



Arizona Department of Education

Educator & School Excellence Unit

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
Fiscal Summary			
FY21 Total Title I-A Allocation/Amount spent: \$		Set-Aside Total \$	Total allocated to schools: \$
FY21 Total Title II-A Allocation/Amount spent: \$		FY21 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 V/RLIS – Did the LEA waive these funds? Yes No			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/RLIS <input type="checkbox"/> Yes <input type="checkbox"/> No
			CSI/ TSI <input type="checkbox"/> Yes <input type="checkbox"/> No



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A. Spotlight on Success: Title I, II, IV-A *Show & Tell* – *brief description, presentation, web link (if published online)*

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 Program(s)

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.

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

Title II-A Program

Please share how the Title II-A grant positively impacted students and teachers in meeting the challenging State academic standards.

Title IV-A Program

Please share how the Title IV-A grant positively impacted students. Teachers, climate, and culture, etc.

Parent, Family and Community Engagement

Please talk about one or multiple successful strategies for engaging families and/or the community, either at the LEA or one of your schools.

Please tell us about your Community Partnerships.



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B. The Planning Process: RCA, CNA, 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

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 for Title IV-A.

Answer the following questions for all Titles that apply: Title I-A, Title II-A, Title IV-A, Title V-B (RLIS), and Title I-D (N&D)

1. Please share the strategic planning process the LEA Level used to identify primary needs. Specify if the LEA planning process includes all schools within the LEA or only some schools.
 - a. What Stakeholders (*teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders. For Title II-A and TIV-A the following are required: community partners, students, tribes, and local government representatives*) are involved in the analysis of data and root causes, review of school needs?
 - b. How did the LEA ensure all required stakeholders were involved in the **needs assessment processes**?
 - c. If the LEA or any of its schools were challenged with specific stakeholder engagement, what support did the LEA provide?
 - d. What was the process for continued consultation with these stakeholders?



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2. Describe the process for identifying the primary needs for the LEA. What was the timeline? Who was involved? What information was shared/reviewed?
- a. 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 are most helpful in the continuous improvement process.
 - i. How was data analyzed? Who analyzes it?
 - b. What was the LEA's process for reviewing longitudinal data over the last 2-5 years? What data is reviewed? Who is part of the process of reviewing and analyzing it?
 - c. For the last complete school year/grant cycle and based on the data we just discussed, of the 6 Principles, which did you choose as primary needs of the LEA?
 - d. For the primary needs of the LEA, what measurable goals and performance outcomes were set? What was the LEA aspiring to achieve?
 - e. Please specify 1-3 specific action steps that are aligned to set aside expenditures that were included in the LEA plan because of the needs and trends across schools.
 - f. How did the LEA ensure effective communication between the people doing the planning and the people completing the budget and consolidated application?
 - g. What was the LEA **process** for determining set asides?
 - h. What percentage was reserved for the LEA vs. allocated to schools?



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C. 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

1. How did the LEA provide support for the schools in the Comprehensive Needs Assessment (CNA) process?
2. 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?
3. What support did the LEA provide to the schools regarding data analysis, progress monitoring and data-driven decision making?
4. What was the LEA's system(s) to monitor and support the elements of Title I programs at the school level?

D. Programmatic Review

Title I-A

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. The purpose of Title I is to “substantially help children served meet the challenging State academic standards.” How does the LEA ensure the LEA plan directly relates to student achievement?



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2. How were these goals/outcomes measured/tracked? Please provide a sample for us to review.
3. What successes and/or challenges did you face in achieving your program goals and outcomes?
 - a. Were any of the goals/outcomes not met?
4. How did the LEA monitor the outcomes for the school plan?
5. Who from the LEA has witnessed the implementation of the Title I, II-A, IV-A, RLIS, N&D programs within the schools?
 - a. What instruments or observation tools were used?
 - b. How is this information collected and communicated for use in the planning process?
 - c. *What system was in place to ensure equitable school observations?*
 - d. *Was there a preset schedule?*
 - e. *Was there a protocol for observing?*

Title II-A

The purpose of this title is to provide sub grants 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. What was your process for ensuring there is an appropriately certified teacher in every classroom?
 - a. Describe the LEA processes for determining teacher effectiveness.
2. What process was used to determine the needs and objectives of the Title II program?
3. What methods of evaluation were used for the Title II program?
4. What were the results of your Title II program evaluation?



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5. Based on that evaluation, were the Title II investments effective in achieving student improvement?

Title IV-A

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:
 - Well-Rounded Educational Opportunities
 - Safe and Healthy Students
 - Effective Use of Technology
2. Describe the methodology for using the site Comprehensive Needs Assessments (CNAs) to determine the distribution of Title IV-A funding across the schools.
3. What activities were implemented using Title IV-A funds?
4. Did you achieve your Title IV-A program objectives and intended outcomes?



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5. What methods of evaluation were used?
6. How did last year's evaluation results inform or influence your current programming in Title IV-A?

Well-Rounded Access

Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.

1. English language arts; 2. Mathematics; 3. Science; 4. Social Studies; including civics; 5. **The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;** 6. **Health/Physical Education.** R7-2-301

Arts Education Access Report

Compliance monitoring: R7-2-301 student minimum course of study requirements.

Please reference the Arts Education Access Report to address the following questions:

1. How will the LEA support their schools in ensuring access to a well-rounded education that includes access to arts education (at least two artistic disciplines for K-8 students)?
2. How does the LEA define and measure "meeting competency requirements" for Arts Education?

Physical Education Access Report

Compliance monitoring: R7-2-301 student minimum course of study requirements.

Please reference the Physical Education Access Report to address the following questions:



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1. How will the LEA support their schools in ensuring access to a well-rounded education that includes access to physical education (all K-8 students)?
2. How does the LEA define and measure “meeting competency requirements” for Physical Education?

Title V-B (RLIS)

The Rural Education Achievement Program (REAP) is authorized by Part B of Title V of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA, P.L. 114-95)

1. Describe the methodology to determine initiatives aimed at improving student achievement across the district.
2. How did the LIAP address school level RLIS needs?
3. What methods of evaluation were used and what were the results?
4. Please check the Consolidated grant areas in which RLIS funds were used to support activities. Describe the program.
 Title I Title II Title III Title IV-A Title IV-B

Title I-D (Neglected and Delinquent)

The purpose of this subpart is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities— (1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; (2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and (3) to operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth. ESSA Section 1421

1. Describe the methodology to determine the needs of N & D students across district.



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2. What data was used to identify Neglected and Delinquent students?
3. How did the LIAP address student needs?
4. What goals and outcomes were established for:
 - a. Improving educational services
 - b. Providing services to support student transitions
 - c. Preventing at risk youth from dropping out of school
5. Did the LEA have additional goals and outcomes? If so, what were they?
6. What methods of evaluation were used and what were the results?