

# Cycle O 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



## CO-O2: 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 has 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.



#### **Compliance Indicator**

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

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



#### **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



## **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



## **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



## **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.



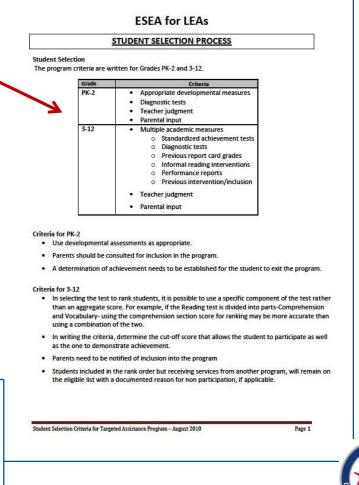
## Targeted Assistance Rank Order for Grades PK-2

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.

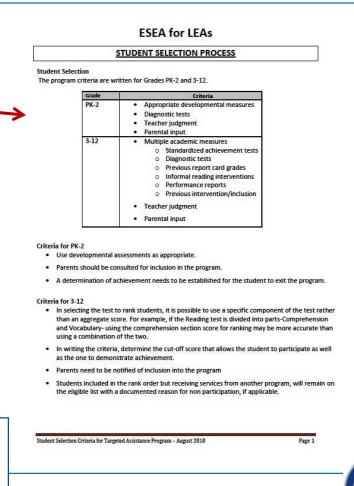


## Targeted Assistance Rank Order for Grades 3-12

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

- Multiple Academic Measures

   Standardized Achievement Tests
  - Diagnostic Tests
  - Previous Report Card Grades
  - o 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.

## 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**

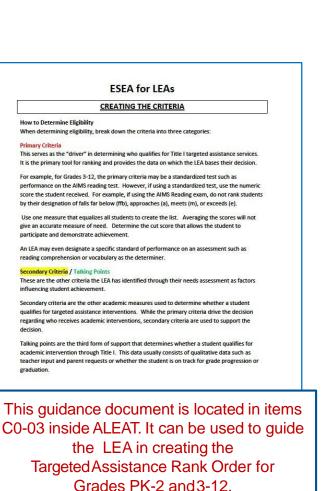
The other academic measures used to determine and support whether a student qualifies for TA interventions.

#### **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.





## CO-O3 Targeted Assistance Programs

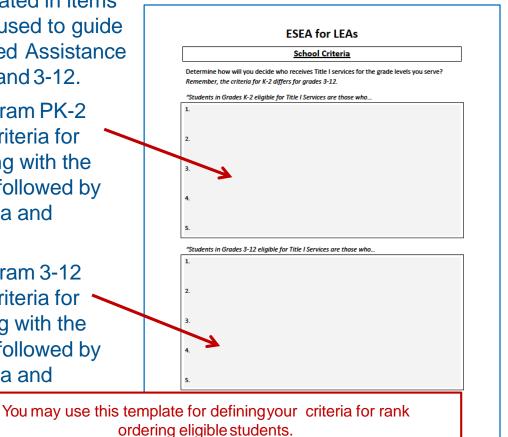
This guidance document is located in items C0-03 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

- ✓ 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.



 List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and

talking points.



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

The LEA will ensure that each Title I Targeted Assistance School will —

- 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-O4: 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?



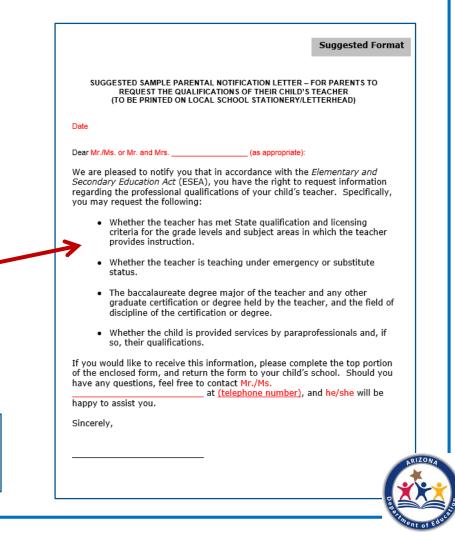
## Parents' Right to Know Notice

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.



# 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 <u>ALEAT@azed.gov</u>

