
ARIZONA'S SELF-
ASSESSMENT FOR ESEA
PROGRAMS (Titles I, II, I-C)

**SIX-YEAR COMPLIANCE
MONITORING CYCLE**

November 2016

Purpose of the Monitoring Cycles

- ☞ **Compliance Monitoring**
 - ☞ **Technical Assistance**
 - ☞ **ADE Oversight of ESEA Programs**
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Our GOAL is:

To consistently implement the monitoring process with all LEAs by utilizing:

- ❑ **6-year Compliance Monitoring Cycle**
 - ❑ **On-site reviews**
 - ❑ **Monitoring procedures**
 - ❑ **Technical assistance**
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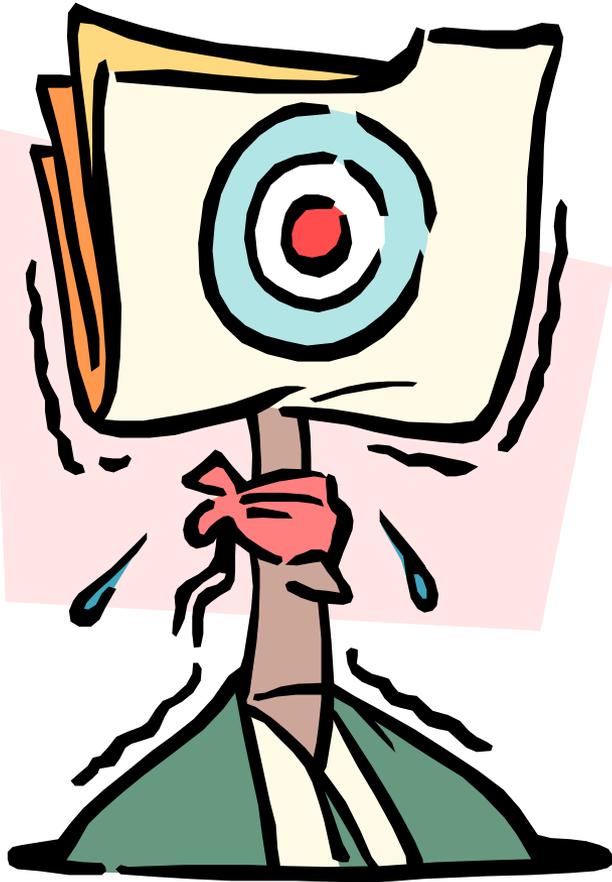
ADE Title I views monitoring as:

- ☑ **A formative process to gather data and to review practices of an LEA in order to:**
 - ✓ **Ensure compliance**
 - ✓ **Identify areas of non-compliance**
 - ✓ **Identify Technical Assistance Needs**
 - ✓ **Follow-up on areas of non-compliance**
 - ✓ **Provide Assistance**



ADE Title I does not view monitoring

as:



- ◉ **Target Practice**
- ◉ **Best Practices**
- ◉ **Looking beyond the requirements of the law**

Continuous Monitoring of NCLB Programs Occurs When ADE Specialists:

-  **Review and approve fiscal applications and completion reports**
 -  **Review audit findings**
 -  **Review ALEAT Continuous Improvement Plans for LEAs and schools**
 -  **Review consolidated reports**
 -  **Review assessment data and school improvement information**
 -  **Answer phone calls and e-mails**
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THE 6-YEAR CYCLE

Cycle 1 – Policies and Procedures
Verification

Cycle 2 – TA Schools, SW Schools,
and Teacher Qualifications

Cycle 3 –LEA Continuous
Improvement and Fiscal
Information

Cycle 4 - On-Site Monitoring

Cycle 5 – Completion of On-Site
Monitoring Compliance Activities
Gifted programs

Cycle 6 – Private Schools and
Professional Development

Cycle 6 ELL – ELL Requirements

Cycle 4 On-site visit

- ❑ **Parent Surveys**
 - ❑ **Staff interviews**
 - ❑ **Compliance Review**
 - ❑ **Follow-up**
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ON-SITE MONITORING VISIT

➤ **CYCLE 4**

- ❑ **LEA and School Continuous Improvement Plans**
 - ❑ **Schoolwide Programs**
 - ❑ **Targeted Assistance Programs**
 - ❑ **School Improvement**
 - ❑ **Parental Involvement**
 - ❑ **Qualifications for Teachers and Parapros**
 - ❑ **Private Schools**
 - ❑ **Professional Development Plan**
 - ❑ **Homeless Children and Youth**
 - ❑ **Fiscal Requirements**
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LEA CONTINUOUS IMPROVEMENT PLAN in ALEAT

- **Developed with team including parents**
 - **Based on comprehensive needs assessment**
 - **Evaluated annually**
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Comprehensive Needs Assessment

- **Process that gathers and analyzes multiple sources of data to determine areas of need**
 - **AZ School Improvement Self-Readiness Assessment, Charter Board PMP, Advanced Ed**
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Schoolwide Points to Keep in Mind

- **40% or above level of poverty**
- **1 year planning prior to implementation**
- **All teachers and instructional paras are considered Title I staff – must be T I Q**
- **Professional Development – is for all staff including administrators**
- **Blending of funds proportionately (SW1-SW2-SW3)**
- **Involvement of parents in all aspects**



Schoolwide Plan Components

1. **Schoolwide reform model strategies for all children based on Scientifically Based Research**
 2. **Comprehensive Needs Assessment**
 3. **High quality and ongoing Professional Development that is sustained, intensive and classroom focused.**
 4. **Effective, timely and additional assistance for students who have difficulty achieving proficiency and advanced levels**
 5. **Instruction by T I qualified teachers**
 6. **Strategies to attract T I qualified teachers**
 7. **Inclusion of teachers in decisions about the use of academic assessment for improving student achievement**
 8. **Strategies to increase parent involvement**
 9. **Plans for assisting preschool children in the *transition* from early childhood programs to elementary schools**
 10. **Integration of Federal, State and local services.**
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TARGETED ASSISTANCE

- **Criteria for identifying students for program:**
 - **2nd grade and below**
 - **Teacher recommendation**
 - **Parent request**
 - **Developmentally appropriate measures**
 - **3rd grade and above**
 - **Multiple, educationally related, objective criteria developed by the LEA and supplemented by the school**
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TARGETED ASSISTANCE

- **Title I Targeted Assistance Program:**
 - Uses resources to help Title I students meet the academic standards
 - Incorporates TA program *into* existing school planning
 - Uses effective instructional strategies based on SBR
 - Coordinates & supports regular education
 - Provides instruction by T I Q teachers & paraprofessionals
 - Provides professional development opportunities
 - Implements strategies to increase parental involvement
 - Coordinates with other federal & state programs
 - Evaluates progress and revises program regularly
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ARIZONA SCHOOL IMPROVEMENT PLANS

- **Notification Letter to parents**
 - **Choice Transportation Option**
 - **Additional school improvement goals**
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LEA Title I Parent Involvement Policy

- **Developed with, agreed upon with, and distributed to parents of students participating in Title I programs**
 - **Coordinates and integrates parental involvement strategies under Title I with other programs**
 - **Involves parents in the activities of the LEA and Title I schools**
 - **Involves parents in the evaluation of the parental activities and the academic achievement of the Title I schools**
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LEA Title I School Parent Involvement Policy/Plan and School-Parent Compact Checklist

The LEA ensures that:

- **All Title I Parent Involvement Policies were developed with involvement of parents; distributed to parents; and agreed upon by parents**
 - **Each Title I school held an annual meeting to explain the Title I program**
 - **Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities**
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LEA Title I School Parent Involvement Policy and School-Parent Compact Checklist

- **Some items that must be included in the compact are:**
 - **How the school will provide high quality instruction**
 - **The importance of communication between teachers and parents**
 - **Opportunities for parents to volunteer and observe classroom activities**
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ESEA HQ for Teachers

- **All teachers are Title I Qualified.**
 - **All LEAs annually complete the HQ Teacher Input application**
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ESEA HQ for PARAPROFESSIONALS

- **All Title I funded instructional paraprofessionals are highly qualified.**
 - **All instructional paraprofessionals in Schoolwide programs are highly qualified**
 1. **Test results**
 2. **Transcripts**
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PARENTS' *RIGHT TO KNOW*

- **Parents' Right to Know notice includes parents' right to request:**
 - Qualifications of teachers and paraprofessionals
 - Child's level of achievement based on required state assessments
 - **Date Parents' Right to Know notice distributed**
 - **Method of distribution**
 - **Notice provided in a language and format that is understandable to the parents**
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Parent Notification

Non-T I Q Teacher – 4 weeks

- **4 week notice sent to parents**
 - **Date Non-Title I Qualified teacher notice distributed**
 - **Teacher Corrective Action Plans in ALEAT**
 - **Method of distribution**
 - **Notice provided in a language and format that is understandable to the parents**
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Private Schools

- **LEAs must provide a list of private schools within boundaries.**
- **LEAs must have procedures to serve students within boundaries who attend a PS outside of LEA boundaries**

***Not required for Charter Schools**

Consultation with Private Schools

- **Identify needs of students and teachers**
- **Discuss services and service delivery mechanisms**
- **Continue to meet**
- **Maintain documentation**
- **Retain control over federal funds**
- **Provide equitable services**
- **Services benefit the children not the private school**

**Title I-A
Title II-A
Title III-A
MIGRANT**

Determining Professional Development Needs

STUDENT DATA:

- **Benchmark assessments to monitor student achievement**
 - **Assessment data**
 - **Student work samples**
 - **Student attendance**
 - **Discipline referrals**
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Determining Professional Development Needs

TEACHER DATA:

- **Highly Qualified Teacher Report**
 - **Teacher Working Conditions Survey**
 - **National Staff Development Council Professional Development Survey (SAI)**
 - **Teacher evaluations**
 - **Walk-through observations**
 - **Lesson plans**
 - **Logs**
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The Professional Development Plan (part of the LEA CIP in ALEAT)

- identifies student learning goals based on analysis of data
 - designs educator professional development goals that are parallel to student learning goals
 - uses a variety of job-embedded professional development models tied to desired outcomes
 - establishes a clear timeline that is reasonable and attainable.
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Homeless Education Policy and Procedures Checklist

- **Policy must ensure that :**
 - **Homeless students are not segregated or stigmatized**
 - **Are immediately enrolled**
 - **Receive transportation to school of origin**
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Homeless Education Policy and Procedures Checklist

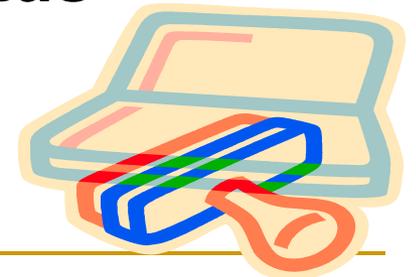
- **LEA Homeless Liaison must ensure that:**
 - ❑ **Homeless children and families receive services**
 - ❑ **Parents of homeless children are informed of educational and related opportunities for their children**
 - ❑ **Public notice of rights of homeless students is disseminated in the community**
 - ❑ **All staff are trained on the definition of homelessness**
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FISCAL REQUIREMENTS

- **How do you distribute funds to schools?**
 - **How do you maintain effort?**
 - **How do you ensure supplement vs. supplant?**
 - **How are you spending your funds?**
 - **How do you ensure comparability?**
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Compliance Activities in ALEAT

- **Complete at the end of the on-site visit with LEA**
- **Include all items that are out of compliance and how the LEA intends to bring each item into compliance**
- **Bring non-compliant items into compliance within the timelines listed in ALEAT**
- **Continue operating in-compliance status**



If you have any questions or problems, please don't hesitate to call or e-mail your Education Program Specialist.

Other program areas contacts:

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