance issues in your school system. When coupled with other 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 tool designed to upgrade the entire educational program in a Title I school. A robust, and comprehensive schoolwide program will assist students enrolled in a Title I school, particularly those who are at risk, to demonstrate achievement on state 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 upgrade 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 schoolwide plan should be newly developed during a one year period or amended if a plan was in place one day before the enactment of ESSA. In addition, the plan must be developed with the involvement of parents and other members of the community and others responsible for carrying out the plan. The plan must be developed during a one year period, for schools not already operating schoolwide programs, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program. It should also include the feedback of key stakeholders and be coordinated with other federal state, and local services, resources, and programs, if appropriate such programs supported under ESSA, violence prevention programs, nutrition programs, career and technical education programs, and schools implementing comprehensive and improvement activities or targeted support and improvement activities.

Schoolwide plans shall remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards; and must be available to the LEA, parents, and the public. The information contained in the plan should be understandable to the extent practical.

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 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: SCHOOLWIDE PLAN ELEMENTS

ELEMENT 1: Comprehensive Needs Assessment

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 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 at risk 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 upgraded 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.

ANALYZE DATA
• 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.

ELEMENT 2: Strategies for Improvement

Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:

1. provide opportunities for all children including each subgroup of students, to meet state standards,

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

3. increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to a provide a well-rounded education, and

4. include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.

ELEMENT 3: Student Support Services

ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

ELEMENT 4: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at risk students.

ELEMENT 5: Tiered Intervention

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.

ELEMENT 6: Professional Development

Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be: high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level.

ELEMENT 7: 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.

ELEMENT 8: Supplement not Supplant

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving Title I funds. This new ESSA requirement went into effect December 15, 2017. No LEA shall be required to:

•   identify individual costs or services as supplemental; or provide services through a particular instructional method or setting to demonstrate compliance. The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

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: parent and family engagement polices, programs for students experiencing homelessness, programs for English 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 Federal Program Director or Data Coordinator to upload to the web-base system.
4. Various file formats are allowed in the upload sections: Microsoft Word (doc, docx) or Portable Document Format (PDF).
5. Uploaded documents must be less than 10MB. Files greater than this size may time out during upload, causing the upload to fail.
6. Uploaded documents must not include special characters (i.e., #, $, %, etc.).
7. Personable Identifiable Information (PII) for individuals should be reached prior to uploading in the system.

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   REVIEW PERIOD: _____   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 each of the elements included in this document except where it has been identified as not applicable.	Does the LEA ensure schoolwide plans are consistent with federal requirements? * *The LEA must determine whether every school in the sample has documentation to suggest the schoolwide elements were sufficiently addressed in order to make a determination of compliance for this review item. Guiding questions have been included to assist the 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.

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 at risk students was a result of successful implementation and monitoring of the schoolwide plan?

RESULTS	
○ **YES**	○ **NO**

If "no" is selected above, explain your plans for improvement. Responses should include strengths, weaknesses, challenges, and plans for improving subgroup achievement through revisions to the schoolwide plan.

SECTION 1: TITLE I, PART A: SCHOOLWIDE PROGRAMS GUIDING QUESTIONS

Element 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?	○	○

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

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

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

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

Element 6: Measures to include professional development and its effect on the student achievement	Yes	No
Do all teachers, paraprofessionals, and administrators have the opportunity to participate in professional development activities?	O	O
Does PD include opportunities for teachers and support staff to use data from academic assessments?	O	O
Is student performance data used to modify and improve the selection and use of assessments?	O	O
Are PD activities replicable and sustainable?	O	O

Element 7: Activities to provide effective, and timely early childhood transition	Yes	No
Have relationships been established with early childhood entities in the community?	O	O
Does the schoolwide plan include a plan for ensuring early childhood students transition to elementary programs in a timely manner?	O	O
Has the planning team consulted with the school system's early childhood coordinator for feedback?	O	O

Element 8: Supplement not Supplant Policy	Yes	No
Is the methodology for allocating funds to Title I and non-Tile I schools a neutral policy which is available at the district level?	O	O
Is the implemented policy evident in the schoolwide plan's budget?	O	O

SECTION 2: PARENT AND FAMILY ENGAGEMENT (PFE) SELF-ASSESSMENT

REVIEW ITEM: PFE-1   **REVIEW PERIOD:** _____   **REGULATION: ESSA SEC. 1112(E)(1)(B)II; 1112(G)(1)-(5);3302(A)(C)(D)**

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 • Copy of a signed, dated, and addressed letter to parents in each language represented in the school • Copy of the Home Language Survey or copy 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 English language identification	How does the LEA show compliance with Parental Notification requirements? Does the LEA notify parents of a child's identification in a timely manner?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

REVIEW ITEM: PFE-2   **REGULATION: ESSA SEC. 1116(A)(2)(A)-(F)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of LEA Parent and Family Engagement (PFE) Policy • Copies of agendas and sign-in sheets ensuring that parents were involved in the development of the LEA 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 parent and family engagement policy and activities • Copies of agendas and sign-in sheets of parent and family engagement activities – LEA level	How does the LEA develop and distribute the required Parent and Family Engagement Policy?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

REVIEW ITEM: PFE-3   REGULATION: ESSA SEC. 1116(B)&(C)(3)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copy of School Parent and Family Engagement (PFE) Policy • Copies of agendas and sign-in sheets proving that parents were involved in the development of the school policies • Copies of agendas and sign-in sheets from Annual Title I meetings held by schools • Agendas and sign-in sheets ensuring that parents were involved in the annual evaluation of the parent and family engagement policy and activities	How does each Title I school develop and distribute the required Parent and Family Engagement (PFE) Policy?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

REVIEW ITEM: PFE-4   REGULATION: ESSA SEC. 1116(D)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of agendas and sign-in sheets to ensure that parents and family members were involved in the development of the school-parent compact • Copy of school-parent compact • Announcement, flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of PFE activities between teachers and parents at the school.	How does each Title I school develop and distribute the required school-parent compact?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

REVIEW ITEM: PFE-5   REGULATION: ESSA SEC. 1116(E)&(F)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Examples of parent and family engagement activities that are on-going, meaningful, and current.– LEA and school level • Announcement flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of parent and family engagement activities between teachers and parents at the school • Documents that reflect what training opportunities were provided to parents to improve their children's academic achievement	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: PFE-6   REGULATION: ESSA SEC. 1116(A)(3)(A)(B)(C)&(D)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of agendas, sign-in sheets and feedback showing parents were involved in spending decisions for PFE funds	How does the LEA involve parents in making decisions about the use of the Title I parental and family members involvement set-aside?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

SECTION 2: TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT GUIDING QUESTIONS

REVIEW ITEM: PFE-1: How does the LEA show compliance with Parental Notification requirements?	Yes	No
Does the LEA disseminate 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: PFE-2: How does the LEA develop and distribute the required Parent and Family Engagement Policy?	Yes	No
Has a parent and family engagement policy been created?	O	O
Is the policy distributed to parents with input from families?	O	O

REVIEW ITEM: PFE-3: How does each Title I school develop and distribute the required Parent and Family Engagement Policy?	Yes	No
Does each Title I school develop the required parent and family engagement policy?	O	O
Is the parent and family engagement 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

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

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

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

REVIEW ITEM: EL-1 – ASSESSMENTS
REVIEW PERIOD: _____

REGULATION: ESEA SEC. 1111(b)(3), 1111(b)(7); LA BESE BULLETIN 118

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION

• Description of processes, procedures, and plans used to ensure EL students are given annual English Language Proficiency Test (ELPT)
 	
• 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 ELPT
   • number of EL students taking state assessments
	How does the LEA properly administer all required assessments, including State Assessments and ELPT, regardless of language proficiency?

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

REVIEW ITEM: EL-2 – SERVICES

REGULATION: EQUAL EDUCATIONAL OPPORTUNITY ACT OF 1974; *LAU VS. NICHOLS*-1974; TITLE VI OF THE CIVIL RIGHTS ACT OF 1964; ESEA SEC. 1112

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Copies of completed screener forms • Description of how the success of this model is evaluated (benchmarks, test scores, student progress, etc.) • Signatures of staff indicating date and receipt of EL identification enrollment process • Evidence of implementation of instructional services and materials that are comparable to those offered to non-EL students (staff, resources, materials, etc.) • Description of how services at the district and/or school level are coordinated under Title I • Written procedures of EL identification, including how answers to identifying questions are obtained from every parent or guardian enrolling students in district (i.e. Home Language Survey)	How does the LEA ensure that 1) ELs are identified in a timely, valid, and reliable manner; 2) EL students are provided with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities? (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964)
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**

SECTION 3: SERVICES FOR ENGLISH LEARNERS (ELS) GUIDING QUESTIONS

REVIEW ITEM: EL-1: How does the LEA properly administer all required assessments, including state assessments and English Language Proficiency Test (ELPT), 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 checklists distributed to teachers and kept on file?	O	O

REVIEW ITEM: EL-2: How does the LEA 1) ensure EL students are identified in a timely, valid, and reliable manner; 2) provide EL students with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities? (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964)	Yes	No
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 ELPT 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 REVIEW PERIOD: _____	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-age 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?	○	○
Does the LEA automatically qualify and start homeless students to participate in free school nutrition programs upon enrollment?	○	○
Does the district facilitate in obtaining records as soon as possible from the students' previous school?	○	○
Does the LEA assist in obtaining necessary documentation, communications or medical records for homeless children and youth who do not have immunizations/medical records?	○	○
Has the LEA maintained student records (academic, immunization, medical, birth certificates, guardianship records, special evaluations) so they are readily available?	○	○

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?	○	○
Does the LEA provide transportation to the school of origin at the request of the parent or homeless youth?	○	○

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

REVIEW ITEM: ES-1 **REVIEW PERIOD: _____**	**REGULATION:** ESEA Sec. 1120; ESEA Title IX, Part E, Sec. 9501-9506 , as amended by ESSA Act of 2015. Sec. 1117, Sec.8501 Sec. 4101, Sec. 4107, Sec. 4108, Sec.4109, Sec.3003

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 • Letter of Intent to Participate • Letter informing eligible private schools of initial, timely, and meaningful consultation • Copies of the sign-in sheets, detailed agenda and handouts from the Initial, Timely, and Meaningful Consultation meeting. • Documentation of on-going meaningful consultations. (Meaningful consultation documentation forms, emails, and faxes.) • Copies of written documentation of any disputes, inquires and/or complaints with the LEA and private school officials • Signed affirmation of services from private schools • 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, Parent and Family Engagement, and the Instructional Program • Review eGMS budget to verify, as applicable • Copy of the process used to select students, including the needs assessment data and any academic criteria used in the design and implementation of service • 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 between the LEA and the Contractor • 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 LEA's 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) • Documentation Title I equitable services program is assessed/evaluated on an annual basis and LEA uses results to make modifications/accommodations if needed to increase services for eligible private school children

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?	○	○

REVIEW ITEM: ES-1: How does the LEA comply with the requirements for private school participation?	Yes	No
Does the LEA make private school officials aware of the procedure to file a complaint regarding timely and meaningful consultation provided by the LEA?	O	O

SECTION 6: TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION (EI) SELF-ASSESSMENT

REVIEW ITEM: EI-1 – NEEDS ASSESSMENT **REGULATION: ESEA Sec. 2101(d)(3) and 2102(b)(3)**
REVIEW PERIOD: _____

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	
O **COMPLIANT**	O **NON-COMPLIANT**

REVIEW ITEM: EI-2 – USE OF FUNDS **REGULATION: ESEA Sec. 2123(a) U.A.R. §200.404(a)**

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, professional development, coaching/ mentoring, recruitment teachers, etc. • Data analysis supporting the effectiveness 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	
O **COMPLIANT**	O **NON-COMPLIANT**

SECTION 6: TITLE II PART A: SUPPORTING EFFECTIVE INSTRUCTION GUIDING QUESTIONS

REVIEW ITEM: EI-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?	O	O
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?	O	O
Does the LEA keep documentation from planning meetings such as agendas and sign-in sheets?	O	O

REVIEW ITEM: EI-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 appropriately certified teachers?	O	O
Does the plan provide how professional development activities will be coordinated with activities provided through other federal, state, and local programs?	O	O
Does the LEA use all of its Title II, A funds for LEA improvement activities that are consistent with the use of funding rules?	O	O

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:**	**Review Period:**
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 ○ Strategies for Improvement ○ Student Support Services ○ Student Opportunities *(may not apply if high schools are not sampled)* ○ Tiered Intervention ○ Professional Development ○ Early Childhood Transition *(may not apply if elementary schools are not sampled)* ○ Supplement not Supplant	○ 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	

LOUISIANA DEPARTMENT OF EDUCATION – DIVISION OF STATEWIDE MONITORING
LOCAL EDUCATION AGENCY TITLE I, PART A AND TITLE II, PART A PROGRAMS (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: Parent and Family Engagement, English 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 web-base system.)*

• 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	Final Completion Date
SWP-4	○	○			

RESULTS SUMMARY REPORT: PARENT AND FAMILY ENGAGEMENT (PFE)					
Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
PFE-1	○	○			ESSA Sec. 1112(e)(1)(B)ii
PFE-2	○	○			ESSA Sec. 1116(a)(2)(A)-(F)
PFE-3	○	○			ESSA Sec. 1116(b)&(c)(3)
PFE-4	○	○			ESSA 1116(d)
PFE-5	○	○			ESSA Sec. 116(e)&(f)
PFE-6	○	○			ESSA Sec. 1116(a)(3)(A) (B)(C)&(D)

RESULTS SUMMARY REPORT: SERVICES FOR ENGLISH LEARNERS (EL)

Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
EL-1	O	O			ESEA SEC. 1111(b)(3), 1111(b)(7); ESEA SEC. 3116; LA BESE BULLETIN 118
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 Sec. 3302(a)(c)(d)

RESULTS SUMMARY REPORT: SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS

Review Item	Compliant	Non-Compliant	Plan of Correction	Date Completed	Regulation
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 as amended by ESSA Act of 2015. Sec. 1117, Sec.8501 Sec. 4101, Sec. 4107, Sec. 4108, Sec.4109, Sec.3003

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