

Cycle 4 Programmatic Monitoring Presentation & Guidance Document

The purpose of this document is to provide an outline to guide your ESEA Cycle 4 programmatic monitoring – virtual visit. Your presentation should contain the following (see outline below) as well as supporting evidence such as data, artifacts, visuals, etc.

This guide can be modified as necessary for single-site LEAs and should be modified to reflect only those portions of the ESEA Consolidated Application for which the LEA qualifies. Evidence is required for each section of your presentation.

Further resources for each section of this guide can be found [HERE](#).

I. LEA Biography
a. In FY22 (SY21-22), what is the LEA demographics, vision, mission and any other information that will help the ADE team gather an understanding of the LEA?
b. Which title programs did the LEA receive funding for in FY22 (SY21-22)? (I-A, I-D, II-A, IV-A, V-B)
i. What was the total received in each?
ii. What amount, if any, was carried over from the previous year?
iii. What total of Title I-A was allocated to sites? What total was placed in LEA set asides?
iv. Were any funds transferred or waived? Explain.
c. What type of program is run at the LEAs qualifying sites? (schoolwide, targeted, SW3)
i. If any targeted assistance schools are over 35% poverty, why didn't the LEA choose to fund it as schoolwide?
II. Integrated Action Plan ESSA 1112
a. School Integrated Action Plan (SIAP)
i. Stakeholders (site level team)
<ol style="list-style-type: none"> 1. What process did sites use to select and ensure the required stakeholders for their site level teams? 2. What stakeholders were included in the site level teams? 3. What process was used to ensure continued consultation with stakeholders? 4. How often and by what method did site level teams meet? 5. How and to what effect, were the results of the CNA/RCA/Primary Needs communicated to the school's stakeholders (parents, teachers, students, community)? How do stakeholders have access to the SIAP?
ii. Comprehensive Needs Assessment (CNA) ESSA 1304
<ol style="list-style-type: none"> 1. What was the process site level teams (stakeholders) used to develop the comprehensive needs assessment? 2. What data was utilized in the process? 3. What conclusions were made during the CNA process?

iii. Root Cause Analysis

1. Process - Fishbones

- a. What was the process for developing the fishbones (root cause analysis)?
- b. What root causes were identified through the root cause analysis?
- c. Who participated in the process?

2. Primary Needs

- a. What are examples of site level primary needs developed by the RCA? What CNA principles were addressed by each primary need?
- b. What data, specifically student academic achievement data, was utilized to support the primary needs? This data is the site level baseline data that should be used when evaluating the effectiveness of the program.
- c. How do the school sites maintain and evaluate longitudinal student academic achievement data to ensure primary needs are met? What data points are included in this evaluation?
- d. Using data, what specific action steps tie most clearly to increasing student academic growth?
- e. How do the primary needs support the vision/mission of the school sites?

b. LEA Integrated Action Plan (LIAP) ESSA 1112

i. Stakeholders ESSA 1501

1. How did the LEA select stakeholders for the LIAP planning process?
2. What stakeholders were involved in the LIAP planning process?
3. What process was used to ensure continued consultation with stakeholders?
4. How often and by what method did the LIAP planning team meet?
5. What data, specifically academic achievement data, did stakeholders use in the planning process to identify the district's primary needs?
6. How did stakeholders utilize SIAPs in the development of the LIAP?
7. How and to what effect, were the results of the LIAP planning process communicated to the district stakeholders (parents, teachers, students, administrators, community)? How do stakeholders have access to the LIAP?
8. How does the LEA support effective communication, planning and problem solving between those completing the ESEA Consolidated Application, the budget, and the programs implemented at the school sites using ESEA funding?

ii. Primary Needs

1. What are the primary needs of the LEA identified in the planning process?
2. What are contributing root causes to those primary needs?
3. Which CNA principles were addressed by each primary need?
4. How does the district maintain and evaluate longitudinal student academic achievement data to ensure primary needs are met? What data points are included in this evaluation?
5. Using data, what specific action steps tied most directly to student academic growth?
6. How do the primary needs of the district support the district vision/mission?

iii. Set Asides - LEA (District Level) ESSA 1113-114

1. Optional Set Asides

- a. What optional set asides did the LEA select and how much was set aside for each?
- b. What was the process for selecting set asides and amount to set aside in each, and what data was used to support the decision-making process?
- c. What percentage was reserved for the LEA set asides vs. school site allocations?
- d. How do set asides support the district primary needs?
- e. What are the actions steps aligned to support the LEA set aside expenditures?
- f. What process was used by the LEA to evaluate the effectiveness of the chosen set asides?

2.Required Set Asides ESSA 1113-1114

a. Parent and Family Engagement ESSA 4504

- i. What was the process for ensuring that at least one percent of its Title I Part A allocation was expended to support parent and family engagement? (if applicable – LEAs with allocations of more than \$500,000.00)
- ii. If applicable, how did the district ensure that at least 90 percent of the required set-aside for family engagement was expended by schools receiving Title I funds (including preschool and services for nonpublic school students)?
- iii. What was the process for determining how to expend the funds set aside for parent and family engagement? What data was used to support the decision-making process?
- iv. How do these funds support the district primary needs?
- v. What are the action steps aligned to support this district expenditure?
- vi. What was the process used by the LEA to evaluate the effectiveness of the expenditures used for parent and family engagement?

b. Students Experiencing Homelessness ESSA 1112

- i. What was the process for ensuring that at least one-half percent of its Title I Part A allocation was expended to support homeless students' needs?
- ii. What was the process for determining how to expend the funds set aside for the needs of homeless students? What data was used to support the decision-making process?
- iii. How do these funds support the district primary needs?
- iv. What are the action steps aligned to support this district expenditure?
- v. What was the process used by the LEA to evaluate the effectiveness of the expenditures used for meeting the needs of students experiencing homelessness?

3.Transitions ESSA 1112

- a. When do your students experience transitions (i.e. preschool to grade school, grade school to middle, middle to high, high to post-secondary or vocational training programs, etc.)?
- b. What action steps and strategies do you take to support your students in each of their transitions?
- c. How do you support parents and families as your students experience transitions?
- d. What employees, programs and/or community partnerships do you utilize to support students in transition?
- e. What evidence do you use to evaluate the effectiveness of your transition programs/strategies?

iv. Monitoring ESSA 1112

- a. What is the process the LEA utilizes to monitor the school sites implementation of the SIAP planning process?
- b. What process does the LEA utilize to monitor the communication with and inclusion of stakeholders throughout the planning (CNA & RCA) and implementation of ESEA programs?
- c. What support does the LEA provide school sites in processing, maintaining, and evaluating longitudinal student academic achievement data?
- d. What is the comprehensive process the LEA uses to monitor and evaluate the effectiveness of the ESEA programs at school sites?
- e. What is the comprehensive process the LEA uses to monitor and evaluate the effectiveness of the district set asides?
- f. What data is the LEA using to ensure school sites are making progress in student academic achievement?

III. Programmatic Review

a. Title I-A (site level allocations)

i. Program Implementation ESSA 1112

1. What did Title I-A fund in FY22 (SY21-22)?
2. What primary needs are supported by your Title I-A funding?
3. What action steps are supported by your Title I-A funding?
4. Describe the process the school site utilized to implement the Title 1-A program.
5. How did the school sites use Title I-A funding to support a well-rounded education for students
6. When did the site provide Title I parents with information on the school Title I program? How did the school site ensure the event for Title I parents only? Provide evidence such as check in sheets and agendas.

ii. Program Evaluation ESSA 4624

1. What SMART goals were developed to measure the success of the school sites' Title I-A program?
2. What data points did school sites collect to track student academics?
3. What process did school sites use to ensure consistent longitudinal student academic achievement data?
4. What process did the school site use to connect student achievement data to the effectiveness of the TI-A programs?
5. What data was used to compare the resulting student academic achievement data to that of the data used in the root cause analysis and comprehensive needs process?
 - a. From the data comparison, what is the result of the site level Title I-A programmatic evaluation?
 - i. If running a targeted assistance program, what are the student achievement data points that identify students who will be served by Title I-A funded programs?
 - ii. If running a targeted assistance program, what are the student achievement data points that identify students who are prepared to exit from Title I-A funded programs.
 - iii. If running a targeted assistance program, what % of students were prepared to exit the Title I-A funded program by the end of the academic school year?
 - iv. If running a consolidated or school wide program, what student academic achievement data is used throughout the year to determine the effectiveness of your Title I-A program?
6. What data was used to evaluate the effectiveness Title I-A program(s) to support a well-rounded education?
7. What are the results from the evaluation of the FY22 (SY21-22) Title I-A programs?

b. Title II-A (District/LEA level allocation) ESSA 2101**i. Program Implementation ESSA 1112**

1. What did Title II-A fund in FY22 (SY21-22)?
2. How do the needs and objectives of the Title II-A program connect to the primary needs as outlined in the LIAP?
 - a. What primary needs are supported by your Title II-A funding?
 - b. What action steps support your Title II-A funding?
3. Describe the LEAs comprehensive approach to utilizing Title II-A funding to support teacher effectiveness etc.
4. How did the LEA use Title II-A funding to support the implementation and effectiveness of the Title I-A programs?
5. Describe the process the LEA utilized to implement the Title II-A program.
6. What is the LEAs process for ensuring appropriately certified teachers in every classroom?
 - a. What is the LEA process for determining teacher effectiveness?

ii. Program Evaluation ESSA 2001

1. What SMART goals were developed to measure the success of the school site Title II-A program.
2. What process did the LEA use to monitor the implementation of the Title II-A program? Provide specific evidence, such as purchase agreements, receipts, check-in sheets, agendas etc. as support.
3. What data points did the LEA collect to track the effectiveness of the Title II-A program?
4. How did the LEA use student academic achievement data to demonstrate the effectiveness of the Title II-A program?
5. What are the results from the LEA's evaluation of the FY22 (SY21-22) Title II-A program?

c. Title IV-A**i. Program Implementation ESSA 4106**

1. What program(s) did Title IV-A fund in FY22 (SY21-22)?
2. Please describe all program areas Title IV-A funds supported.
 - a. Well-Rounded Education
 - b. Safe and Healthy Students
 - c. Effective Use of Technology
3. What primary needs are supported by your Title IV-A funding?
4. What action steps in the LIAP are supported by your Title IV-A funding?
5. Describe the process the school site utilized to implement the Title IV-A program.

ii. Program Evaluation AZSOS R7-2-301

1. What SMART goals were developed to measure the success of the school sites' Title IV-A program?
2. What process did the school site use to connect student achievement data to the effectiveness of the Title IV-A programs?
3. What data was used to compare the resulting student academic achievement data to that of the data used in the root cause analysis and comprehensive needs process?
4. What are the results from the evaluation of the FY22 (SY21-22) Title IV-A programs?

iii. Well-Rounded Access R7-2-301

1. Please reference the Well-Rounded Access Report to address the following questions:
 - a. How will the LEA support the school(s) in ensuring access to a well-rounded education?
 - b. How will the LEA support access to arts education (at least two artistic disciplines for K-8 students)?
 - i. How does the LEA measure "meeting competency requirements" for Arts Education?
 - c. How will the LEA support access to physical education (all K-8 students)?
 - i. How does the LEA measure "meeting competency requirements" for Physical Education?

d. Title V-B (RLIS/SRSA) ESSA 5221

i. Program Implementation & Evaluation

1. What was your total RLIS or SRSA allocation in FY22 (SY21-22) and what did it fund?
2. What primary needs are supported by your RLIS or SRSA funding?
3. What SMART goals were developed to measure the success of the programs funded with RLIS or SRSA?
4. Describe the process the school site utilized to implement RLIS or SRSA funded programs.

ii. Program Evaluation ESSA 4624

1. What data was used to compare the pre and post student academic achievement as a result of programs funded by RLIS or SRSA?
2. What are the results of the data comparisons, and from that comparison, were the programs funded by RLIS or SRSA effective?

e. Title I-D ESSA 1431

i. Program Implementation & Evaluation

1. What was your total Title I-D allocation in FY22 (SY21-22) and what did it fund?
2. What primary needs are supported by your Title I-D funding?
3. Describe the Title I-D program and the process the LEA utilized to implement the program.
4. How does the LEA consult with Neglected or Delinquent facilities in program planning and implementation?
5. How does the LEA ensure that students in TI-D programs receive instruction that aligns with state standards and accountability?
6. From the LEA's monitoring process, were the programs funded by Title I-D effective, and what data was used to support this conclusion?