

# **Comprehensive Needs Assessment Integrated Action Plan Guidance**

Arizona Department  
of Education

## Table of Contents

Continuous Improvement.....	3
What Is a Needs Assessment? .....	3
ADE Comprehensive Needs Assessment (CNA) .....	4
Principles, Indicators and Elements.....	4
Completing the Comprehensive Needs Assessment.....	5
Specific Step by Step CNA.....	6
1. Planning and Preparation .....	6
2. CNA Data Collection, and Analysis.....	6
CNA Tool Directions.....	10
3. Identify 3 or 4 Primary Needs .....	10
4. Conduct a Thorough Root Cause Analysis .....	11
Fishbone Diagram .....	11
The 5 Why Method .....	13
Upload the completed CNA Tool and Root Cause Analysis Templates to ALEAT.....	15
Integrated Action Plan.....	16
IAP Requirements: .....	16
Integrated Action Plan Diagram .....	17
School Integrated Action Plan (SIAP).....	18
Sample School Site IAP Worksheet.....	19
LEA Integrated Action Plan (LIAP).....	20
Sample LEA Integrated Action Plan Worksheet.....	21
IAP in ALEAT .....	25
ALEAT Tags.....	28
CNA and Integrated Action Plan Informs Grant Applications.....	29
SMART GOALS .....	31
MONITORING AND EVALUATION .....	33
Guiding Questions .....	33
Principle 1 .....	33
Principle 2 .....	33
Principle 3 .....	34
Principle 4 .....	34
Principle 5 .....	34
Principle 6 .....	34
Resources for Evidence-Based Strategies .....	35

EVIDENCE-BASED IMPROVEMENT AND DECISION-MAKING ESSA GUIDANCE TO ARIZONA LEAS.....	38
PROGRAM REQUIREMENTS .....	39
Title 1 PROGRAM REQUIREMENTS .....	40
Title I A Title I Schoolwide Plan Requirements .....	40
Schoolwide Program Assurances.....	41
Title I-A: Targeted Assistance Plan Requirements.....	43
Targeted Assistance Programs Assurances (Will be in GME) .....	45
Title I-A: Additional Related Assurances (Will be in GME) .....	46
Title II All requirements are at the LEA level .....	53
Title III All requirements are at the LEA level .....	53
Title IV <b>ADD</b> .....	53
School Improvement.....	53
Requirements: .....	53
Required SMART Goals .....	54
Arizona's Move on When Reading.....	54
The primary components of the Literacy Plan include:.....	54
LIAP Program Requirements .....	55
Title I LEA Plan Requirements.....	55
TITLE 1 LEA ASSURANCES (Will be in GME) .....	56
Title II .....	62
TITLE II LEA ASSURANCES (Will be in GME) .....	63
Title II Activities.....	63
Title III LEA Plan Requirements.....	66
TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT .....	66
TITLE III PROGRAM ASSURANCES .....	67
Title IV .....	71
LEA School Improvement Plan Requirements .....	79
School Improvement Assurances .....	79
Move on When Reading .....	81
Supplement Not Supplant.....	82
Title I-A.....	82
Title I-C.....	84
Title III .....	84

# Continuous Improvement

Continuous improvement is a process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school or school system.

The concept of continuous improvement also recognizes that improving school effectiveness is not only highly complex, but it entails unforeseen challenges and complications that require a sustained commitment to ongoing improvements.

Major components of continuous school improvement encompass creating, reviewing or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, selecting strategies, implementing the action steps; and gathering data to measure the impact.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time. Continuous improvement must build leader and staff capacity. The improvement cycle includes ongoing data collection that helps educators monitor progress and make adjustments in real time.

## ***What Is a Needs Assessment?***

A needs assessment is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment leads to action that will improve systems, services, processes and operations.

A needs assessment:

- Requires a team approach
- Requires gathering and analyzing data
- Informs identification of primary needs, need statements and desired outcomes
- Creates cohesion through the alignment of vision with greatest needs, root causes, and possible solutions.
- Identifies what's working, what's not and what's needed
- Correlates qualitative and quantitative data

# ADE Comprehensive Needs Assessment (CNA)

The CNA is required by ADE. It is designed to inform need statements, desired outcomes, goals, strategies and action steps for the Title I, II, III, IV, Move on When Reading and School Improvement programs.

The CNA will guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement and sufficiently impact student achievement.

The CNA reflects the school's current state. Acknowledging that state honestly and transparently, based on evidence, allows a school to determine the best next steps to reach desired outcomes. It is not about a comparison among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools. The CNA will allow the school to identify the greatest needs, root causes, and possible solutions.

A limited number of well-defined desired outcomes and/or goals are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps, help focus a school's work by setting a target for student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement increase. Carefully choose foundational small steps that lead to desired outcomes and systemic change over time.

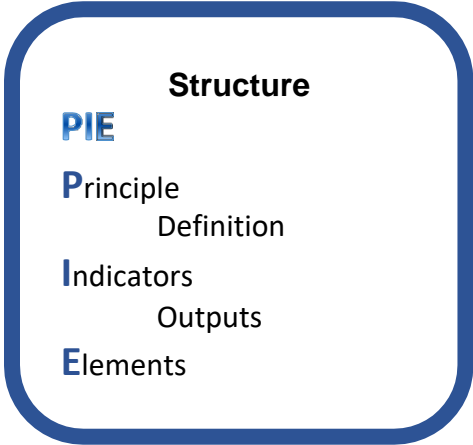
The CNA is **not** a test; it is **not** an evaluation of good or bad. It **is** about knowing where you are as a school in relation to research based exemplars of effective school systems to improve and be the best school possible in your context.

## *Principles, Indicators and Elements*

The Principles, Indicators and Elements describe an effective school system. Developed collaboratively by a team from ADE program areas and representatives from schools and LEAs, this self- reflection process required for continuous improvement is based on current educational research and evidence based best practice.

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy or location. Schools use the Principles, Indicators and Elements to identify primary needs when addressed and resolved result in increased student achievement and strengthened school systems leading to sustainable improvement.

- Principle 1: Effective Leadership
- Principle 2: Effective Teachers and Instruction
- Principle 3: Effective Organization of Time
- Principle 4: Effective Curriculum
- Principle 5: Conditions, Climate and Culture
- Principle 6: Family and Community Engagement



## ***Completing the Comprehensive Needs Assessment***

1. Establish a Guiding Coalition as the Comprehensive Needs Assessment Team: a powerful, enthusiastic team from across the organization and community is essential to put new strategies into effect and transform an organization. Deciding who should take part in the guiding coalition is crucial. Diversity is key. Building the momentum for change requires strong leadership and visible support from key people. By working as a team, the coalition helps to create momentum and build the sense of urgency in relation to the need for change. This team is a critical part of a comprehensive needs assessment process and should include stakeholders representing all parts of the system; principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students.

The CNA team guides the CNA process, gathering and analyzing data, discussing ratings, coming to consensus on individual elements. They plan and facilitate the process itself, including appropriate involvement and representation that will lead to sustainable systemic change.

Overview:

- Establish group norms and develop timeline
  - Understand the members' roles and responsibilities
  - Establish additional work teams, if appropriate and needed
  - Always have the Principle with Indicators and Elements as the primary focus
  - Have access to ALL data
  - Know the purpose of diving into the data
  - Review the data for accuracy and consistency.
  - Using the CNA rubrics, decide on the current state through consensus
  - Identify three or four primary needs
  - Conduct root cause analysis for each need
  - Determine three or four primary needs statement and corresponding desired outcomes
2. Use the rubrics in the resource document. Using the rubrics allows individual working teams facilitated by the CNA Team/Guiding coalition to discuss each indicator, elements and evidence in detail and come to consensus on final rating. Before selecting the answer that reflects the current state within each element, data need to be collected, reviewed and analyzed. The data should act as information gathering and a confirmation of the selection. The discussion is key.
  3. The CNA includes suggestions of data or evidence to be collected pertinent to the CNA Indicator and Element. These are suggestions of what data may be useful. While these suggestions are not required data points, we highly recommend you use multiple data sources.
  4. Guiding questions for gathering data:
    - What data do we currently collect that is relevant to the CNA Indicator and Element?
    - What additional data is needed or can contribute as evidence?
    - Consider five categories (Lipton and Wellman, 2012) when addressing this question (others may surface as you look at the data):

- Curriculum design and implementation;
  - Instruction methods, materials and resources;
  - Teachers' knowledge, skills and dispositions;
  - Students' knowledge, skills and dispositions; and
  - Infrastructure (i.e. Schedules, programming and resources).
  - Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
  - Which data points do you feel are the most meaningful and useful?
5. Once the data is compiled for each indicator, the team reviews it all, preferably in the same session. This provides an opportunity for the team to share what they see in the data and to discuss what these findings mean for each CNA Element.
6. Guiding questions for data review:
- What patterns or trends can be found in the data?
  - What are some positive areas that can be found in the data?
  - What areas of need must be addressed based on the data?
  - What can you infer from the data?
  - What, if any, additional data is needed?
7. The facilitator's role is to ensure that all CNA team members' voices are heard and all possible theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the current state.

Remember, it is THE **PROCESS** to determine the current reality that has the power. The discussion is what is important. The scores and the summaries of the scores guide identification of the greatest needs.

## Specific Step by Step CNA

### 1. Planning and Preparation

- Identify the Guiding Coalition-Comprehensive Needs Assessment (CNA) Team
  - The CNA team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement.
  - Stakeholders are those individuals with valuable experiences and perspective who provide the team with important input, feedback, and guidance and represent all factions of the school community.
- Discuss the school vision and mission to ground the work
- Determine CNA completion process (which may include forming additional work teams)
- Determine timeline

### 2. CNA Data Collection, and Analysis

- Data collection
- Data analysis to select the Element descriptors that best match your school for all six Principles' Indicators.
- Discuss, discuss, discuss
- Reach consensus on each rating

Principle 1 - Effective Leadership											
Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.											
Indicator			Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)	
#	Description	Ideal Output		0	1	2	3				
1.1	Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.	A. How did leadership develop the vision of learning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Written vision, mission and core belief statements	previous principal did it himself	1.33	
				No vision of learning	In isolation and/or with no data	With some stakeholder input and/or some data	Collaboratively with stakeholder input and quantitative and qualitative data	<input type="checkbox"/> Meeting notes/minutes from stakeholder meetings			
								<input type="checkbox"/> Meeting notes/minutes from staff meetings			
1.1			B. How often is the vision of learning used to guide the policies/procedures and decisions of the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of vision, mission and core beliefs posted in office areas and classrooms	It is posted in the office, but no one refers to it		
				Never and/or there is no vision of learning	Infrequently	Sometimes		<input type="checkbox"/>			
								<input type="checkbox"/>			
1.1			C. How often is the vision of learning reviewed and revised to reflect the current school community?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very old		
				Rarely	Not recently	Regularly every 2-3 years	Annually	<input type="checkbox"/>			
								<input type="checkbox"/>			

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 1 - Effective Leadership	1.1	Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	1.33		
	1.2	Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.	1.75		
	1.3	Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.	1.33		
	1.4	Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	1.75		
	1.5	Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	1.25	Lowest Score	
	1.6	Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	2.00	Highest Score	
	1.7	Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	2.00	Highest Score	
	1.8	Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	2.00	Highest Score	
Average Score for Principle 1 - Effective Leadership:			1.68		
Identify trends and patterns for Principle 1 - Effective Leadership:					patterns of limited input and collaboration
Identify possible primary needs for Principle 1 - Effective Leadership:					vision mission and beliefs need to be established, lack of accountability systems in place

## View of CNA Tool Principle Summary

- Gather, review and analyze demographic data**

## Guiding Questions

- How do student outcomes differ by demographics and programs?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?
- How do absence and mobility affect assessment results?



- **Gather, review and analyze leading indicator data**

Leading Indicators are formative. They track progress along the way and guide course corrections as needed.

**Dropout rate Guiding Questions**

- Are there significant differences in dropout rates among subgroups?
- Are there any trends? Who? When?
- Student attendance rate
- Have there been changes in the attendance rate overtime?
- Are there trends among subgroups or grade levels?

**Discipline incidents Guiding Questions**

- Have there been changes in the discipline incidents rate overtime?
- Have there been changes in the types of discipline incidents over time?
- Are there trends among subgroups, grade levels or teachers?

**Truancy**

- Have there been changes in the truancy rate overtime?
- Are there trends among subgroups or grade levels?

**Teacher attendance rate**

- Are there any overall trends?
- Do the trends correlate with achievement data?

- **Gather, review and analyze lagging indicator data**

Lagging/Achievement Indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- Possible Student Achievement Guiding Questions
- Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring to advance student achievement? Are existing processes effective?
- Are there trends among subgroups?
- Are there trends among grade levels?
- Are there teacher specific trends?
- Are there trends relative to ELA or Mathematics?

**Percentage of limited English proficient students who attain English language proficiency**

- Are there trends among grade levels?
- Are there teacher specific trends?
- Have there been changes in the proficiency rates overtime?

**Graduation rate**

- What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
- Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

# CNA Tool Quantitative Template View

Drop Out Rate				Suspensions										Student Attendance*									
	2014-15	2015-16	2016-17		10 days or more			Less than 10			Totals				Over 15 days			Less than 15			Attendance Rate*		
					2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
All Students				All Students										All Students									
Racial/Ethnic Subgroups				Racial/Ethnic Subgroups										Racial/Ethnic Subgroups									
American Indian				American Indian										American Indian									
Asian/Pacific Islander				Asian/Pacific Islander										Asian/Pacific Islander									
Black				Black										Black									
Hispanic				Hispanic										Hispanic									
White				White										White									
Multi-Racial				Multi-Racial										Multi-Racial									
Other Subgroups				Other Subgroups										Other Subgroups									
Economically Disadvantaged				Economically Disadvantaged										Economically Disadvantaged									
English Learners				English Learners										English Learners									
Foster				Foster										Foster									
Homeless				Homeless										Homeless									
Migrant				Migrant										Migrant									
Students with Disability				Students with Disability										Students with Disability									

## K-8 AzMERIT

This additional tab is a *minimal possible* leading and lagging indicators. It *may* be completed to help inform the completion of the CNA or you can simply look at this and *any other pertinent data* wherever it is housed in your LEA or school ( see Guidance Document for explanation and guiding questions):

Grade 3 English Language Arts												
	% Highly Proficient			% Proficient			% Minimally Proficient			% Not Proficient		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
All Students												
Racial/Ethnic Subgroups												
American Indian												
Asian/Pacific Islander												
Black												
Hispanic												
White												
Multi-Racial												
Other Subgroups												
Economically Disadvantaged												
English Learners												
Foster												
Homeless												
Migrant												
Students with Disability												

## CNA Tool Directions

1. Access the Comprehensive Needs Assessment (CNA) Tool from the Arizona Department of Education website, Comprehensive Needs Assessment/Integrated Action Plan webpage <http://www.azed.gov/cna/>
2. Open the CNA Tool and save to your computer desktop.
  - a. Be sure to enable editing (yellow bar at the top of the screen).
3. Start with Principle 1-definition
4. Read Indicators one at a time with the corresponding Output.
  - a. Read each Element for that Indicator one at a time.
  - b. Answer the question by clicking on the O next to the answer that reflects the current state based on team discussion and consensus
  - c. Identify trends and patterns.
  - d. Identify possible primary needs for this principle.
  - e. Repeat for each Principle.

Quantitative Data: Quantitative data, both leading and lagging indicators in required.

The templates allow you to collect these data all in one place.

The subgroups listed are required by ESSA. You may use your own template if you choose.

AzMERIT/MSAA Available: <http://www.azed.gov/research-evaluation/aims-assessment-results/>

Graduation Rate Available: <http://www.azed.gov/research-evaluation/graduation-rates/>

Dropout Rate Available: <http://www.azed.gov/research-evaluation/dropout-rate-study-report/>

Demographics Available: <http://www.azed.gov/research-evaluation/arizona-enrollment-figures/>

Discipline Available: School or LEA database/dashboard

Certification Available: <http://www.azed.gov/educator-certification/>

Teacher attendance, retention Available: School or LEA database/dashboard

AZELLA-The best source for multiple years of this AZELLA data is the SDELL72

report. However, it is limited to only students that have tested at that school. This report can be accessed through ADEConnect-EL Role, which is assigned at the LEA level. For the first report, this will provide the proficiency levels; however, the LEA will need to link through AZEDS for the demographic information. For reclassification, the LEA can get a reclassification ballpark figure by using the Reassessment results and determining of the number of students who took the test, how many scored Proficient

### 3. Identify 3 or 4 Primary Needs

Reread the trends and patterns summaries and possible primary needs from all 6 Principles.

Use the information in these summaries to Identify three or four primary needs.

Final Steps: Summary and Needs Identification		
Using the summary of your data above: Step 1- Identify your overall Primary Needs Step 2 - Conduct a Root Cause Analysis (next 3 tabs) Step 3 - Write Primary Needs Statements and Desired Outcomes (after root cause analysis)		
Step 1: Identify your 3- 4 Primary Needs	1	
	2	
	3	
	4	
Step 2: Identify Root Causes <i>See next three tabs</i>	1	
	2	
	3	
	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	

CNA Tool Final Summary

## Next step is critical to successful change.

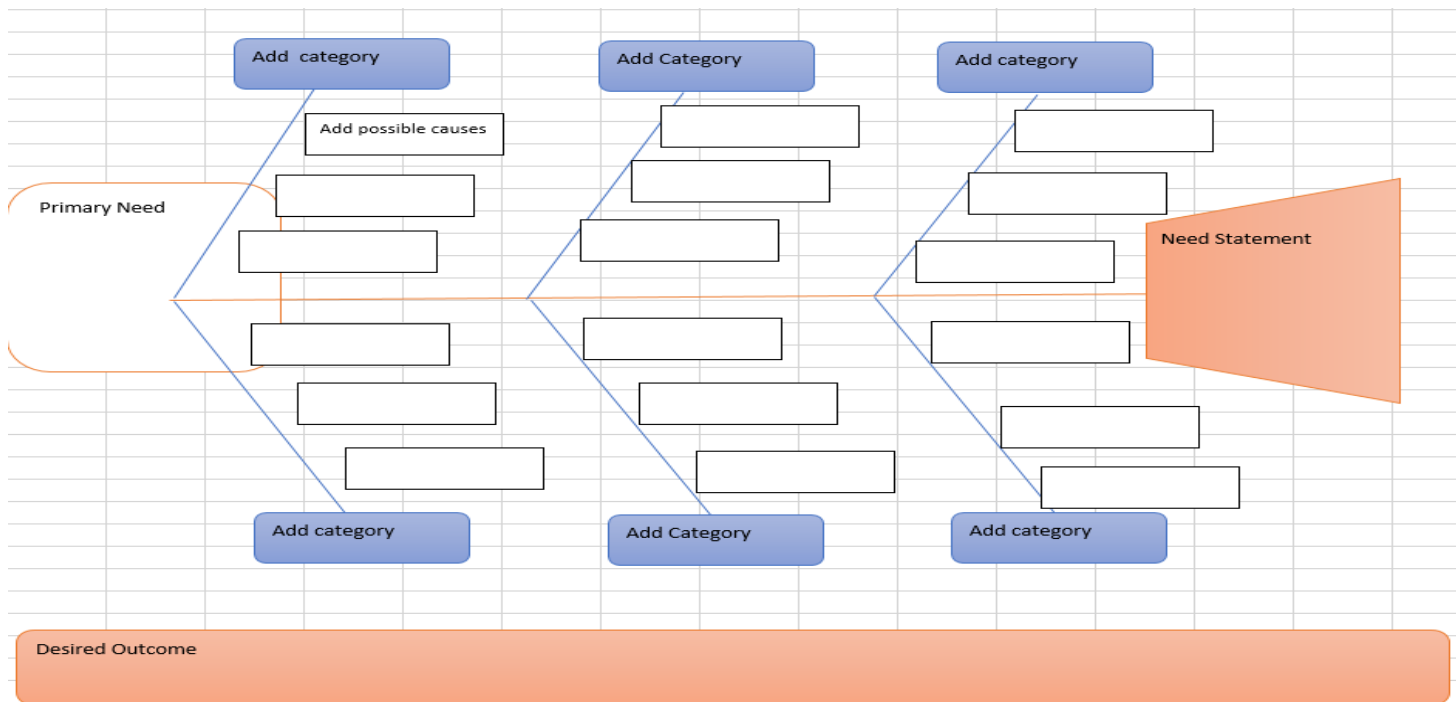
### 4. Conduct a Thorough Root Cause Analysis

for your top 3 or 4 primary needs, resulting in Needs Statements and Desired Outcomes. Root cause analyses take time! It is necessary for impactful change.

Root cause analysis is a structured team process. It allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the problem is determined. This is time to discuss causes, not solutions.

**PUT ALL ASSUMPTIONS ASIDE FOR THIS PROCESS.**

#### Fishbone Diagram



**Fishbone Diagram Process Directions:** The team identifies clear and specific primary needs based on patterns and trends in the CNA.

- i. Choose ONE of the needs to address first and write it in the head of the fishbone.
- ii. The team facilitator asks the team, "How do we know that problem exists? What are the teachers doing? What are the students doing? (see the root cause analysis questions for support with this)
- iii. The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- iv. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
- v. Highlight similar items.
- vi. Look at the highlighted items and determine the primary needs.
- vii. Once the team agrees on the main problem verify that it is the root cause by asking the following:
  - a. Is what in the fishbone tail, if it were corrected would the problem continue?
    - i. If yes, you need to dig deeper and use the 5 whys?

- ii. If no, you found the root cause?
- viii. If the answer provided is a contributing sub cause to the problem, the team keeps asking “Why?” until there is agreement from the team that the root cause has been identified.
- ix. It often takes three to five whys, but it can take more than five. So, keep going until the team agrees on the root cause.

#### **Root Cause guiding questions:**

- Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause? If yes, then it is a contributing cause.

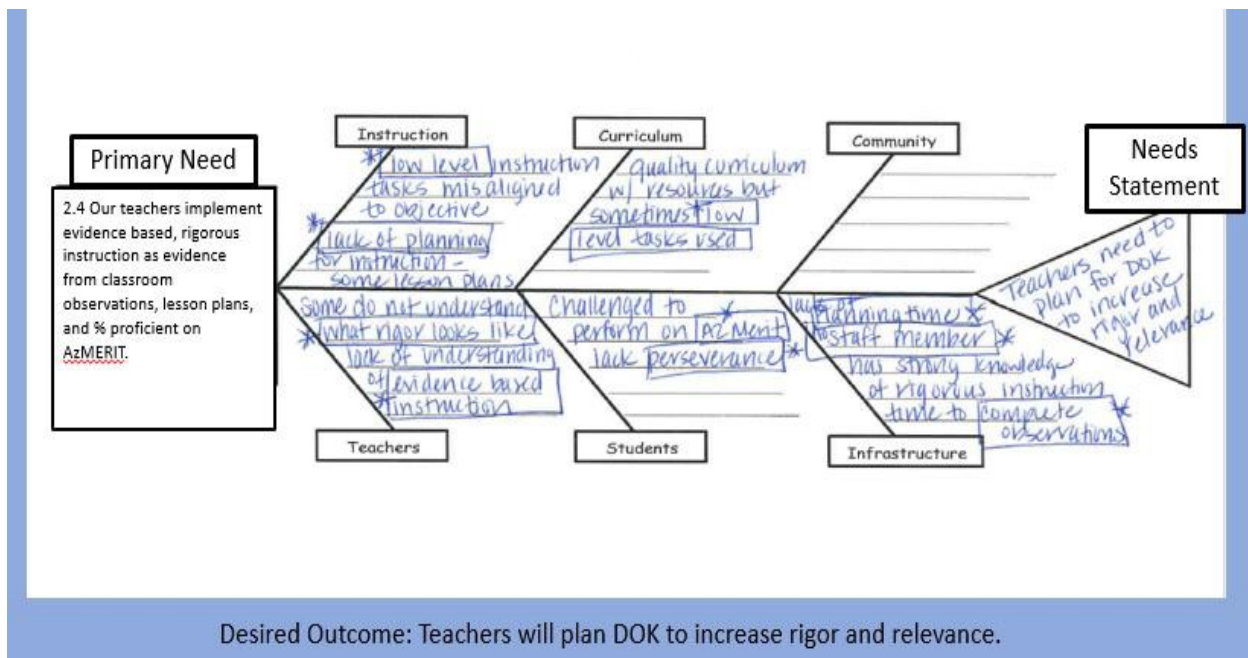
*Important note: If a cause is something that the school cannot change or effect, it is **“off the table”** i.e. “The students come in so low”.*

**Example:** There are three main parts of the fish: head, body and tail. In the head, you see the indicator that was identified in the CNA: “2.4 Our teachers are not implementing evidence based rigorous and relevant instruction” as evidence from classroom observations, lesson plans and the % proficient on AZ Merit, combining the evidence and data was to determine that it was a primary need.

- All the causes for teachers not implementing rigor were brainstormed. Target questions guide the work. After brain storming, all ideas were considered and common trends and patterns identified; then key words or phrases that are in common were highlighted.
- This example identified low level instruction, lack of planning, low level tasks used from curriculum, students lack perseverance on hard problems. Teachers are not planning for rigor because they are using low level tasks. Level of tasks is determined by Depth of Knowledge Levels (DOK).
- The **needs statement** is then, “Teachers need to plan for DOK to increase rigor and relevance”.
- The Needs statement is restated it in a positive and becomes the **desired outcome**. “Teachers will plan DOK to increase rigor and relevance”. The desired outcome is your target goal.

#### **Tips**

- Use the fishbone diagram tool to keep the team focused on the causes of the problem, rather than the symptoms or solutions.
- Consider drawing your fish on a flip chart or large dry erase board.
- Make sure to leave enough space between the major categories on the diagram so that you can add minor detailed causes later.
- When brainstorming causes, consider having team members write each cause on sticky notes, going around the group asking each person for one cause. Continue going through the rounds, getting more causes, until all ideas are exhausted.
- Encourage each person to participate in the brainstorming activity and to voice their own opinions.
- Note that the “5 whys” method, below, is often used in conjunction with the fishbone.



## The 5 Why Method

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized, ask “why” questions to drill down to the root causes. Asking the “5- Whys” allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

### Step-by-step instructions

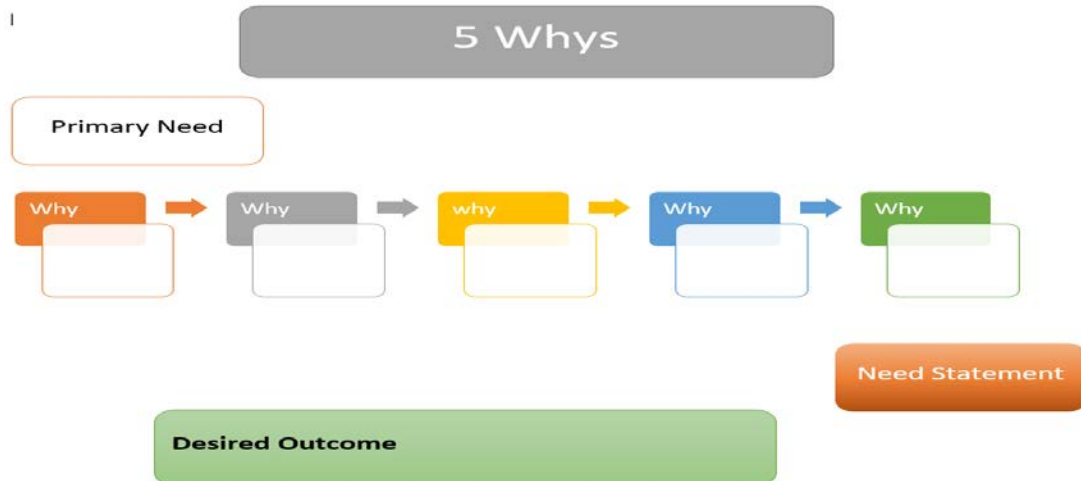
State the problem you have identified as a strategic problem to work on.

Start asking “why” related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.

Ask as many “whys” as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final „why” because it does not make logical sense to ask why again.

The “5-Whys” is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram or Process Mapping. Guard against using the “5-Why” questions on their own to avoid a narrow focus or bias.

This methodology is closely related to the Cause & Effect Fishbone diagram, and can be used to complement the analysis necessary to complete a Cause & Effect diagram.



### Tips

- Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.
- be used to complement the analysis necessary to complete a Cause & Effect diagram
- The "5" in 5 Whys is just a "rule of thumb." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the useful responses stop coming.
- As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.

**Complete CNA Tool Step 2: Identify Root Causes and Step 3: Primary Needs and Desired Outcomes in the CNA tool**

Final Steps: Summary and Needs Identification		
Using the summary of your data above: Step 1- Identify your overall Primary Needs Step 2 - Conduct a Root Cause Analysis (next 3 tabs) Step 3 - Write Primary Needs Statements and Desired Outcomes (after root cause analysis)		
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	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	



# Upload the completed CNA Tool and Root Cause Analysis Templates to ALEAT

Upload the school CNA at the top of the Integrated Action Plan into the School File Cabinet, at the paper clip at the top of the page of the plan.  
Be sure to label the document **SY17-18SchoolNameCNA**

The screenshot shows the Arizona LEA Tracker (ALEAT) interface. At the top, there's a header with the Arizona Department of Education logo and the title "Arizona LEA Tracker (ALEAT)". Below this, there are tabs for "LEAs", "Current LEA: ESSA sample - 2016", and "Current School: Best Dang School in Arizona - ESSA School". The "File Cabinet" tab is selected. A red arrow points to a paper clip icon at the top of the "INTEGRATED ACTION PLAN" section, labeled with a red "1". A text box says: "Click on the paper clip at the top of the page of the school IAP." Below the paper clip, there's a "Select Document Type:" section with options: "New File" (selected), "Existing File", "Link to a web page URL", and "Hard Copy Reference Only". A red arrow points to the "Choose File" link, labeled with a red "2". Below this, there's a "Title \*" field with a red arrow pointing to the "Use Filename" checkbox, labeled with a red "3". The "Title" field contains the text "SY17-18 Best School in AZ - CNA.xlsx". A red arrow points to the "Title" field, labeled with a red "4". Below the "Title" field, there's a "Description:" field. At the bottom, there's an "Attach" button and a "Cancel" button. A red arrow points to the "Attach" button, labeled with a red "5". A large red text box contains the following instructions: "After clicking on the paper clip it will take you to the upload screen. (1) Click on the Choose File link and choose your CNA. (2) Then uncheck the check next to Use File. (3) Fill in the Title of the document to reflect the school year, the school name and that it is the CNA. (4) Example: SY17-18 Best School in AZ - CNA Then click on Attach (5)"



# Integrated Action Plan

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **school-level IAP (SIAP)** addresses three or four areas of need identified by the school's CNA, and satisfies the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan. This process serves to integrate and align plans required across grant programs to access state and federal grant resources and ensure a coherent, connected plan for continuous improvement. Current included programs are Title I, II, III, IV, MOWR and School Improvement.

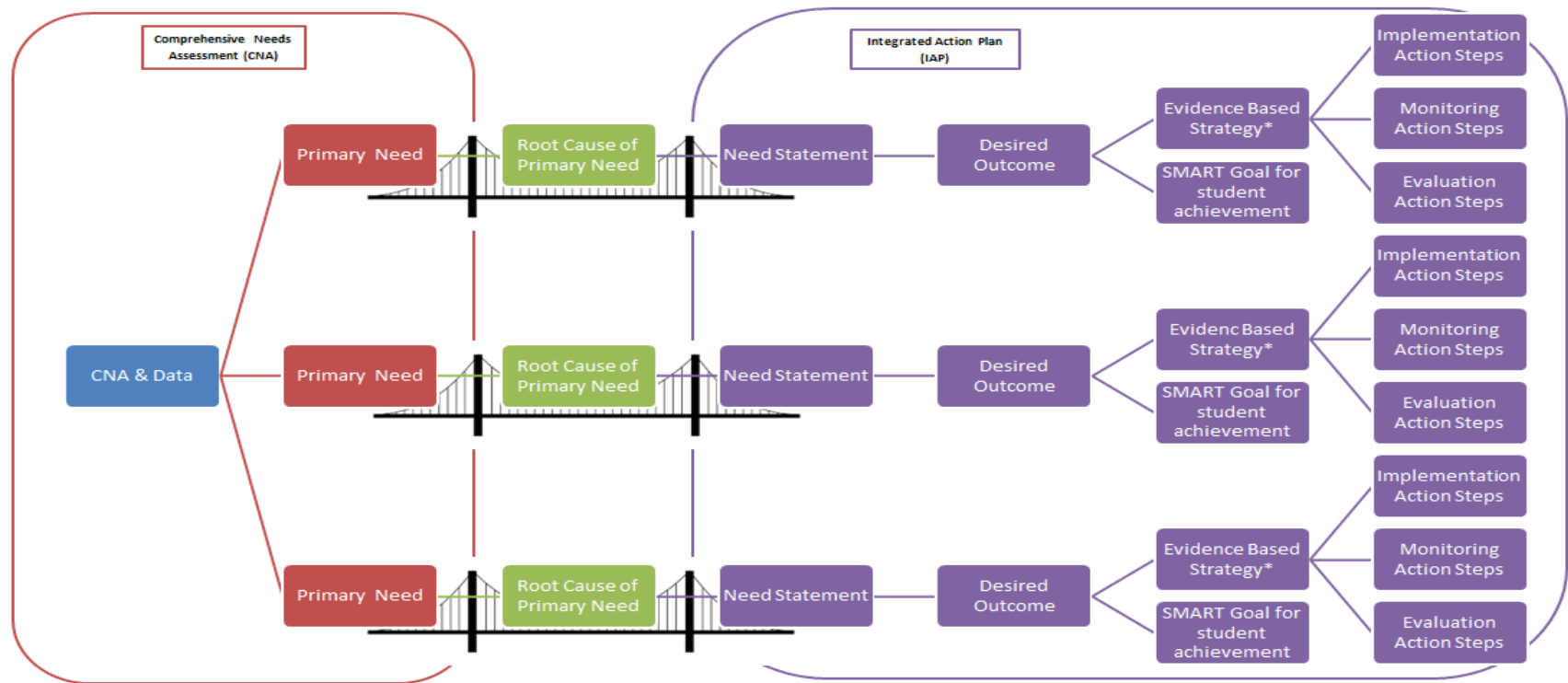
The **LEA-level IAP (LIAP)** supports the system's areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan. School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) are written annually.

## ***IAP Requirements:***

- Three or four Need Statements with correlated Desired Outcomes; SMART Goals, if required
- Evidence based Strategies
- Evidence based Action Steps (use appropriate tags are required, funding and program tags)
  - Implementation Action Steps
  - Monitoring Action Steps
    - Measures
    - Success Criteria and Evidence
  - Evaluation Action Steps
    - Measures
    - Success Criteria and Evidence

Address only the applicable Principles (all 6 are **not** required) based on CNA, identified three or four Need Statements and Desired Outcomes and any that address additional program area requirements. Targeted, intentional, focused actions result in real change. A "laundry list" of needs and desired outcomes will dilute focus, scatter efforts and will not result in real change.

# Integrated Action Plan Diagram



# School Integrated Action Plan (SIAP)

## **Process:**

- Identify writing team to include all stakeholders
  - Establish group norms or agreements
- Establish timeline for writing the plan
- For each identified primary need, enter the need statement and desired outcome under the identified Principle
  - Add SMART goals as needed or required
- Starting with the identified specific desired outcomes, backward design the evidence based improvement strategies and action steps
- Investigate evidence based programs, strategies or interventions to address each desired outcome (Resources available: [Evidence Based Improvement Guide](#) and Evidence Based Guidance Document on SI webpage <http://www.azed.gov/improvement/> under *All Schools in Improvement*)
  - Generate list of possibilities
  - Investigate possibilities
  - Select evidence based strategies
- Add selected strategy under appropriate principle
- Develop action steps (using actionable verbs)
  - Implementation action steps
    - Develop clear and comprehensive actionable action steps including who is responsible and the timeline
    - Align resources, funding sources, people and time to action plan
  - Monitoring action steps
    - Determine measures to monitor implementation
      - Collect information to monitor the quality of supports being provided
    - Identify and track progress and performance
      - Consider what additional information is needed to determine if action steps are working
    - Assess the degree to which the implementation plan is being followed with fidelity
    - Is the intervention, strategy, system, or process accomplishing the intended goal/s?
    - Should it be continued or adjustments made?
  - Evaluation action steps
    - Determine measure/s to evaluate success
    - Determine criteria and evidence of success
    - Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
    - Were desired outcomes reached?
    - Were SMART goals met?

Ensure coherence and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps

### **Sample School Site IAP Worksheet**

<b>SAMPLE Primary Need #1</b>	<b>Primary Need: (head of fishbone)</b> Strong Math Instruction Aligned to Standards	
	<b>Root Cause:</b> No adopted math curriculum	
	<b>Needs Statement: (tale of fishbone)</b> Need a written evidence and standards based math curriculum implemented with fidelity and professionally learning for evidence based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	<b>Desired Outcome: (Needs statement restated in a positive)</b> Evidence and standards based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	<b>SMART Goal: (If the primary need is fixed how will your % proficient be affected?)</b> Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.	
	<b>Strategy:</b> Adopt an evidence and standards based math curriculum.	<b>Action Steps: (List all your Planning Strategies form your planning worksheet)</b> <ul style="list-style-type: none"> <li>▪ Establish curriculum research committee</li> <li>▪ Research available commercial curricula</li> <li>▪ Visit schools with top 3 curriculum to view curriculum in action</li> <li>▪ Select best fit curriculum</li> <li>▪ Follow procedure to select and adopt a standards and evidence based math curriculum</li> </ul>
	<b>Strategy:</b> Research and implement evidence based math instruction.	<b>Action Steps: (List all your Planning Strategies form your planning worksheet)</b> <ul style="list-style-type: none"> <li>▪ Establish a committee</li> <li>▪ Research different pedagogy and methodologies</li> <li>▪ Select strategies to be implemented in all classrooms and/or grade level bands</li> <li>▪ Plan PD to support implementation and training of methodologies</li> </ul>
	<b>Strategy:</b> Consistent high quality professional development and support for all teachers.	<b>Action Steps: (List all your Planning Strategies form your planning worksheet)</b> <ul style="list-style-type: none"> <li>▪ Provide bi-weekly PD for 60 mins</li> <li>▪ Provide bi-weekly planning PD to implement strategies</li> <li>▪ Plan and ensure PLC sharing and discussions of resources used, student work and what works instructional strategies</li> <li>▪ Plan and implement Peer observations</li> <li>▪ Schedule and conduct administrative walk through observations with targeted feedback and teacher action plans</li> </ul>

	<b>Strategy:</b> Monitor Implementation	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Ensure teacher lesson plans reflect standards based objectives and evidence based instructional strategies</li> <li>▪ Monitor teacher assessments</li> <li>▪ Administrative walk through observation forms</li> <li>▪ Determine successful completion of action steps on student achievement</li> </ul>
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## LEA Integrated Action Plan (LIAP)

The **LEA IAP** supports the implementation of the SIAP.

The LEA IAP is based on:

- A review of all School CNA results
- Reflective questioning process and discussion
- Identification of evidence based strategies and action steps to support all school/s successful SIAP implementation.
- Analyze Schools' Comprehensive Needs Assessment (CNA) data for trends and patterns across schools.

### LEA Guiding Questions

- What patterns or trends are evident in student achievement data among the schools?
- What patterns or trends are evident in student and teacher demographic data?
- What patterns or trends are evident in the Leading Indicator data?
- What patterns or trends are evident in the data regarding the 6 Principles?
- What patterns or trends are evident in the primary needs selected by schools to be addressed in school IAPs?
- What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs and desired outcomes?
- What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans?
- How will these actions be monitored and evaluated? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?

**Create an LEA integrated action plan with strategies and action steps** that align systems across the LEA to ensure successful school IAP implementation.

- Three or four Need Statements with correlated Desired Outcomes and SMART Goals, if required based on school IAPs trends and necessary support
- Evidence based Strategies
- Evidence based Action Steps (use appropriate tags for required, funded and non-funded activities)
  - Implementation Action Steps
  - Monitoring Action Steps
    - Measures to be used
    - Success Criteria and Evidence
  - Evaluation Action Steps

- Measures to be used
- Success Criteria and Evidence

Plans are in ALEAT. Assurances are in Grants Management Enterprise (GME). In order to allow for meaningful plans based on the primary needs identified in the CNA, while meeting the ESSA requirements, there are program requirements and assurances. Some assurances may require narrative description in either the SIAP or the program's grant application. See specific program information beginning on page 43.

### ***Sample LEA Integrated Action Plan Worksheet***

SAMPLE Primary Need #1	Primary Need: (head of fishbone) Strong Math Instruction Aligned to Standards	
	Schools that Display Primary Need: Arizona Elementary School, Sunburst Elementary School	
	Root Cause(s): No adopted math curriculum	
	Needs Statement(s): (tale of fishbone) Need a written evidence and standards based math curriculum implemented with fidelity and professionally learning for evidence based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	Desired Outcome: (Needs statement restated in a positive) Evidence and standards based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 10% proficient or highly proficient on 2018 AzMERIT.	
	Strategy: Support Adoption of an evidence and standards based math curriculum.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ Help Research Evidence Based Programs for Elementary school</li> <li>▪ Help facilitate the ordering of sample materials</li> <li>▪ Meet with Curriculum Adoption Committee</li> <li>▪ Help complete Curriculum Rubrics</li> </ul>
	Strategy: Support Research and implement evidence based math instruction.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ Help Research Evidence Based PD strategies to support math PD</li> <li>▪ Work with Site Principals to create a calendar to roll out implementation</li> </ul>

	Strategy: Support Consistent high quality professional development and support for all teachers.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>Support sites with funds to conduct peer observations</li> <li>Schedule and conduct meetings with site principals to review walkthrough observations and action plans</li> <li>Attend site PDs to show support for the initiatives</li> </ul>
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> <li>Monitor site data (benchmarks/interims)</li> <li>Schedule and conduct walkthroughs to see curriculum in action</li> </ul>
SAMPLE Primary Need #2	Primary Need: (head of fishbone) Parent and Community Involvement	
	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School	
	Root Cause(s): Not enough opportunities for parent and community involvement	
	Needs Statement(s): (tale of fishbone) Need to provide opportunities for the parents and community to get involved in the school (1.4, 2.7, 5.2, 5.5, 6.1, 6.2, 6.3, )	
	Desired Outcome: (Needs statement restated in a positive) Provide multiple opportunities for the parents and community to get involved to promote collaboration and increase student achievement	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Increase parent and community involvement by 20% moving from 48% on the 2018 parent satisfaction survey to 68% on the 2019 parent satisfaction survey.	
	Strategy: Create a volunteer program for parents and community.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>Hold fingerprinting at each site to facilitate volunteers</li> <li>Provide substitutes for sites so admin/teachers can train volunteers once a quarter</li> <li>Create a district volunteer guide to support volunteer training</li> </ul>
	Strategy: Increase communication with community	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>Help Research local community partnerships with site principals</li> </ul>

	Strategy: Support site with parent and community involvement.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ Attend community events to support schools' sites with initiative</li> <li>▪ Have Public Relations Person go to sites to photograph events and volunteers.</li> <li>▪ Add photos and highlight on volunteer programs on district website</li> </ul>
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> <li>▪ Monitor sign in sheets and training</li> <li>▪ Review parent survey data and meet with site leadership</li> </ul>
SAMPLE Primary Need #3	Primary Need: (head of fishbone) Shared Knowledge of Content Standards	
	Schools that Display Primary Need: Arizona Elementary School, Sunburst Elementary School, Dream Big Middle School, Hope Middle School	
	Root Cause(s): Teachers do not know how to deconstruct standards into unit plans to plan for instruction	
	Needs Statement(s): (tale of fishbone) Teachers do not know their standards well enough to plan for instruction (6.2, 6.3, 6.4, 6.6)	
	Desired Outcome: (Needs statement restated in a positive) Teachers will deconstruct standards to create units of instruction to increase student achievement and increase student engagement.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.  Reading achievement for all students will increase by 10% moving from 5% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.	
	Strategy: Provide Training for Instructional Coaches in Backward Design	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ District Leadership will plan PD on Backwards Design Principles</li> <li>▪ District Leadership will provide training to all instructional coaches and site leadership</li> <li>▪ District will provide ongoing PD quarterly to monitor Backwards Design Implementation</li> <li>▪ Create a District Template for Backwards Planning Units</li> </ul>



	Strategy: Teachers train in Backward Design	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ Create 2 district wide PD days on the calendar for training sites to complete initial training</li> <li>▪ Provide substitutes for teachers to participate in one full day of training each quarter to plan for instruction for each content area (Math and ELA).</li> </ul>
	Strategy: Support sites with backwards Design	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> <li>▪ Purchase Understanding by Design for each instructional coach and site principal</li> <li>▪ Purchase Understanding by design Professional Development workbook for each instructional coach and site principal</li> </ul>
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> <li>▪ Instructional coaches will collect data on benchmarks/interims to determine unit effectiveness</li> <li>▪ Instructional coaches will monitor scope and sequence alignment for summer review based on unit plans</li> </ul>

# IAP in ALEAT

Add Strategy

<b>1</b> <b>Principle 4 - Effective Curriculum</b>	<b>STRATEGIES:</b> 0 of 2 Complete	<b>ACTION STEPS:</b> 0 of 7 Complete	<b>TASKS:</b> None	<b>Budgeted:</b> \$0.00 <b>Actual:</b> \$0.00
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Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Hide Detail

## PRINCIPLE SUMMARY

**Title \***  
Principle 4 - Effective Curriculum

**Needs Statement: \***  
Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

**Instructions**  
Using the ADE Comprehensive Needs Assessment, evaluate your school against the indicators of an effective school and determine the area(s) of focus. After determining the area of need, create a measurable Goal, develop strategies and action

Edit

## PRINCIPLE SUMMARY

**Title \***  
Principle 4 - Effective Curriculum

**Needs Statement: \***

Need Statement:  
Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low.

Desired Outcomes:  
\* Writing curriculum aligned with the appropriate grade level and content standards  
\* Writing curriculum is evidence and standards based and implemented with

Spell Check

Save Save and Add Another Cancel

Once you have determined your needs, chose the Principle you feel best aligns with your need. Click on the title of the Principle (1)

Under the Principle Summary click on edit (2)

Once in the Principle Summary delete the original description for the Principle and replace it with your Needs Statement and Desired Outcomes. (3)

Scroll down and click save. (4)

Develop your strategies and action steps to meet your desired outcomes.

## PRINCIPLE SUMMARY

Title \*

Principle 4 - Effective Curriculum

Needs Statement: \*

Need Statement: Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low. Desired Outcomes: \* Writing curriculum aligned with the appropriate grade level and content standards \* Writing curriculum is evidence and standards based and implemented with fidelity \* Percent proficient on writing assessment will increase moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades.

To create your strategy to address your need click on [+Add Strategy](#) link at the bottom of the Principle Summary page (1)

The "Edit a Plan Strategy" Page will open, provide a Title and Description then click Save. (2)

## EDIT A PLAN STRATEGY

Instructions/Description

Title: \*

Evidence and standards based Writing curriculum

[Spell Check](#)

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

[Spell Check](#)

Save

Save and Add Another

Cancel

## EDIT A PLAN STRATEGY

Instructions/Description

Title: \*

Evidence and standards based Writing curriculum

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

Action Steps (4)

Resources (0)

[+Add Action Step](#)

On the "Edit a Plan Strategy" Page you can create an Action Step by clicking on [+Add Action Step](#). (3)

Once you have stated your strategies, create your action steps to implement your strategies.

### EDIT A PLAN ACTION STEP

Instructions/Description

Title: \* **1**  
Implement evidence-based writing instruction

Description: \*  
Implement developed curriculum using evidence-based writing instruction program.

Timeline Notes:

Tags:  
SEA (2)  
Zlat-CCLC  
Title I  
TA  
SW  
TS-Safety  
Title II  
ELL  
Migrant  
AP

Start Date (mm/dd/yyyy): \* **2**  
08/01/2017

End Date (mm/dd/yyyy): \*  
05/25/2018

Requires Funding?:  
☐

Professional Development Needed?:  
☐

Audience:  
0955

Responsible:  
☒ Tse-LEA Lambert (LEA)

Move Action Step  
To move this Action Step to another Strategy, select a Strategy from the list

Save Save and Add Another Cancel

### ACTION STEP SUMMARY

Action Step Summary Page Description or Instructions

Title:  
Implement evidence-based writing instruction

Description:  
Implement developed curriculum using evidence-based writing instruction program.

SEA (2)  
SW  
MOWR-Fall

Status:  
NOT BEGUN Update Status **4**

Start Date:  
08/01/2017

End Date:  
05/25/2018

Requires Funding:  
No

Professional Development:  
No

Responsible:  
Tse-LEA Lambert (LEA)

Edit

### UPDATE A PLAN ACTION STATUS

Instructions/Description

Status: \*  
In Progress

Status Note:  
**5**

Save Cancel

Once you click on +Add Action Step, fill in the template, the

\* indicate areas that must be completed. (1)

☐ Be sure to make the start and end dates reflect the current school year. (2)

☐ Be sure to use appropriate Funding and/or Program tags (3)

(Please see ALEAT Tags list for full tag listing and definitions)

#### Funding Tags

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected & Delinquent Students Program
TI	Title II
TI	Title III
TI	Title IV-A-Student Support & Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support & Improvement
TS	Targeted Support & Improvement

\* Click on save once you have completed the Action Step. You then will be on the "Action Step Summary" page;

☐ Click on Status Update to mark your Action Step is in progress (4) and click save (5).

## ***ALEAT Tags***

Funding Tags	
Funding Tags are required and associated with grant programs participating in the IAP Pilot for FY18. Multiple tags may be applied to a given activity to fund that activity – subject to the requirements of each individual grant program. Activities tagged with a Funding Tag should have associated expenses accounted for in the grant application associated with that tag.	
TI	Title I – LEA Set Aside
TI	Title I – Schoolwide Program
TI	Title I – Schoolwide Consolidated Program (SW3)
TI	Title I – Targeted Assistance Program
TI	Title I-C Migrant Education Program
TI	Title I –D Neglected and Delinquent Students Program
TII	Title II
TII	Title III
TI	Title IV-A - Student Support and Academic Enrichment Block Grant (NEW)
T	Title V-B- Rural and Low Income School Program
M	Move On When Reading
SI	School Improvement Grant
C	Comprehensive Support and Improvement Grant
T	Targeted Support and Improvement Grant

Program Tags	
Program Tags are for the most part optional and indicate how activities may impact different programs and/or student populations. They may be associated with funding tags – but are not considered to be associated with a specific funding source.	
A	Advanced Placement Programs
C	Comprehensive support and Improvement Program (required, if a CSI
T	Targeted Support and Improvement Grant Program (required, if a TSI
C	Career and Technical Education Programs and Students
E	Early Childhood Education Programs and Students
E	Education Technology Programs
E	English Language Learners
F	Foster Education Programs and Students
Gi	Gifted Education Programs and Students
H	Homeless Education Programs and Students
In	Indian Education Programs and Students
IS	Integrated Support Team
P	Parent and Family Engagement Programs
M	Migrant Students
S	Special Education Programs and Students
9	Action Steps Associated with a Local 90 Day Plan for the Fall Semester
9	Action Steps Associated with a Local 90 Day Plan for the Spring Semester
2	21st Century Learning Community Learning Center Program

# CNA and Integrated Action Plan Informs Grant Applications

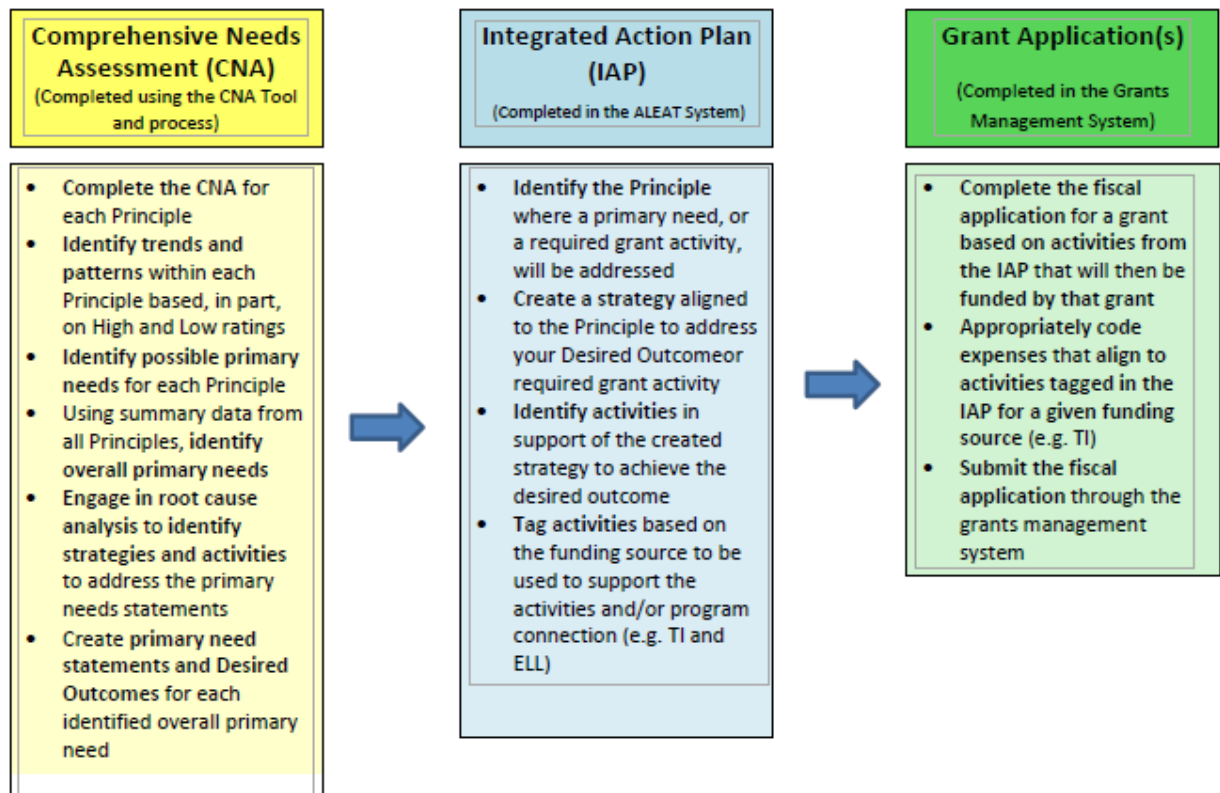
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The funding application in Grants Management Enterprise (GME) is based on the Comprehensive Needs Assessment (CNA) and the Integrated Action Plan (IAP). Action steps must be tagged.

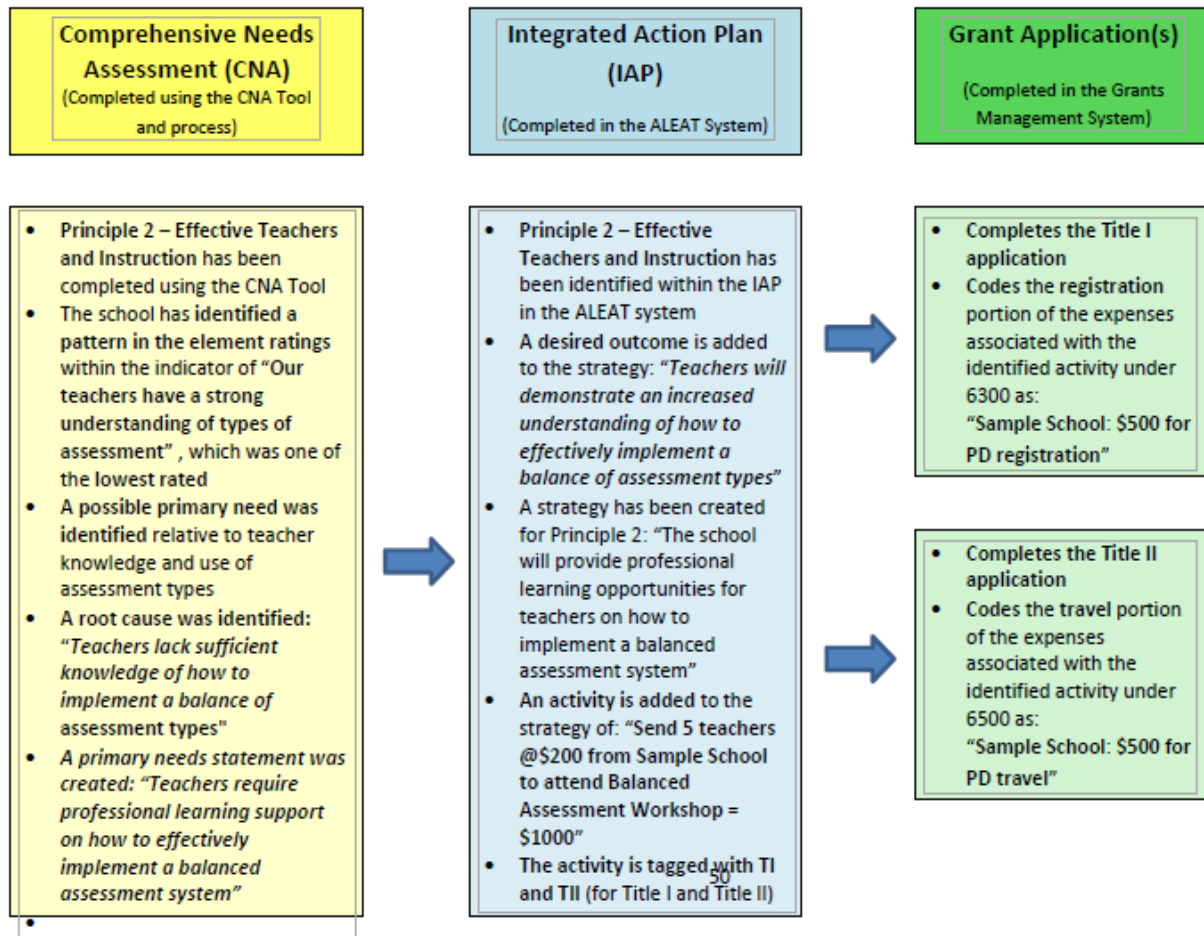
Grant Applications are submitted through the ADE's online GME System. These fiscal applications focus on accounting for expenses to be supported by a given grant, with all expenses aligned to activities that have been tagged as being supported by that grant (such as 'TI-SW' for a Title I-Schoolwide program) in the IAP.

The following graphics show the process of how the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application(s), and provides an example of how a need identified within the CNA informs strategies and activities within an IAP, and how those activities are accounted for as expenses within a grant application:

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**How the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application**  
**Example**



# SMART GOALS

## SMART Goals

Specific + Strategic

Measurable

Attainable, But Challenging

Results Based

Time Bound

**Specific + Strategic:** A well-written goal addresses who will do what by when and how the results will be measured.

**Measurable:** The key concept here is: what gets measured, gets done. How you will measure its accomplishment?

**Attainable, but Challenging:** Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won't affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable, yet challenging.

**Results Based:** In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA.

**Time Bound:** Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

**Example:** Reading achievement for all students will increase by 14% moving from 25% proficient or highly proficient on 2017 AzMERIT to 39% proficient or highly proficient on 2018 AzMERIT.

**Example:** Attendance rate of subgroups will increase a minimum of 12% from 2016-17 to 2017-18, resulting in closing the gap between schoolwide attendance rate of 94% and subgroup attendance rate.

Racial/Ethnic	2017	+	Goal 2018	Actual 2018
American Indian				
Asian/Pacific Islander				
Black				
Hispanic				
White				
Multi-Racial				



Other Subgroups				
Economically Disadvantaged				
English Learners				
Foster				
Homeless				
Migrant				
Students with Disability				

# MONITORING AND EVALUATION

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## *Guiding Questions*

### **Principle 1**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student's success? How do we know?

At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?

At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon reviewing the school vision, does the vision statement we currently have set the direction for the way we want our school to now? in the future? Has our school progressed toward reaching the vision? How do we know?

What characteristics does our school possess for its students to feel confident, connected, lifelong learners who are actively involved in school life?

Upon review of teacher retention data, is our system retaining effective teachers and if an opening arising, recruiting effective teachers? If we are, what strategies are working to make sure that teachers feel valued and able to be effective? If not, what can be changed to assist in retaining teachers? If recruiting effective teachers, what systems are in place to make our system attractive and a viable option to effective teachers?

Does our system have a balanced assessment system from the classroom to the school to the district level? What evidence do we have to a balanced system? If evidence is lacking, what pieces of the system need to be addressed?

### **Principle 2**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

What evidence do we have that teachers are maintaining high academic expectations for all students throughout the school year?

How is instructional planning and implementation aligning to the state standards? How do we know?

At quarterly intervals, what role has formative assessment played in instruction for students and teachers? How do we know?

At quarterly intervals, what formative and classroom summative assessments have been implemented in the classroom? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

At quarterly intervals, what professional learning opportunities, including PLC's have teachers and staff had the opportunity to participate in?

At quarterly intervals, are collaborations with other teachers, staff, family and community members present? If not, how can we change this?

### **Principle 3**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At Quarterly intervals, what non-instructional activities have occurred for students? At quarterly intervals, what non-instructional activities have occurred for staff?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon review of the school year/daily schedule, how do we know we have maximized instruction? What evidence do we have?

How does the daily/weekly contract day(s) provide for staff needs? How do we know?

### **Principle 4**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon review, how do we know that our curricula resources are being implemented to show students' progress in mastery of standards in specific content areas? What is our evidence that instruction and resources do not have gaps?

How do we know that our curricula are effective and provide continuous improvement for all students?

What is our evidence?

### **Principle 5**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stakeholder groups?

At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?

At quarterly intervals, what services have we provided to fully support the academic and social needs of all students? Are these services sufficient? How do we know?

### **Principle 6**

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, how has the school maintained collaborative partnerships among families and the community?

At quarterly intervals, how have parents and families had a voice and been communicated to throughout this school period? Are we meeting the needs of all stakeholders in communicating school events, vision, and educational outcomes? How do we know?

# Resources for Evidence-Based Strategies

The Every Student Succeeds Act (ESSA) states that evidence-based “means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

Strong evidence from at least one well-designed and well-implemented experimental study;

Moderate evidence from at least one well-designed and well-implemented quasi experimental study;

Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;

or 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; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Integrated Action Plans are required to be evidence-based and may use any level of evidence indicated above. Funding for the 7% Title I set aside for school improvement must be used for interventions meeting only the top three tiers of evidence (strong, moderate, promising).

**Evidence for ESSA** Johns Hopkins University/Center for Data-Driven Reform in Education <http://www.evidenceforessa.org/>

This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading). It includes brief program descriptions, information on costs, availability, and other pragmatics, and links to program web sites. You can refine a search to look for programs that have been successful with particular populations (e.g., English learners, special education), communities (e.g., urban or rural), and other special interest areas. You can also search by program name, enabling you to find information about evidence for all programs, including those that have not yet been successfully evaluated. The website currently contains information on reading and math programs in grades K-12. Additional topics will be added in the future, and the website will be continually updated to include new programs and to reflect new evaluations.

**What Works Clearinghouse**, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria) <https://ies.ed.gov/ncee/WWC/>

The What Works Clearinghouse (WWC), established in 2002, is an entity of the Institute of Education Sciences (IES) within the U.S. Department of Education. The WWC reviews evidence of effectiveness for programs, policies, and practices using a consistent set of standards. The WWC then creates products including Intervention Reports, Single Study Reviews, Quick Reviews, and Practice Guides to present findings on evidence-based best practices. Current topics that are reviewed by WWC include, Early Childhood, Literacy, Mathematics, English Learners, Teacher Excellence, and Dropout Prevention. This resource will compliment Principles 1, 2, 3, 4, 5, and 6 of the Comprehensive Needs Assessment.

Learning Policy Institute Research, Action, Impact

**Learning Policy Institute** <https://learningpolicyinstitute.org/product/evidence-based-interventions>

Achieving an equitable school system that leads to meaningful, relevant, and engaging learning opportunities for all children will require that states, districts, and schools undertake the different tasks—such as curriculum design, access to materials, and educator development—that will enable students to develop much richer learning supported by quality instruction. This resource examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). It analyzes the research base and identifies the conditions under which they have shown to be effective. The four program areas identified in this resource are: high-quality professional development, class-size reduction, community schools and wraparound services, and High School redesign.

**Promising Practices Network on Children, Families and Communities**  
[http://www.promisingpractices.net/resources\\_highschoolgrad.asp](http://www.promisingpractices.net/resources_highschoolgrad.asp)

This website began as a partnership between four state-level organizations to improve the well-being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.

The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects.

Programs are assigned to one of three category levels: Proven, Promising, or Other Reviewed Programs. The Programs that Work section can be browsed in several ways:

by outcome area by indicator

by topic

by evidence level alphabetically

PPN relied on publicly available information for reviewing a program's effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a "Proven" or "Promising" rating, depending on whether they met the evidence criteria. The "Other Reviewed Programs" are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.

Evidence Criteria

Types of Outcomes Affected Substantial Effect Size Statistical Significance

Comparison Groups

Sample Size

Availability of Program Evaluation Documentation

**Best Evidence Encyclopedia**, developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)  
<http://www.bestevidence.org/>

The Best Evidence Encyclopedia (BEE) is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation. Program reviews include; Mathematics, Reading, Science Early Childhood and Comprehensive School Reform.

### **National Center on Intensive Intervention at American Institutes for Research**

<http://www.intensiveintervention.org/>

This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

**Results First Clearinghouse Database**, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases) <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

**Roadmap to Evidence Based Reform for Low Graduation Rate High Schools**, developed by the Every Student Graduates Center at Johns Hopkins University <http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/> The Everyone Graduates Center provides a roadmap to evidence-based reform for low graduation high schools. Resources include full reports, presentations, and teacher resources- all focused on addressing the dropout crisis.

**RAND report on school leadership interventions under ESSA** (categorized in ESSA evidence tiers) <http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf>

The Every Student Succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. ESSA repeatedly calls for the use of evidence-based activities, strategies, and interventions and establishes a framework with tiers of evidence when considering their proven impact on student success. This represents a shift in thinking regarding the justification of funds tied to Title funding, particularly as it relates to supporting school leadership. This report seeks to resolve some of the ambiguity that may still exist as states, districts, and schools seek to determine if activities qualify as evidence-based and therefore allowable.

**Using Evidence to Create Next Generation High Schools**, developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)

<https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence-based strategies to transform high schools in ways that engage students and help prepare them for college and career success. Evidence-based strategies encompass a variety of approaches.

This document highlights six general evidence-based strategies to improve America's high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone

intervention or model for improving students' educational outcomes. Reviewed strategies for enhancing students' high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and career counseling.

**More extensive guidance can be found on the Support and Innovation Webpage**

<http://www.azed.gov/improvement/> under all Schools

[Guidance on the ESSA Levels of Evidence for School Improvement Grants.](#)

### ***EVIDENCE-BASED IMPROVEMENT AND DECISION-MAKING ESSA GUIDANCE TO ARIZONA LEAS***

#### **Definition:**

Evidence-based improvement, as outlined by the Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

**Strong evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented study.

**Moderate evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study.

**Promising evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

**Demonstrates a rationale** – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

The movement to evidenced-based improvement from scientifically-based research allows states and schools more flexibility in choosing interventions; however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align intervention efforts, at all tiers of instruction, to solid evidence. Additionally, when strong evidence does not exist, it becomes imperative that the state, LEA, and school gather evidence to demonstrate that the intervention adds to the achievement of student outcomes.

#### **Funding Stream Requirements:**

Different funding streams and programs require different levels of evidence-based interventions. Some allow all levels while others are limited.

Comprehensive Support and Improvement (CSI) Schools and Targeted Support and improvement (TSI) Schools must chose interventions which show strong, moderate, or promising evidence. "Demonstrating a Rationale" is not an allowable evidence base for our schools in school improvement.

Title I, Title II, and Title IV allow for all four levels of evidence.

Title III does not mention evidence-based interventions; rather, interventions chosen for our ELs must be "effective." Though evidence-based interventions are not required, as a best practice, the State encourages all schools to find interventions which align to evidence-based requirements.

All LEAs and schools, when choosing interventions at the Demonstrates a Rationale level, should do so if they are likely to lead to improved student outcomes and with the understanding that they will be required to gather evidence during the first year of implementation with the intent to move the intervention into one of the higher levels. LEAs and schools should not plan on using interventions in the lowest tier for multiple years. If the intervention is effective, then gathering evidence, via at minimum a well-designed correlational study, on its effectiveness will validate the intervention and allow the state to share the practices with other LEAs and schools across the state.

# **PROGRAM REQUIREMENTS**

Title I

Title II

Title III

Title IV

School Improvement  
Move on When Reading



# Title 1 PROGRAM REQUIREMENTS

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## *Title I A Title I Schoolwide Plan Requirements*

### **USE OF FUNDS FOR SCHOOLWIDE PROGRAMS**

**ELIGIBILITY.**—A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

#### ***In the School Integrated Action Plan (IAP), describe:***

- the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
  - provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
  - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education;
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; a description of if programs are consolidated, the specific SEA and LEA programs and other Federal programs that will be

consolidated in the schoolwide program.

NOTES:

- **Preschool Programs:** A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
- **Delivery of Services:** The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
- **Use of Funds for Dual or Concurrent Enrollment Programs:**
  - A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.
  - **FLEXIBILITY OF FUNDS:** A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—
    - training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and transportation to and from such program. Note: Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.
    - Schoolwide Programs Assurances (assurance documents are a part of the grant application)

**Note:** *Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.*

### ***Schoolwide Program Assurances***

	LEA Assurance for Schoolwide Program Plan(s)
	Each Title I Schoolwide Program's comprehensive plan was developed during a one-year period, or amended their plan that was in existence on the day before the date of the enactment of Every Student Succeeds Act.

	<p>Each Title I Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including:</p> <ul style="list-style-type: none"> <li>• teachers, principals, other school leaders, paraprofessionals present in the school,</li> <li>• administrators (including administrators of programs),</li> <li>• the LEA,</li> <li>• to the extent feasible, tribes and tribal organizations present in the community,</li> <li>• and, if appropriate, specialized instructional support personnel,</li> <li>• technical assistance providers,</li> <li>• school staff, and</li> <li>• if the plan relates to a secondary school, students, and other individuals determined by the school?</li> </ul>
	<p>Each Title I Schoolwide Program Plan remains in effect for the duration of the school's participation under Title I and 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.</p>
	<p>Each Title I Schoolwide Program Plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>
	<p>Each Title I Schoolwide Program Plan if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, 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 schools implementing comprehensive support and improvement activities or targeted support and improvement activities.</p>
	<p>Each Title I Schoolwide Program Plan is based on a comprehensive need assessment (CNA) 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 LEA. Each applicable school CNA summary is uploaded into ALEAT.</p>

## ***Title I-A: Targeted Assistance Plan Requirements***

**IN GENERAL.**—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such **school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.**

**TARGETED ASSISTANCE SCHOOL PROGRAM.**—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards.

**In the School Integrated Action Plan (IAP), describe:**

- 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;
    - using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
    - a schoolwide tiered model to prevent and address behavior problems, and early intervention services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act; if school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
- Coordinate with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs;
- 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;
- 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

- **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 under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards
- 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.

**NOTES:**

- **Simultaneous Service:** Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.
- **Comprehensive Services:** If —
  - health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers;
  - and funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—
    - the provision of basic medical equipment, such as eyeglasses and hearing aids;
    - compensation of a coordinator; family support and engagement services;
    - integrated student supports; and
    - professional development necessary to assist teachers, specialized instructional support personnel, other
- Use of Funds for Dual or Concurrent Enrollment Programs:
  - A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.
- Delivery of Services: The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **Targeted Assistance Programs Assurances (Will be in GME)**

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"> <li>• help provide an accelerated, high-quality curriculum;</li> <li>• minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and</li> <li>• 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.</li> </ul>	
	School Assurance for Targeted Assistance Program	Respond in the Assurance Text Box in GM:
	<p>The school shall determine which students will be served.</p> <p><b>ELIGIBLE POPULATION.—</b></p> <p><b>IN GENERAL.—</b>The eligible population for services under this section is</p> <ul style="list-style-type: none"> <li>• children not older than age 21 who are entitled to a free public education through grade 12; and</li> <li>• children who are not yet at a grade level at which the local educational agency provides a free public education.</li> </ul> <p><b>ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—</b> 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 challenging State academic standards <b>on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school</b>, 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.</p> <p><b>CHILDREN INCLUDED.—</b></p> <p><b>IN GENERAL.—</b></p> <ul style="list-style-type: none"> <li>• Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part</li> </ul>	<p>Describe the objective criteria that will be used to determine which students will be served in Targeted Assistance Schools.</p>

	School Assurance for Targeted Assistance Program	Respond in the Assurance Text Box in GM:
	<b>CHILDREN INCLUDE.— cont.... HEAD START AND PRESCHOOL CHILDREN.—</b> A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under	cont....Describe the objective criteria that will be used to determine which students will be served in Targeted Assistance Schools.
	subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part. <b>MIGRANT CHILDREN.—</b> A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part. <b>NEGLECTED OR DELINQUENT CHILDREN.—</b> A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.	

### ***Title I-A: Additional Related Assurances (Will be in GME)***

Please note the following additional assurances required for Title I-A:

#### **SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.**

##### **LOCAL EDUCATIONAL AGENCY POLICY.—**

**IN GENERAL.—**A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**WRITTEN POLICY.—**Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).; provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; coordinate and integrate parent and family engagement strategies

under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

**RESERVATION.—**

**IN GENERAL.—**Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

**PARENT AND FAMILY MEMBER INPUT.—**Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

**DISTRIBUTION OF FUNDS.—**Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

**USE OF FUNDS.—**Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

**SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—**

**IN GENERAL.—**Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**SPECIAL RULE.—**If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

**AMENDMENT.—**If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.



**PARENTAL COMMENTS.**—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

**POLICY INVOLVEMENT.**—Each school served under this part shall—

convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children; provide parents of participating children—timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.**—As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall—describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement; frequent reports to parents on their children’s progress; reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**BUILDING CAPACITY FOR INVOLVEMENT.**—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children; shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; may involve parents in the development of

training for teachers, principals, and other educators to improve the effectiveness of such training; may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training; may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; may train parents to enhance the involvement of other parents; may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; may adopt and implement model approaches to improving parental involvement; may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and shall provide such other reasonable support for parental involvement activities under this section as parents may request.

**ACCESSIBILITY.**—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

**FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.**—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

**REVIEW.**—The State educational agency shall review the local educational agency’s parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

## **SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.**

### **GENERAL REQUIREMENT.—**

**IN GENERAL.**—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services m(including evaluations to determine the progress being made in meeting such students’ academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116. **SECULAR, NEUTRAL,**

**NONIDEOLOGICAL.**—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological.

### **EQUITY.—**

**IN GENERAL.**—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public schoolchildren participating under this part, and shall be provided in a timely manner.

**OMBUDSMAN.**—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

### **EXPENDITURES.—**

#### **DETERMINATION.—**

**IN GENERAL.**—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

**PROPORTIONAL SHARE.**—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

**OBLIGATION OF FUNDS.**—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

**NOTICE OF ALLOCATION.**—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

**TERM OF DETERMINATION.**—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

**PROVISION OF SERVICES.**—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

**CONSULTATION.**—

**IN GENERAL.**—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be academically assessed and how the results of that assessment will be used to improve those services; the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined; the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools; how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; whether to provide equitable services to eligible private school children— by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; when, including the approximate time of day, services will be provided; and whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

**DISAGREEMENT.**—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

**TIMING.**—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

**DISCUSSION.**—such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private schoolchildren.

**DOCUMENTATION.**—each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

**COMPLIANCE.**—

**IN GENERAL.**—A private school official shall have the right to file a complaint with to the State educational agency asserting

that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

**PROCEDURE.**—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

**STATE EDUCATIONAL AGENCIES.**—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have— requested that the State educational agency provide such services directly; and demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

**ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.**—

**CALCULATION.**—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by— using the same measure of low income used to count public school children; using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable; applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or using an equated measure of low income correlated with the measure of low income used to count public school children.

**COMPLAINT PROCESS.**—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

**PUBLIC CONTROL OF FUNDS.**—

**IN GENERAL.**—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

**PROVISION OF SERVICES.**—

**PROVIDER.**—The provision of services under this section shall be provided—by employees of a public agency; or through contract by such public agency with an individual, association, agency, or organization.

**REQUIREMENT.**—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

**STANDARDS FOR A BYPASS.**—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—waive the requirements of this section for such local educational agency; arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

**SEC. 1118. [20 U.S.C. 6321] FISCAL REQUIREMENTS.**

**MAINTENANCE OF EFFORT.**—A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 8521.

**FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NONFEDERAL FUNDS.**—

**IN GENERAL.**—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

**COMPLIANCE.**—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

**SPECIAL RULE.**—No local educational agency shall be required to— identify that an individual cost or service supported under this part is supplemental; or provide services under this part through a particular instructional method or in a

particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

**PROHIBITION.**—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part.

**TIMELINE.**—A local educational agency—

shall meet the compliance requirement under paragraph (2) not later than 2 years after the date of enactment of the Every Student Succeeds Act; and may demonstrate compliance with the requirement under paragraph (1) before the end of such 2- year period using the method such local educational agency used on the day before the date of enactment of the Every Student Succeeds Act.

**COMPARABILITY OF SERVICES.**—

**IN GENERAL.**—

**COMPARABLE SERVICES.**—Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

**SUBSTANTIALLY COMPARABLE SERVICES.**—If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

**BASIS.**—A local educational agency may meet the requirements of subparagraphs (A) and (B) on a grade-span by grade-span basis or a school-by-school basis.

**WRITTEN ASSURANCE.**—

**EQUIVALENCE.**—A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented— a local educational agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**DETERMINATIONS.**—For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

**EXCLUSIONS.**—A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

**PROCEDURES AND RECORDS.**—Each local educational agency assisted under this part shall—

develop procedures for compliance with this subsection; and

maintain records that are updated biennially documenting such agency's compliance with this subsection.

**INAPPLICABILITY.**—This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

**COMPLIANCE.**—For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for— language instruction educational programs; and

the excess costs of providing services to children with disabilities as determined by the local educational agency.

**EXCLUSION OF FUNDS.**—For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

## **SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS.**

**IN GENERAL.**—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

**ACTIVITIES.**—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program; establishing channels of communication

between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs; conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children; organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

## **SEC. 8538. [20 U.S.C. 7918] CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS.**

**IN GENERAL.**—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

**DOCUMENTATION.**—Each affected local educational agency shall maintain in the agency’s records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the State educational agency.

**DEFINITIONS.**—In this section:

**AFFECTED LOCAL EDUCATIONAL AGENCY.**—The term “affected local educational agency” means a local educational agency—with an enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or that—for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of title VII (as such subpart was in effect on the day before the date of enactment of the Every Student Succeeds Act) that exceeded \$40,000; or for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of title VI that exceeded \$40,000.

**APPROPRIATE OFFICIALS.**—The term “appropriate officials” means—tribal officials who are elected; or appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section.

**RULE OF CONSTRUCTION.**—Nothing in this section shall be construed—  
to require the local educational agency to determine who are the appropriate officials; or  
to make the local educational agency liable for consultation with appropriate officials that the tribe determines not to be the correct appropriate officials.

**LIMITATION.**—Consultation required under this section shall not interfere with the timely submission of the plans or applications required under this Act.

**Title II All requirements are at the LEA level**

**Title III All requirements are at the LEA level**

**Title IV ADD**

## **School Improvement**

Schools in the lowest 5% of schools are identified as Comprehensive Support and Improvement (CSI) Schools (identified in 2017-18). CSI schools are supported by the Support and Innovation Unit. Targeted Support and Improvement (TSI) Schools are identified based on low subgroup achievement (identified in 2018-19).

SIG schools are schools that have approved SIG grant awards for Cohort 3 (identified in 2014) and Cohort 4 (identified in 2016).

### ***Requirements:***

Needs statement, desired outcome to address identified primary needs from CNA (3 or 4)

with Strategies and implementation, monitoring and evaluating actions steps.  
SIG schools Include strategies/elements in the selected model (Transformation, Turnaround, Early Learning, and Whole School Reform)  
Use evidence-based programs, strategies and/or interventions

### ***Required SMART Goals***

- AzMERIT-All students ELA and Math achievement
- AIMS –All students Science achievement
- Subgroup ELA and Math achievement goals to address low achievement
- Leading and lagging indicators goals as indicated by CNA
- Move on When Reading
- Program Description

## **Arizona's Move on When Reading**

This policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in A.R.S §15-701, A.R.S §15-704, and A.R.S §15-211 explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading.

Move on When Reading Literacy Plans will be submitted through the MOWR Portal. However, the goals, strategies, and action steps associated with K-3 Literacy will also be included in the Integrated Action Plan.

MOWR Literacy Plans are due October 1st of each school year.

### ***The primary components of the Literacy Plan include:***

- Evidence-Based Core Reading Program and Instructional Delivery
- A Kindergarten Program
- Evidence-Based Intervention Program for Tier II and Tier III Instruction
- Assessment Tools and Data
- Statewide Assessment Data
- Narratives on Pupil Proficiency
- Third Grade MOWR Results
- Intervention and Remedial Strategies
- Professional Development
- Parent/Guardian Communication
- K-3 MOWR Budget for LEAs (Previous and Current Year)

Once a school has completed their literacy plan electronically, the LEA will approve the plan and electronically aggregate all school plans into one LEA plan. It is the LEAs responsibility to submit the district plan to ADE.

# LIAP Program Requirements

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## Title I LEA Plan Requirements

In the LEA Integrated Action Plan, describe :how the LEA will monitor students' progress in meeting the challenging State academic standards by—developing and implementing a well-rounded program of instruction to meet the academic needs of all students; identifying students who may be at risk for academic failure; providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; the services the LEA will provide homeless children and youths, including services provided with funds reserved, to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act;

the strategy the LEA will use to implement effective parent and family engagement; how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

assist schools in identifying and serving gifted and talented students; and assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

If determined appropriate, describe how the LEA will support programs that coordinate and integrate—

academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and, work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.



## ***TITLE 1 LEA ASSURANCES (Will be in GME)***

	Each Local educational agency plan shall provide assurances that the local educational agency will:
	that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
	provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
	participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3))
	coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
	collaborate with the State or local child welfare agency to— designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
	<p>by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—</p> <p>ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and</p> <p>ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—</p> <p>the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;</p> <p>the local educational agency agrees to pay for the cost of such transportation; or</p> <p>the local educational agency and the local child welfare agency agree to share the cost of such transportation; and</p>
	ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;

	<p>Each Local educational agency plan shall provide assurances that the local educational agency will:</p>
	<p><b>EARLY CHILDHOOD SERVICES</b>  in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).  <b>SPECIAL RULE.—</b>  For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and disseminate to local educational agencies the education performance standards in effect under section 641A of the Head Start Act (42 U.S.C. 9836a (a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.</p>
	<p><b>PARENTS RIGHT-TO-KNOW</b>  <b>IN GENERAL.—</b>At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:  (i) Whether the student's teacher—  has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;  is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and  is teaching in the field of discipline of the certification of the teacher.  (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.</p>
	<p><b>TESTING TRANSPARENCY</b>  <b>IN GENERAL.—</b>At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.</p>

	Each Local educational agency plan shall provide assurances that the local educational agency will:
	<p><b>LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—</b>  In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.</p>
	<p><b>LANGUAGE INSTRUCTION.—</b>  <b>NOTICE.—</b>Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—</p> <ul style="list-style-type: none"> <li>(i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;</li> <li>(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;</li> <li>(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;</li> <li>(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;</li> <li>(v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;</li> <li>(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;</li> <li>(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and VerDate Sep 11 2014 07:20 Mar 11, 2016 Jkt 059139 PO 00095 Frm 00058 Fmt 6580 Sfmt 6581 E:\PUBLAW\PUBL095.114 PUBL095 dkrause on DSKHT7XVN1PROD with PUBLAWS PUBLIC LAW 114–95—DEC. 10, 2015 129 STAT. 1859 (viii) information pertaining to parental rights that includes written guidance—detailing the right that parents have to have their child immediately removed from such program upon their request; detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.</li> </ul>

	LEA Plan Assurance	If yes, then describe in the LEA-IAP Plan:
	Does the LEA have any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?	Describe how the LEA will identify and address in the LEA-IAP in Principal 1.
	Does the LEA have any schools identified as needing Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI)?	Describe how the LEA will for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a CSI or TSI plan for the school to improve student outcomes in the LEA-IAP.
	Does the LEA serve students who are living in local institutions for neglected or delinquent children and/or are in community day school programs?	Describe the nature of the programs to be conducted by Title I schools and, where appropriate, educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs in the LEA-IAP.
	Does the LEA serve grades Pre-K – 3?	Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs in the LEA-IAP.
	Does the LEA serve grades 6-12?	Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education in the LEA-IAP.
	LEA Plan Assurance	Respond in the Assurance Text Box in GM:
	The LEA uses poverty criteria to use in selecting schools?	Describe the poverty criteria that will be used to select school attendance areas under section 1113. (SEE ELIGIBILITY IN GM)

	<p>Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</p> <p><b>ELIGIBLE POPULATION.—</b>  <b>IN GENERAL.—</b>The eligible population for services under this section is— children not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education. <b>ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—</b> 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 challenging State 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.</p> <p><b>CHILDREN INCLUDED.—</b>  <b>IN GENERAL.—</b>Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.</p>	<p>Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</p>
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	<p>Each Local educational agency plan shall provide assurances that the local educational agency will:</p>
	<p>LANGUAGE INSTRUCTION— cont....  SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—  For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).  PARENTAL PARTICIPATION.—  (i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—  be involved in the education of their children; and  be active participants in assisting their children to— (aa) attain English proficiency;  (bb) achieve at high levels within a well-rounded education; and  (cc) meet the challenging State academic standards expected of all students.  (ii) REGULAR MEETINGS.—implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.  BASIS FOR ADMISSION OR EXCLUSION.—  A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.  NOTICE AND FORMAT.—  The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>

	LEA Plan Assurance	Respond in the Assurance Text Box in GM:
	<p>CHILDREN INCLUDED— cont....  HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.</p> <p>MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.</p> <p>NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under</p>	<p>cont..... Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</p>

## Title II

The Arizona Department of Education provides funding to LEAs in order to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

In the LEA Integrated Action Plan, describe: how the LEA will use funds made available to develop, implement, and evaluate comprehensive programs and activities programs and activities shall be in accordance with the purpose of this title address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students

Requirements are based on selected activities to be funded with Title II funds.

## ***TITLE II LEA ASSURANCES (Will be in GME)***

	Each Local educational agency plan shall provide assurances that the local educational agency will:
	comply with Section 8501 (regarding participation by private school children and teachers)
	coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs

### ***Title II Activities***

(A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—

(i) is based in part on evidence of student achievement, which may include student growth; and

(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—

(i) expert help in screening candidates and enabling early hiring;

(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;

(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;

(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—

(I) improve classroom instruction and student learning and achievement; and

(II) increase the retention of effective teachers, principals, or other school leaders;

(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and

(vi) a system for auditing the quality of evaluation and support systems;

(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

(D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in 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 to —

- (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
- (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
- (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
- (iv) help all students develop the skills essential for learning readiness and academic success;
- (v) develop policy with school, local educational agency, community, or State leaders; and
- (vi) participate in opportunities for experiential learning through observation;

(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

(G) providing programs and activities to increase—

- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

(H) providing training, technical assistance, and capacity- building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;

(I) carrying out in-service training for school personnel in—

- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
- (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
- (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
- (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

(J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—

- (i) early entrance to kindergarten;
- (ii) enrichment, acceleration, and curriculum compacting activities; and
- (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;

(K) supporting the instructional services provided by effective school library programs;

(L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

(M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;

(N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;

(O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and

(P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

#### **ESEA SEC. 2103 [20 U.S.C. 6613] LOCAL USE OF FUNDS (b)(2)(A-P)**

##### **Items to be included in the Program Description Section of the application in GME - Describe:**

- the activities to be carried out by the LEA and how these activities will be aligned with challenging State academic standards
- the LEA's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership
- how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124©.
- how the LEA will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part

(3) CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and

(C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

## Title III LEA Plan Requirements

Description of ways in which LEA provides effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is-

- designed to improve the instruction and assessment of English learners
- designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners
- effective in increasing children's English language proficiency or substantially increasing the subject matter
- knowledge, teaching knowledge, and teaching skills of such teachers; and
- of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops
- and conferences) to have a positive and lasting impact on the teachers' performance in the classroom
- Description of effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
  - be involved in the education of their children; and
  - be active participants in assisting their children to—
    - attain English proficiency;
    - achieve at high levels within a well-rounded education; and
    - meet the challenging State academic standards expected of all students

### ***TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT***

#### **SEC. 3102. [20 U.S.C. 6812] PURPOSES.**

The purposes of this part are—

1. to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

☐ By checking this box, the LEA agrees it has reviewed and understands the above Title III, Part A Purpose.

### ***TITLE III PROGRAM ASSURANCES***

#### **ELIGIBILITY REQUIREMENTS**

The Arizona Department of Education provides Title III sub-grants to LEAs for English learners (ELs) on the basis of a formula. The formula is as follows:

- a) Allocations are based on the total number of identified ELs, as determined by the Arizona English Language Learner Assessment (AZELLA) and program participation, submitted by all local educational agencies (LEAs).
- b) The total Federal allocation is divided by the total number of students reported.
- c) This results in a single per pupil amount.
- d) The per pupil amount is then multiplied by the number of identified EL students in an LEA.
- e) Section 3114(b) excludes LEAs from getting an award under section 3114(a) if they qualify for less than \$10,000.

An LEA that would not otherwise qualify for a direct-funded subgrant under section 3114(a) because it does not qualify for an award of at least \$10,000 may submit a joint (consortium) application with one or more other LEAs in order to qualify. The combined Title III allocations of all participating LEAs in the consortium must meet or exceed \$10,000.

LEA agrees it has read and understands the above *Eligibility Requirements*

\_\_\_\_\_ (initials)

#### **PURPOSES OF SUBGRANTS**

Per SEC. 3115 (a), a State educational Agency may make subgrants to eligible entities only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

- 1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- 2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.
- 3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- 4) Implementing, within the entire jurisdiction of a local educational agency, agency wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

LEA agrees it has read and understands the above *Purposes of Subgrants Requirement*

\_\_\_\_\_ (initials)

#### **DIRECT ADMINISTRATIVE**

Title III Sec. 3115(b) outlines allowable **direct** administrative expenses in your Title III program. Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart.

LEA agrees it has read and understands the above *Direct Administrative Costs* Requirement \_\_\_\_\_(initials)

#### **REQUIRED SUBGRANTEE**

Title III Sec. 3115(c) Required Subgrantee Activities: An eligible entity receiving funds under section 3114(a) shall use the funds -

- 1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—
  - A. English language proficiency; and
  - B. student academic achievement;
- 2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—
  - a. designed to improve the instruction and assessment of English learners;
  - b. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
  - c. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
  - d. of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and
- 3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—
  - a. shall include parent, family, and community engagement activities; and
  - b. may include strategies that serve to coordinate and align related programs.

LEA agrees it has read and understands the above *Required Subgrantee Activities* Requirement \_\_\_\_\_(initials)

#### **SELECTION OF METHOD OF INSTRUCTION**

Title III Sec. 3115(f) states that in order to receive a subgrant from a State educational agency under this subpart, an eligible entity shall select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards.

Such selection shall be consistent with Title III section 3124 through 3126.

LEA agrees it has read and understands the above *Required Subgrantee Activities* Requirement \_\_\_\_\_(initials)

### **Supplement Not Supplant**

Title III Sec. 3115(g) requires that funds available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Before requesting Title III funding, four criteria noted below must be considered to determine whether the supplement, not supplant requirement is being violated. Remember, services provided through Title III must be above and beyond:

- a) instructional programs/services which are provided to ALL students,
- b) what the LEA does to meet Federal requirements for the identification and placement of ELs,
- c) services the LEA is required to offer by other Federal, State and local laws or regulations, and programs/services previously funded with other Federal, State, or local funding.
- d) LEA agrees it has read and understands the above Supplement, not Supplant Requirement

### **PRIVATE SCHOOL SERVICES**

Under Title VIII, Part F-UNIFORM PROVISIONS, SEC. 8501, LEAs receiving Title III funds must provide equitable and effective educational services to English learners and educational personnel in private schools that are located in the geographic area served by the LEA. Services for eligible private school children and educational personnel may be provided by the LEA receiving the Title III funds or through third-party contracts. LEAs must ensure:

timely and meaningful consultation with appropriate private school officials, services provided shall be secular, neutral, and nonideological, and services are equitable in comparison to services/benefits for public school children and educational personnel. Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal to the expenditures for participating public school children. The LEA shall maintain control of funds and property for services provided to the private school.

LEA agrees it has read and understands the above *Private School Services* Requirement \_\_\_\_\_(initials)

### **CARRYOVER FUNDS**

Carryover of Title III funds is allowed. Unspent Title III funds from an approved application may carry over from one year to the next, for a maximum of twenty-seven months beginning July 1 of the award year. There is no cap on the percentage of funding that may be carried over for Title III.

LEA agrees it has read and understands the above *CarryoverFunds* Information \_\_\_\_\_(initials)

### **INTEGRATED ACTION**

Under Title III Sec. 3116(a), each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

Under Title III Sec. 3116(b) CONTENTS, each plan submitted under subsection (a) shall—  
describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;  
describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in—  
achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and meeting the challenging State academic standards;  
describe how the eligible entity will promote parent, family, and community engagement in the education of English Learners; contain assurances that—  
each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;  
the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;  
the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and  
the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Under Title III Sec. 3116(c), each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

LEA Primary Contact Person for Title III Integrated Action Plan updates

Name

Title

Phone

Email

NOTE: Within the Integrated Action Plan, all items requested for Title III funding (includes salaries, benefits, professional development, capital/equipment/supplies, etc.) must be identified in Action Steps and tagged with the Title III tag. Programs and services offered to ELLs but not funded with Title III funds should be tagged with the ELL tag. Strategies and Action Steps may be positioned under any Principle in the Integrated Action Plan; however, placement should be based on the LEA's needs assessment results.

LEA agrees it has read and understands the above <i>Integrated Action Plan</i> Requirement _____(initials)
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Please provide information below for the LEA Representative responsible for acknowledging the above assurances. A hard copy of the Title III Program Assurances can be found in the Related OPTIONAL Documents section of the funding application.

Name:

Title/Position:

Date:

## Title IV

ADD



## LEA School Improvement Plan Requirements

- Need statements, desired outcomes, strategies and action steps outlining the systems, processes, procedures, including operational flexibility that the LEA will implement to support Comprehensive and Targeted Support and Improvement Schools to successfully address identified primary needs of schools in improvement
- Method to monitor implementation
- Method to evaluate implementation success
- Method to measure effect on students' achievement

### ***School Improvement Assurances***

(Will a required GME document and an instrument in ALEAT)

SIG Assurances	
A check in each box assures the condition will be met.	
	Use its School Improvement Grant 1003(g) funds to fully and effectively implement the selected model in each school that the LEA commits to serve consistent with
	Establish annual performance targets for student achievement on the state's assessment in both English language arts and mathematics
	Measure progress on the leading indicators in section III of the final requirements.
	Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to
	Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can
	If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management
	organization accountable for complying with the final requirements. Report to the ADE the school-level data required under section III of the final
	Select a school leader using locally adopted competencies necessary to turnaround a SIG school (reference Public Impact Report <a href="http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/">http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/</a> ).
	Complete and submit a comprehensive needs assessment.
	Complete and submit an LEA and School Continuous Improvement Plan annually.
	Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing all students, and the bottom 25%, based on the State's assessments in both ELA/reading and mathematics and high school graduation rates (if applicable).
	Provide an LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.

	Align current and future funding sources in support of improvement efforts (i.e. Title I) including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
	Provide data on attainment of performance targets to ADE to inform decisions to continue funding.
	Complete and submit the Data Summary three times a year.
	Complete and submit ED Facts data when requested by ADE.
	Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans and action plans to reflect necessary adjustments.
	Review SCIP, including action plan, quarterly, adding and retiring strategies and action steps as needed.
	Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
	Identify an LEA contact person who will be oversee implementation activities, maintain contact with the SI staff and accompany SI staff upon request at school site
	Ensure appropriate fiscal oversight over the use of grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
	Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.
	Submit quarterly detailed expense reports to SI Specialist.
Comprehensive Support and Improvement Assurances	
	Complete and submit School Comprehensive Needs Assessment (CNA).
	Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA results
	The L/SIAP includes meaningful evidence based interventions to improve student achievement.
	Monitor, update, delete, retire or add strategies and action steps to the L/SIAP at least quarterly.
	Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive and Targeted Support and Improvement Schools.
	Ensure effective organization of time for weekly professional learning communities (PLCs). If no, add action steps to L/SIAP.

	Implement a balanced assessment strategy Including common interim/benchmark assessments at least three times a year. If no, add action steps to L/SIAP
	Implement written evidence and standards based curriculum including materials. If not, add action steps to L/SIAP
	Submit quarterly interim/benchmark assessment data reports and reflective analysis
	Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff, and accompany ADE SI staff during site visits at the school upon request.
	Complete and submit EDFacts data when requested by ADE.
	If the LEA chooses an educational service provider (external provider) the LEA representative will provide ADE SI: copy of the process for selecting external providers, as requested; job description; evaluation of educational service provider services
	I understand that at any time during the grant period funds can be discontinued for misuse of funds or lack of evidence of IAP implementation on the part of the school and/or LEA.
	I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.
	Use the Comprehensive and Targeted Support Grant funds to fully and effectively implement Integrated Action Plan based on Comprehensive Needs Assessment results.
	Ensure appropriate fiscal oversight of grant funds, ensuring that purchases are consistent with the terms and conditions of the Comprehensive and Targeted Support Grant funds, state and federal accounting requirements, and that the LEA's accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
	Submit revisions for any fiscal or programmatic changes after conferring with the designated SI Education Program Specialist (EPS), before implementing or expending funds.
	Ensure appropriate fiscal oversight by ensuring the reimbursement requests are made monthly.
	Provide an up to date detailed expense report to the designated EPS quarterly.

## Move on When Reading

Move on When Reading Literacy Plans will be submitted through the MOWR Portal. However, the goals, strategies, and action steps associated with K-3 Literacy will also be included in the Integrated Action Plan.

Approve each school plan and then aggregate all school plans into one LEA Literacy Plan. Identify desired outcomes, strategies, and action steps for K-3 Literacy with the appropriate tag (MOWR).

Outline the structure contained in the LEA Literacy Plan that will support K-3 Literacy. The structure should include the following:

Plan to monitor implementation of evidence-based K-3 Reading Program(s)

Plan to measure students' achievement in K-3 Reading

Plan to track budget expenditures related to K-3 Reading

## Supplement Not Supplant

### *Title I-A*

The requirements for Supplement, Not Supplant changed as part of the transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA).

The following language from ESSA now applies to Title I-A:

Title I-A, Section 1118 FISCAL REQUIREMENTS

FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NONFEDERAL FUNDS.—

IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

COMPLIANCE.—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part. (Emphasis Added)

SPECIAL RULE.—No local educational agency shall be required to—

identify that an individual cost or service supported under this part is supplemental; or

provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

PROHIBITION.—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part. Section 1114(a)(2)(b): SCHOOLWIDE PROGRAMS

SUPPLEMENTAL FUNDS.—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

The following additional information is from a U.S. Department of Education (USED) presentation made at the 2017 National Title I Association Annual Conference:

#### METHODOLOGIES

An LEA has significant flexibility in adopting a methodology to meet the new supplement not supplant requirement. The methodology must—

Allocate State and local funds to schools in the LEA;

Provide each Title I school the State and local funds it would receive were it not a Title I school—i.e., be neutral regarding a school's Title I status.

An LEA must be able to demonstrate compliance—i.e., that it has implemented its methodology.

#### **A WORD OF CAUTION**

Consistent with the statute, if an LEA is required by law to provide funding to schools for a specific purpose, the LEA must provide such funds to Title I schools on the same basis as it provides such funds to non-Title I schools, subject to application of the “exclusion” provision. This includes funds needed to provide services that are required by law for students with disabilities and English learners. See, e.g., ESEA section 1114(a)(2)(B)

#### **EXCLUSION OF SUPPLEMENTAL NON-FEDERAL FUNDS**

Under the statute, an LEA may exclude from a supplanting determination supplemental non-federal funds expended in any school for programs that meet the intent and purposes of Title I. ESEA section 1118(d)

##### **“INTENT AND PURPOSES”**

Under the existing Title I regulations, a program meets the intent and purposes of Title I if it either— Is implemented in a school with at least 40 percent poverty; Is designed to promote schoolwide reform and upgrade the entire educational operation of the school; is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and Uses the State’s assessment system to review the effectiveness of the program; Serves only students who are failing, or most at risk of failing, to meet State standards ;Provides supplementary services to participating students designed to improve their achievement; and Uses the State’s assessment system to review the effectiveness of the program. 34 C.F.R. § 200.79(b)

#### **EXAMPLE #1 (from USED)**

An LEA offers after-school tutoring for any student who scores below proficient on the State’s mathematics assessment. Paying for eligible students in a Title I school with Title I funds and eligible students in a non-Title I school with supplemental local funds would not violate the supplement not supplant requirement.

This is true even though the Title I school would not receive its share of the supplemental local funds to provide tutoring to eligible students. Rather, the local funds to provide tutoring in the non-Title I school would qualify for the exclusion because they are supplemental and benefit students who, by virtue of being non-proficient in mathematics, are failing to meet the State’s mathematics standards and thereby are eligible for Title I services.

#### **EXAMPLE #2 (from USED)**

An SEA has an “A-F” school grading system and identifies all “F” schools—both Title I and non-Title I schools—as comprehensive support and improvement schools. An LEA would not violate the supplement not supplant requirement if it uses Title I funds to implement interventions in its Title I “F” schools and uses supplemental non-Federal funds to provide the same interventions in its non-Title I “F” schools.

#### **EXAMPLE #3 (from USED)**

The exclusion provision applies even if the activity is required by State or local law. For example:

A State law requires all third-grade students to meet the State’s proficient achievement standard in reading/language arts in order to be promoted to fourth grade. Any student who is not proficient at the start of third grade must be provided 90 minutes of supplemental services designed to improve his/her reading proficiency.

### ***Title I-C***

The following language from ESSA applies to Title I-C:

Title I-C, Section 1306 COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(2) UNADDRESSED NEEDS.—Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).

ESEA Section 1306(b)(2).

### ***Title III***

The following language from ESSA applies to Title III:

Title III, Section 3115 SUBGRANTS TO ELIGIBLE ENTITIES

SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.