



Arizona Department of Education

Cycle 0
ESEA Desk Top
Monitoring

Revised July 2017

Monitoring through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk
Effective Schools
Title I

(602) 542.4353

ALEAT@azed.gov



Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.



Cycle 0

What is it?

- Preparation for new LEAs receiving Title I funding

What is monitored?

- Assurances for Cycle Monitoring
- Comprehensive Needs Assessment Process
- Targeted Assistance Eligibility
- Title Targeted Assistance Selection Criteria
- LEA Integrated Action plan entered

Who is responsible to monitor?

- Title I Specialists

When is it due?

- January 15



C0-02: Procedures for the LEA Implementation of the Integrated Action Plan

Compliance Indicators:

The LEA has procedures in place to develop a plan that describes how the LEA will develop goals, strategies and action steps to:

- ✓ meet student learning needs;
- ✓ increase meaningful involvement of parents, community and stakeholders;
- ✓ ensure instruction is provided by highly qualified and effective staff;
- ✓ ensure proficiency in English for ELLs;
- ✓ ensure students graduate from high school;
- ✓ ensure that schools are safe, drug-free, and conducive to learning;
- ✓ ensure that professional development is aligned to meet the identified needs of students and staff.

The plan shall include support for instruction, resources for meeting these goals as well as how the LEA will monitor and adjust for the implementation of the plan and evaluate the overall effectiveness of the plan.

Documentation:

- *Procedures for developing/evaluating the LEA Integrated Action Plan.*



C0-03: Targeted Assistance Plan Requirements

Compliance Indicator

The strategies that the school will be implementing to address school needs, including a description of how such strategies will serve participating students identified as eligible children under subsection (c), including by

- ❑ using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;



C0-03: Targeted Assistance Plan Requirements

Compliance Indicator

Using methods and instructional strategies to strengthen the academic program of the school through activities, which may include

- expanded learning time, before & afterschool programs, and summer programs and opportunities; and
- minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part



C0-03: Targeted Assistance Plan Requirements

Compliance Indicator

- Coordinate with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs
- implement strategies to increase the involvement of parents of eligible children
- if appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities



C0-03: Targeted Assistance Plan Requirements

Compliance Indicator

- help provide an accelerated, high-quality curriculum;
- provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program



C0-03: Targeted Assistance Plan Requirements

Compliance Indicator

To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may

- participate in general professional development and school planning activities; and

- assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.



Targeted Assistance Rank Order K-12

Compliance Indicator

Eligible Population:

In general the eligible population for services:

- ❑ Children not older than age 21 who are entitled to a free education through grade 12
- ❑ Children who are not yet at a grade level at which the local educational agency provides a free public education.
- ❑ From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.



Targeted Assistance Rank Order for Grades PK-2

C0-03: Targeted Assistance Rank Order Criteria for Grades PK-2

- Appropriate developmental measures
- Diagnostic tests (e.g. DIBELS)
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program.

A determination of achievement should be established for the student to exit the TA program.

This guidance document is located in items C0-03 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection
The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">○ Standardized achievement tests○ Diagnostic tests○ Previous report card grades○ Informal reading interventions○ Performance reports○ Previous intervention/inclusion• Teacher judgment• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

Student Selection Criteria for Targeted Assistance Program – August 2010 Page 1



Targeted Assistance Rank Order for Grades 3-12

C0-03: Targeted Assistance Rank Order Criteria for Grades 3-12

- Multiple Academic Measures
 - Standardized Achievement Tests
 - Diagnostic Tests
 - Previous Report Card Grades
 - Informal Reading Interventions
 - Performance Reports
 - Previous Intervention/Inclusion
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program

In writing the criteria, determine the cut-off score that determines eligibility and demonstrates achievement.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">○ Standardized achievement tests○ Diagnostic tests○ Previous report card grades○ Informal reading interventions○ Performance reports○ Previous intervention/inclusion• Teacher judgment• Parental input

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- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.



Determining Eligibility Criteria for Targeted Assistance Services

How to Determine Eligibility

Primary Criteria

Serves as the “driver” in determining who qualifies for Title I Targeted Assistance Services. It is the primary tool for ranking and provides the data on which the LEA bases its decision.

Secondary Criteria

The other academic measures used to determine and support whether a student qualifies for TA interventions.

Talking Points

Qualitative data such as teacher input, parent requests, or whether the student is on track for grade progression or graduation.

An LEA may target a specific component of an assessment rather than the aggregate score as an academic measure.

For example, use the Reading Comprehension score on the AIMS rather than the composite test score.

ESEA for LEAs

CREATING THE CRITERIA

How to Determine Eligibility

When determining eligibility, break down the criteria into three categories:

Primary Criteria

This serves as the “driver” in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (ffb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

Secondary Criteria / Talking Points

These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.

This guidance document is located in items C0-03 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.



C0-03 Targeted Assistance Programs

This guidance document is located in items C0-03 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

- ✓ Targeted Assistance Program PK-2
 - ❖ List the rank order criteria for Grades PK-2 starting with the primary criteria and followed by the secondary criteria and talking points.

- ✓ Targeted Assistance Program 3-12
 - ❖ List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and talking points.

ESEA for LEAs

School Criteria

Determine how will you decide who receives Title I services for the grade levels you serve?
Remember, the criteria for K-2 differs for grades 3-12.

**Students in Grades K-2 eligible for Title I Services are those who...*

- 1.
- 2.
- 3.
- 4.
- 5.

**Students in Grades 3-12 eligible for Title I Services are those who...*

- 1.
- 2.
- 3.
- 4.
- 5.

You may use this template for defining your criteria for rank ordering eligible students.
For Grades PK-2, and/or Grades 3-12, upload this form under item C0-03.

LEA Assurance for Targeted Assistance Program

Assures	School Assurance for Targeted Assistance Program
	<p>The LEA will ensure that each Title I Targeted Assistance School will —</p> <ul style="list-style-type: none">• help provide an accelerated, high-quality curriculum;• minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and• on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

CO-04: Parents' Right to Know

Compliance Indicators

- ✓ Do the parents of students in Title I schools receive notification of the “Parents Right to Know” regarding the qualifications of teachers and paraprofessionals in their child’s classroom?
- ✓ Are parents provided information regarding the professional qualifications of the students’ classroom teacher upon request?
- ✓ Does the LEA have Appropriately Certified teachers for all areas required for high school graduation?
- ✓ Does the LEA have Appropriately Certified teachers for all areas in a departmentalized middle school program?



Parents' Right to Know Notice

LEAs must notify parents of students attending Title I schools that parents may request to review the professional qualifications of their student's teacher and paraprofessional.

The information provided must include the following:

- if the teacher meets state qualifications/licensure requirements
- if the teacher is teaching under an emergency teaching certificate
- if the teacher has a baccalaureate degree
- if the child receives services from a paraprofessional
- the qualifications of the paraprofessional

Notification may be either via letter and/or included in the parent/student handbook or on the school's web page.

Suggested Format

SUGGESTED SAMPLE PARENTAL NOTIFICATION LETTER – FOR PARENTS TO REQUEST THE QUALIFICATIONS OF THEIR CHILD'S TEACHER (TO BE PRINTED ON LOCAL SCHOOL STATIONERY/LETTERHEAD)

Date

Dear Mr./Ms. or Mr. and Mrs. _____ (as appropriate):

We are pleased to notify you that in accordance with the *Elementary and Secondary Education Act* (ESEA), you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or substitute status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact Mr./Ms.

_____ at (telephone number), and he/she will be happy to assist you.

Sincerely,



Cycle 0 Monitoring

If you have any questions
please don't hesitate to contact your

ADE Title I Specialist

or

ALEAT Help Desk

Student Achievement & Educator
Excellence Division

Title I

(602) 542.4353

ALEAT@azed.gov

