



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

LEAs need only complete Section H in advance in ALEAT

LEA:			
Address:		County:	CTDS:
Title I/II Specialist:		Title IV-A Specialist:	
ADE Team:			

LEA Staff Introductions (staff members present for Session)

Superintendent or Charter Administrator:
Business Manager:
Federal Programs Contact:
Other Federal Staff Contact(s):

Staff Changes / Updates

Has the LEA had any staff changes at the LEA level within the last 3 years you would like to make us aware of? If yes, please describe.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Fiscal Summary

FY20 Total Title I-A Allocation/Amount spent: \$	Set-Aside Total \$	Total allocated to schools: \$	
FY20 Total Title II-A Allocation/Amount spent: \$	FY20 Total Title IV-A Allocation/Amount spent: \$		
Total # of schools	# of TA schools	# of SW schools	Any SW3 schools? <input type="checkbox"/> Yes <input type="checkbox"/> No

Did the LEA transfer any funds to another funding source? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how was the determination made to transfer funds? Who was involved in the transfer of funding decisions?	Title I-D	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Title II	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Title IV-A	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Title V	<input type="checkbox"/> Yes <input type="checkbox"/> No
	CSI/ TSI	<input type="checkbox"/> Yes <input type="checkbox"/> No

Title I-A

Set-Asides (Mark with "X" if set-asides are utilized)

#1 Admin	#2 Indirect	#3 Private Schools	#4 LEA Instructional	#5 Transportation	#6 Improvement	#7 Homeless	#8 FACE	#9 PD	#10 NorD



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

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A. LEA Performance Data

LEAs will provide a description of how the local educational agency will use data and ongoing consultation to continually update and improve activities. - ESSA Sec 2102

USED recommends that the state systematically use state and LEA performance factors to target technical assistance to LEAs.

1. We are going to start by focusing specifically on **data at the LEA level**. These 4 questions are about DATA. We will get to identifying needs and planning later. What sources of data has the LEA found to be most reliable and reflective of LEA progress or trends? Please provide an inclusive list and then articulate which you find to be most helpful in the continuous improvement process.
2. According to the data, what makes your LEA unique?
3. What information, resources, and data were used by the LEA to determine the primary needs? Please provide a handout or visual presentation that was used, such as a presentation to the board and/or stakeholders.
4. Is your LEA making progress? How do you know? Please be prepared to show ADE your measurable progress through data. This may be in the form of a handout or visual presentation.

Additional comments:

B. LEA Identification of Primary Needs

An eligible school shall develop a comprehensive plan based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. – ESSA Sec 1114

1. Please share the strategic planning **process** at the LEA level to identify needs. Specify if the LEA planning process includes all schools within the LEA or only some schools within the LEA. We are interested in the large context of strategic planning, beyond the federal investments.

2. For the primary needs of the LEA, what measurable goals and performance outcomes were set?

What was the LEA aspiring to achieve?

How were these goals/outcomes measured/tracked? Please provide a sample for us to review.



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

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3. ESSA requires that teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served are involved in the LIAP planning process. Additionally, for Title II and IV-A funding, community partners must be consulted, and students, tribes, and local government representatives must be consulted.

How did the LEA ensure all required stakeholders were involved in the needs assessment processes?

4. How did the LEA continue to engage these diverse stakeholders in the planning process?

If the LEA or any of its schools were challenged with specific stakeholder engagement, what support did the LEA provide?

Additional comments:

C. LEA Integrated Action Plan (LIAP)

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency.

The plan must be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served by Title I.

The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan provides that schools served under this part substantially help children served under this part meet the challenging State academic standards

- ESSA Sec 1112

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; - ESSA Sec 1114

RESOURCE LINK: [LIAP Program Requirements](#)



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

LEAs need only complete Section H in advance in ALEAT

C. LEA Integrated Action Plan (LIAP)

1. Please specify 1-3 specific action steps that were included in the LEA plan because of the needs and trends across schools according to the Comprehensive Needs Assessments.
2. In review of strategies and action steps in the LIAP addressing collective school needs, what evidence does the LEA have to demonstrate effectiveness (Title I, Title II, Title IV-A)? Please show us what the LEA used to determine the action steps and strategies were effective.
3. How did the LEA ensure effective communication between the people doing the planning and the people completing the budget and consolidated application? Please discuss timeline, people involved, communication strategies, etc.
4. In the application, the LEA set aside funds for ____, ____, and ____. What was the LEA **process** for determining set-asides?

We would like to talk about each of the categories for which the LEA reserved funds to better understand your needs, strategies, etc.

Additional comments:

ESSA Evidence

The term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) *demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—*
 - (I) *strong evidence from at least 1 well-designed and well-implemented experimental study;*
 - (II) *moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or*
 - (III) *promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or*
- (ii) *(I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes;*
 - ESSA Sec 8101

RESOURCE LINK: [ADE Cycle 4 Resource Page](#)



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

LEAs need only complete Section H in advance in ALEAT

D. LEA Monitoring of Schools

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards. - ESSA Sec 1112

RESOURCE LINK: [School Integrated Action Plan Program Requirements](#)

RESOURCE LINK: [Title I Targeted Assistance Program Requirements](#)

RESOURCE LINK: [Title I Schoolwide Program Requirements](#)

1. ADE is here today monitoring the Title activities at the LEA level. It's the LEA's responsibility to monitor the activities at the schools. What was the LEA's system(s) to monitor and support the elements of Title I programs at the school level?
2. We spoke earlier about LEA-level data. How did the LEA monitor its student progress towards meeting the challenging State academic standards for each school? Please be prepared to provide evidence. We want to see what the LEA used to draw conclusions about student progress by school.
3. How did the LEA monitor the outcomes in the school integrated action plan(s)?
4. How do stakeholders have continued access to the School Integrated Action Plan(s) and changes to it/them? How are SIAP(s) made publicly available?
5. How did the LEA provide support, coordination, and/or technical assistance for its Title I schools? Please be prepared to provide several concrete examples.
6. Who from the LEA has witnessed the implementation of the Title I, II-A, and IV-A programs within the schools?

What instruments or observation tools were used? How is this information collected and communicated for use in the planning process?
7. Section 1116 of ESSA requires an annual evaluation of parent and family engagement activities. How did the LEA determine the effectiveness of parent and family involvement activities to improve student academic achievement and school performance?

Additional comments:



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

LEAs need only complete Section H in advance in ALEAT

E. Title II-A Programmatic Review

The purpose of this title is to provide subgrants to local educational agencies to—
(1) increase student achievement consistent with the challenging State academic standards;
(2) improve the quality and effectiveness of teachers, principals, and other school leaders;
(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders. - ESSA Sec 2001

1. Please share your Title II program design.

What process was used to determine needs and objectives?

2. What was the process for determining methods of evaluation for the Title II program? (ESSA requires a program evaluation for Title II.)

Based on the LEA's evaluation, were the Title II investments effective in improving student achievement?

Specifically, what level of evidence do you have to document success? (Reference 4 tiers)

3. How does the LEA provide low-income and minority students greater access to effective teachers, principals, and other school leaders?

Additional comments:

F. Professional Development

The programs and activities described in Title II may include providing high-quality, personalized professional development that is evidence-based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders - ESSA Sec 2103

1. How were professional development opportunities aligned with the identified primary needs (Title I-A, II-A, Title IV-A) in the LIAP?

Please address opportunities funded by Title I-A, II-A and Title IV-A separately.

2. How were these PD opportunities selected? What criteria or data was used?

3. How did the LEA determine professional development was successful? How was this evaluated?

Additional comments:



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

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G. Title IV-A Programmatic Review

In accordance with ESEA section 4106(e) (2) and (f), an LEA or consortium of LEAs must assure in its application that it will:

- *Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—*
- *Are among the schools with the greatest needs;*
- *Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);*
- *Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);*
- *Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or*
- *Are identified as a persistently dangerous public elementary school or secondary school under section 8532. - ESEA section 4106(e)(2)(A))*

1. What Title IV-A categories best describes the program implemented last year: <input type="checkbox"/> Well-Rounded Educational Opportunities <input type="checkbox"/> Safe and Healthy Students <input type="checkbox"/> Effective Use of Technology
2. How did the LIAP address school-level Title IV-A needs (well-rounded education, safe & healthy students, and the Effective Use of Technology)?
3. What challenges did you encounter in achieving your program objectives or intended outcomes?
4. What methods of evaluation were used? Please share the results of your Title IV-A program evaluation. Did you achieve your program objectives and intended outcomes?
Additional comments:

H. Spotlight on Success: Title I, II, IV-A (To be completed by the LEA in ALEAT prior to the visit)

Please share how the consolidated grant funding positively impacted students, teachers, climate, culture, etc. so that we can share with other LEAs.

Title I School

What makes you most proud? If we were to visit one of your Title I schools, which one would you want us to visit and why? Please tell us about your most effective Title I program at the school level.



ADE Cycle 4 Questions & Prompts FY20 Virtual Visit

LEAs need only complete Section H in advance in ALEAT

How do you leverage this success within the LEA as a catalyst for improvement in other schools?

Title IV-A Program

Please share how the Title IV-A grant positively impacted students, teachers, climate & culture, etc. so we may share with other districts. (Brief description and web link, if published online)

Family & Community Engagement

Please talk about a successful strategy for engaging families or the community, either at the LEA or one of your schools (Title I & Title IV-A).

Please tell us about your Community Partnerships.