

Appendix C: LEA Plan Review Rubric

LEA: _____ Reviewer: _____

2011-2016 LEA Plan Review Rubric			
Requirement	Adequate to Demonstrate Compliance	Needs More information or Clarification	Comments (highlighted areas need more information)
SECTION 1: LOCAL MEASURES OF STUDENT PERFORMANCE			
<p>(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use to:</p> <ul style="list-style-type: none"> • determine the success of children served under this part in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards described in section 1111(b)(1)(D)(ii); • assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children served under this part to meet state student achievement academic standards and do well in the local curriculum; • determine what revisions are needed to projects under this part so that such children meet the state student academic achievement standards; and • identify effectively students who may be at risk for reading failure or who are having difficulty reading through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208; 			
<ul style="list-style-type: none"> • Does the response include the name and description of assessments other than FCAT (or other state-wide assessments)? • Does the response include the grade levels in which each assessment is administered? • Does the response include how the results will be used to determine the academic needs of the students? • Does the response include when and/or how often each assessment will be given? • Does the response include who will be involved in selecting the assessments? 			

(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;			
<ul style="list-style-type: none"> • Does the response include other measures that will be used by the LEA to identify students who need intervention? • Does the response indicate how the needs will be determined? 			
(C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;			
<ul style="list-style-type: none"> • Does the response include a detailed description of the assistance that will be provided to individual students struggling to meet the state's challenging standards? • Has the LEA identified some strategies that are individualized based on the student's needs? 			
SECTION 2: PLANNED IMPROVEMENT FOR PROFESSIONAL DEVELOPMENT (TITLE II)			
(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;			
<ul style="list-style-type: none"> • Does the response include the strengths and needs for professional development? Is the response based upon a review of student performance and professional development data? • Are the strategies: <ul style="list-style-type: none"> • <i>aligned with State standards and assessments;</i> • <i>based on scientific research;</i> • <i>designed to eliminate achievement gaps;</i> • <i>based on needs of teachers and principals;</i> • <i>based on collaborative planning; and</i> • <i>designed to enable teachers to address the needs of diverse students, improve student behavior, understand and use assessment data and involve parents.</i> 			
SECTION 3: COORDINATION OF EDUCATIONAL SERVICES			
(E) a description of how the local educational agency will <u>coordinate and integrate</u> services provided under this part with other educational services at the local educational agency or individual school level in order to increase			

<p>program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, such as — (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children.</p>			
<ul style="list-style-type: none"> • Does the response specifically identify the other programs that support early childhood programs? • Does the response identify how the LEA plans to transition students from pre-school to kindergarten? • Does the response specifically identify other federal programs such as Title I, Parts C and D, Title X, and/or Title III? • Does the response clearly identify how each of the programs are coordinated? 			
<p>SECTION 4: POVERTY CRITERIA</p>			
<p>(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;</p>			
<ul style="list-style-type: none"> • Does the response include the data the LEA will use to determine the poverty levels? • Does the response include the “date certain” the LEA uses when determining poverty counts? • Is the method for ranking schools included? • Does the response clearly identify how the LEA will select the schools to be served? • Does the LEA plan to serve all schools with a poverty criterion greater than 75%? • Does the criteria match the selection process in the Title I, Part A application, Public School Eligibility section? • Are all school types included? 			
<p>SECTION 5: STUDENT SELECTION PROCESS, TARGETED ASSISTANCE SCHOOLS</p>			
<p>(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in <u>targeted assistance</u> schools under section 1115, will identify the eligible children most in need of services under this part;</p>			
<ul style="list-style-type: none"> • Does the response include the method for identifying students eligible for Title I services in the school? 			

<ul style="list-style-type: none"> • Does the response include the specific selection process for determining those students who are failing, or most at risk of failing to meet the state’s challenging student academic standards? • Does the response include the multiple, educationally-related, objective criteria used to identify students for Title I targeted assistance services? • Does the response include the prioritization process the LEA will use if funds are inadequate to meet the needs of all students? 			
SECTION 6: EDUCATIONAL SERVICES – NEGLECTED & DELINQUENT CHILDREN AND YOUTH			
(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs;			
<ul style="list-style-type: none"> • Does the response include the specific activities based on data analysis to best meet the needs of neglected and/ or delinquent children and youth attending non-TI schools? • Does the response include the services the LEA will provide to students returned to the district from N&D facilities? • Does the response include the process or procedures the LEA uses to identify students, determine their needs, and distribute funds for services? • Does the response include the methodology to determine the funds reserved by LEA to provide services to neglected and/or delinquent children and youth . 			
SECTION 7: STUDENT SELECTION PROCESS, MIGRATORY CHILDREN AND YOUTH			
(J) a description of how the local educational agency will ensure 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;			
<ul style="list-style-type: none"> • Does the response include the process the LEA uses for timely identification of migratory children? • Does the response describe the process the LEA uses to set and document criteria for the services provided for 			

eligible children and youth?			
SECTION 8: USE OF TITLE I FUNDS TO SUPPORT PRESCHOOL PROGRAMS			
(K) if appropriate, a description of <i>how</i> the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First or in a Head Start or Even Start program, and which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;			
<ul style="list-style-type: none"> Does the response include how funds are used to support preschool programs within the LEA? If the LEA is not using Title I, Part A funds to support pre-school programs, does the response include the reason? 			
SECTION 9: SCHOOL IMPROVEMENT PROCESS – SINI/CORRECTIVE ACTION/RESTRUCTURING			
(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement; corrective action, or restructuring.			
<ul style="list-style-type: none"> Is the support planned differentiated based on the SINI levels? Are the supports consistent with the requirements of DA schools? 			
SECTION 10: PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES)			
(M) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:			
(M-1)NOTIFICATION TO PARENTS:			
For Title I schools identified as in need of improvement, corrective action, and restructuring, the LEA must, no later than the first day of the school year, provide the parents of each student enrolled in the school with the following information: <ul style="list-style-type: none"> the school’s status and what the identification means how the school compares in terms of academic achievement to other public schools in the LEA the reason(s) for the identification what the school and LEA are doing to address the academic problem(s) and how parents can help options for public school choice, including transferring to another public school and supplemental educational services, as applicable. 			
<ul style="list-style-type: none"> Does the response include the description of the process the LEA will use to notify parents? Does the response include the description of timelines for 			

notifying parents? <ul style="list-style-type: none"> Does the response include the description of the process for parents to communicate choice? 			
<p>(M-2) Funds for Transportation and Supplemental Educational Services: The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.</p>			
<ul style="list-style-type: none"> Does the response include the description of the process to ensure allocation of an amount equal to 20%: 5% for CWT; 5% for SES; and remaining funds to be used as determined by the LEA? Does the response include the description of the process for prioritizing CWT? Does the response include the description of the process for prioritizing SES? 			
<p>(M-3) Supplemental Educational Services For each school identified as in need of improvement for one or more consecutive years, the LEA must provide annual notice to parents of all eligible students enrolled in the school of the availability of supplemental educational services, including:</p> <ul style="list-style-type: none"> a list of state-approved providers serving the LEA a brief description of services, qualifications, and demonstrated effectiveness of each provider an offer to assist parents in choosing a provider. 			
<ul style="list-style-type: none"> Does the response include the description of the process the LEA will use to notify parents of eligible students (FRPL) ? Does the response include the description on how the LEA expects to distribute SES enrollment forms? Does the response include the description of timelines for notifying parents? Does the response include the description of the process and timeline for parents to communicate choice? 			
<p>(M-4) LEA/Provider Contract: The LEA must enter into agreements (contracts) with each state-approved provider that parents selected within the LEA. The</p>			

<p>agreement must:</p> <ul style="list-style-type: none"> • address the development and implementation of the Parent/District/Provider Agreement (PDPA) • describe how the student's parents and student's teacher(s) will be regularly informed of the student's progress • provide for termination of agreement if the provider is unable to meet goals and timetables • contain provisions for payments to provider by the LEA • prohibit provider from disclosing any student identifiable information. 			
<ul style="list-style-type: none"> • Does the response include the description of the process the LEA will use to develop and implement contract? • Does the response include the timelines ensuring services will begin no later than Oct. 15th of each year? • Does the response include the description of the process ensuring the provider regularly informs parents and teachers of student's progress? • Does the response include the description of method to use to ensure that the provider regularly informs parents and teachers of attendance issues? • Does the response include the description of policy relative to school facility usage? • Does the response include the description of policies and procedures ensuring confidentiality of student records? • Does the response include the description of process ensuring background checks and fingerprints for those who have direct contact with students? 			
<p>(M-5) Student Learning Plans (SLPs): The LEA must enter into agreements (SLPs) with each state-approved provider that parents selected in the LEA. The SLP must be signed and dated by the parent, the LEA, and provider prior to the provision of services, and must include:</p> <ul style="list-style-type: none"> • specific student achievement goals for the student; • how each student's progress will be measured; • timetable for improving achievement • for students with disabilities, consistency with individualized education program 			
<ul style="list-style-type: none"> • Does the response include a description of the process, procedure, and timeline relating to the development, implementation, and monitoring of the PDPA? • Does the response include a description of procedure 			

<p>ensuring individual student needs are assessed, skill gaps identified, and programs are individualized?</p> <ul style="list-style-type: none"> • Does the response include a description of the plan that addresses inability for all three parties to physically meet to develop, sign, and date SLP? 			
SECTION 11: HIGHLY QUALIFIED REQUIREMENTS			
(N) a description of how the local educational agency will meet the requirements of section 1119;			
<ul style="list-style-type: none"> • Does the response include a description of the LEA's plans to provide training to assist teachers to meet the highly qualified requirements? • Does the response include a description of the LEA's policies regarding highly qualified paraprofessionals in schools that receive Title I funds? • Does the response describe the LEA's methodology for ensuring the use of set-asides funds to support professional development? • Does the response include the LEA's current status for reaching 100% HQ teachers? • Does the response include strategies for annual increasing the percent of teachers assigned to teach core courses that meet the highly qualified requirements? 			
SECTION 12: EDUCATIONAL SERVICES FOR HOMELESS CHILDREN AND YOUTH			
(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);			
<ul style="list-style-type: none"> • Does the response include the specific activities planned based on needs of homeless students attending non-Title I schools? • Does the response include the support services that will be provided to children in shelters and other locations? 			
SECTION 13: PARENTAL INVOLVEMENT			
(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and			
<ul style="list-style-type: none"> • Does the PIP include all required components? • Does the PIP meet compliance based upon the current 			

review?			
SECTION 14: EXTENDED LEARNING OPPORTUNITIES			
(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after-school (including before school and summer school) and school-year extension programs.			
<ul style="list-style-type: none"> • Does the response include a description of how the LEA will incorporate extended learning opportunities for remediation beyond the regular school day (before school, after school, during the summer, and during an extension of the school year) that will enhance student achievement? • Does the response include the selection process for determining students to be served (i.e., identified by analysis of student performance data in reading, math, etc.)? • Does the response include the methodology for the selection of effective, research-based learning strategies to be used? 			
SECTION 15: EVIDENCE OF INPUT FROM PARENTS			
Upload evidence of parent input in the development of the plan.			
<ul style="list-style-type: none"> • Were parents included in the group that developed the plan? • Were parents provided a genuine opportunity to provide input? • Were the suggestions made by parents incorporated into the plan? 			