

ACSIP

Monitoring Guide for Increasing Student Achievement



**On-Site Monitoring of Arkansas Comprehensive School Improvement Plans
2009-2010**

**Arkansas Department of Education
Division of Learning Services
Four State Capitol Mall
Little Rock, Arkansas 72201
<http://arkansased.org/>**

Name of LEA			Monitoring Visit Date		
LEA Address		City	State		Zip Code
Phone		Fax		Email	
LEA Superintendent					
LEA Curriculum Coordinator					
LEA Federal Programs Coordinator					
LEA Parent Involvement Coordinator or Facilitator					
LEA Neglected or Delinquent Coordinator					
LEA Title II-D (Enhancing Education Through Technology) Coordinator					
LEA Title Title III (Language Instruction for Limited English Proficient Students) Coordinator					
LEA Title IV-A (Safe and Drug Free Schools) Coordinator					
LEA Title V (Innovative Programs) Coordinator					
LEA Title X (Homeless Children and Youth) Liaison					
Program(s) Monitored (Check all that apply): _____ Title I _____ Title II-A _____ Title II-D _____ Title III _____ Title IV-A _____ Title IV-B _____ Title V _____ Title VI _____ Title X _____ NSLA (State) _____ ALE (State) _____ ELL (State) _____ PD (State)					
Signatures of the ADE Staff Site Contact _____ Date _____ Team Leader _____ Date _____ Team Members _____ Team Members _____					

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Legal Requirement(s)		Compliance Indicator(s)	Evidence		Comments
SECTION I: PROGRAM PLAN AND EVALUATION					
I-1 D	The local education agency (LEA) has approved a comprehensive school improvement plan, which includes appropriate program goals, budgets and assurances. <i>§1112(d)(1), §3113(b), §4115(A)(1), §5133(b)(1) Edgar 80.42(a)</i>	Does the evidence verify that the LEA utilized a planning team of stakeholders in the development of the Arkansas Comprehensive School Improvement Plan (ACSIP)?	<input type="checkbox"/> Minutes, Sign-in sheets, Agendas (3-5 samples) <input type="checkbox"/> ACSIP signature page (verify team) <input type="checkbox"/> Documentation of Board approval - (Board Minutes/signed statement of assurance) <input type="checkbox"/> Interview - Who was involved in the development of ACSIP?	I IP PI NI NA	
I-2 D	The LEA ensures that all required parties are consulted in the planning, development, and implementation of the programs and activities as indicated in the ACSIP. <i>§1112 (d), §2122(b), §3113(b), §4115(A), §5133(b)</i>	A. Does the evidence verify that the required consultation has occurred with the required parties (i.e., individuals responsible for programs funded with state and federal aid)?	<input type="checkbox"/> Meeting notices, agendas, minutes, rosters of attendance (dates verify on-going consultation), Dates _____ (3-5 samples)	I IP PI NI NA	
I-3 D	The LEA coordinates and integrates federal comprehensive program funded services with other federally funded programs and state/local programs and initiatives (e.g., National School Lunch, vocational and technical education, dropout prevention, alternative learning, transition and early childhood, limited English programs, job training, counseling assistance, and drug and alcohol prevention). <i>§1112(b)(D-K), §3113(b), §4115(A), §5133(b) Act 807</i>	Does the evidence verify the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective programs designed to improve student achievement in core academic areas?	<input type="checkbox"/> List of LEA level programs and how services are coordinated to support the school academic process <input type="checkbox"/> Evidence to show how categorical and special needs funded programs and resources support the regular education program <input type="checkbox"/> ACSIP	I IP PI NI NA	

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I-4 D	The LEA has a process in place to regularly review both the LEA's and school's ACSIP and the provision of services as indicated in each plan. <i>§1112 (a), §1112(b), §1112(d) §3113(b), §4115(A), §5133(b) Act 807</i>	A. Does the evidence verify that the LEA has procedures in place to periodically review and, as necessary, revise its ACSIP? B. Does evidence verify that the LEA's evaluation of the ACSIP is conducted at least annually and includes a review of the following: 1. Student performance - standardized, locally developed, diagnostic and formative assessments; 2. Performance of teachers and administrators; 3. Effectiveness of educational programs and services; and a 4. Review of State Categorical and ESEA programs?	<input type="checkbox"/> LEA's process for monitoring and evaluating programs and activities as indicated in the ACSIP <input type="checkbox"/> Copy of evaluation for two schools (must include 1-4 of B-verify & list date(s) of evaluation) Date _____ <input type="checkbox"/> Parent/student/staff surveys <input type="checkbox"/> Interview- Describe how plan evaluation results are used to modify plan revisions. Explain how program evaluations are used to improve instruction.	I IP PI NI NA	
SECTION II: SCHOOLWIDE (SW) PROGRAMS					
II-1 SWS	The Schoolwide plan was developed with the involvement of teachers, parents, administrators, staff, students (secondary only) and other members of the community. <i>§1114(b)(2)(A), §1114(b)(2)(B)</i>	A. Does each school operating a SWP have a current schoolwide plan approved by the LEA? B. Does the evidence verify that the LEA utilized a planning team of stakeholders, including parents, in the development of the Arkansas Comprehensive School Improvement Plan (ACSIP)? <i>(Review ACSIP prior to visit)</i>	<input type="checkbox"/> Schoolwide letter & supporting documentation, (e.g., sign-in sheets, minutes, agendas from schoolwide planning meetings held throughout the year) Dates (list 3) _____ <input type="checkbox"/> Interview - Describe how and when the plan was developed. Describe how parents and other members of the community were involved. How were schoolwide plans disseminated to all school staff, parents and the public?	I IP PI NI NA	
II-2 SWS	The LEA ensure that all components are included in each Schoolwide Plan and that each component is systematically implemented as required. <i>§1114 (b)(1); 34 CFR 200.25</i>	Does the Schoolwide Plan include: 1. A comprehensive needs assessment of the entire school that includes an analysis of multiple sources of data; 2. Schoolwide reform strategies with emphasis on improved achievement of the lowest achieving students;	<input type="checkbox"/> ACSIP Supporting evidence: <input type="checkbox"/> Data (e.g. student achievement data, school programs/process data, student/teacher/parent perceptions data, demographic data & any other) is collected and cross analyzed as part of the comprehensive needs assessment		

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		3. Instruction by highly qualified teachers (HQT); 4. High-quality and ongoing professional development; 5. Strategies to attract high-quality, highly qualified teachers to high-need schools; 6. Strategies to increase effective parental involvement; 7. Measures to include teachers in decisions regarding the use of results of statewide academic assessments; 8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of student academic achievement are provided with effective, timely additional assistance; 9. Coordination and integration of federal, state and local services and programs; and 10. Early childhood transition? <i>(Review school ACSIP prior to visit to ensure all required elements are present)</i>	<input type="checkbox"/> Evidence of schoolwide reform strategies <input type="checkbox"/> Assurance that instruction is provided by highly qualified teachers and paraprofessionals (Written Attestation) <input type="checkbox"/> Professional development activities are clearly related to schoolwide goals <input type="checkbox"/> Evidence of initiatives to attract high-quality teachers <input type="checkbox"/> Evidence of strategies to increase parent involvement <input type="checkbox"/> Evidence of teacher participation in assessment decisions <input type="checkbox"/> Evidence to show that assessment of student learning is a key part of the schoolwide program. Examples of timely additional assistance to students of need and evidence of monitoring student progress <input type="checkbox"/> Evidence to show coordination and integration of federal, state and local funds and services-- list of programs and explanation of how each contributes to the total schoolwide program <input type="checkbox"/> Evidence of transition activities or plans	I IP PI NI NA	
II-3 SWS	The LEA ensures that each school's ACSIP is made available to parents and the public, and that the information contained in each plan is in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. <i>§1114(b)(2)(A)(iv), §1114(b)(B)(iv)</i>	A. Does the evidence verify that the ACSIP is made available to the LEA, parents and the public? B. Is the information contained in such plan in an understandable and uniform format and provided in a language that the parents can understand?	<input type="checkbox"/> Evidence that parents and community members have had multiple opportunities to be actively involved in developing and implementing the schoolwide plan <input type="checkbox"/> Evidence that the plan has been made D168 available to all parents for review (e.g., notification that the plan is completed and that the parents may come to the	I IP PI NI NA	

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			school to review and/or offer comments; ACSIP is presented to PTO, is on web page etc.-)		
II-4 SWS	The LEA ensures the use of effective methods and instructional strategies that are supported by scientifically-based research designed to A. Strengthen the core academic program; B. Increase the amount and quality of learning time – extended day/year and before and after school/summer programs (e.g. enriched or accelerated programs), and C. Incorporate strategies for meeting the educational needs of historically underserved populations. <i>§1114 (1)(B)(ii)</i>	A. Does the evidence verify a process for ensuring that instructional programs are supported by scientifically-based research? B. Is there evidence of a process to identify students who are experiencing difficulty meeting State Standards? C. Is there evidence of an appropriate extended school year, before/after school and/or summer programs and activities?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Documented research underlying instructional programs and explanation of how the research relates to area(s) of deficiency (samples) <input type="checkbox"/> Curriculum and instructional materials, alignment and mapping documents <input type="checkbox"/> School process to identify students who are experiencing difficulty (AIP/IRI) <input type="checkbox"/> List of educational programs and funding list for extended day/week/year programs sources	I IP PI NI NA	
II-5 SWS	The LEA ensures that schoolwide programs are reviewed and evaluated annually and revised accordingly. <i>§1114(B)(iii); CFR 200.26(c)(1)</i>	A. Does the evidence verify that the plan is reviewed by the school on a periodic basis? B. Does the evidence verify that the programs and activities included in ACSIP are evaluated at least annually?	<input type="checkbox"/> Evidence of the school's annual evaluation of schoolwide program (e.g. agendas, minutes of meetings, summary analysis or program evaluation) <input type="checkbox"/> Evidence of any revisions made as a result of the evaluation	I IP PI NI NA	
SECTION III: TARGETED ASSISTANCE (TA) PROGRAMS					
III-1 TAS	The ACSIP plan was developed with the involvement of teachers, administrators, other staff and parents.	Does the documentation verify that the ACSIP was developed with the involvement of school staff, administrators and parents?	<input type="checkbox"/> Sign-in-sheets and minutes/agendas of planning meetings held throughout the year (3-5 samples) <input type="checkbox"/> Interview--Explain how and when the plan was developed. Explain how parents were involved.	I IP PI NI NA	

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III-2 TAS	The LEA ensures that the targeted assistance program school has established and used multiple, educationally-related criteria to select students for services (except that children from preschool through grade 2 shall be selected on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures). <i>§1112(H); §1115(b)</i>	A. Is there evidence of a comprehensive and consistent process for identifying students who are failing or most at-risk of failing to meet the State's challenging student academic achievement standards? B. Does the evidence verify that all eligible students are considered for services?	<input type="checkbox"/> Evidence of criteria used to identify students for services (e.g., teacher/parent recommendations and developmentally appropriate measures) <input type="checkbox"/> Evidence of student exit procedures <input type="checkbox"/> Student rank order list	I IP PI NI NA	
III-3 TAS	The LEA ensures that targeted assistance programs are designed to provide for all their students served under Title I the opportunity to meet the State's academic achievement standards <i>§1115(c)(1)(A),</i>	A. Does the evidence verify that the targeted assistance program: 1. Uses program's resources under Title I to help participating children meet Arkansas' academic achievement standards 2. Ensures that planning for students served under Title I is incorporated into existing plan; 3. Uses effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school; 4. Coordinates and supports the regular education program, which may include services to assist preschool children in transition to elementary school programs; 5. Provides instruction by highly qualified teachers and paraprofessionals; 6. Provides opportunities for professional development with resources provided under this part and to the extent practicable, from other sources; 7. Provides strategies to increase parental	<input type="checkbox"/> ACSIP & supporting documentation <input type="checkbox"/> Evidence of targeted assistance program services (Core Academic Subjects) and daily schedules of Title I teachers & staff <input type="checkbox"/> Evidence of meetings and planning sessions <input type="checkbox"/> Documented scientifically-based research underlying instructional programs <input type="checkbox"/> Evidence to show how the targeted assistance program coordinates and supports the regular education program <input type="checkbox"/> Assurance that instruction is provided by highly qualified teachers and paraprofessionals <input type="checkbox"/> Evidence that professional development activities are clearly related to student achievement <input type="checkbox"/> Evidence of strategies to increase parent involvement <input type="checkbox"/> Classroom observation <input type="checkbox"/> Interview--Describe how student progress is monitored (formative assessments/other local assessments).	I IP PI NI NA	

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		such as family literacy services; and 8. Coordinates and integrates federal, state and local services and programs?	Describe any adjustments made to Title I staff based on student instructional needs. Describe methods of delivering targeted assistance services (i.e., reading, math, pullout, in-class, etc.). What procedures are currently in place to minimize the removal of students from the regular classroom setting?		
III-4 TAS	The LEA provides opportunities for student participation in appropriate extended learning time, such as extended school year and summer programs and activities. §1115(c)(1)(C)	Is there evidence of appropriate extended school year, before/after school and summer programs and activities?	<input type="checkbox"/> List of educational programs <input type="checkbox"/> Instructional Intervention plans (AIP/IRI/other) <input type="checkbox"/> Minutes from team or grade-level meetings to review student progress (3-5 samples) <input type="checkbox"/> Tutoring schedule and student list for extended day/week/summer programs	I IP PI NI NA	
III-5 TAS	The LEA ensures that the targeted assistance programs are reviewed and evaluated annually, and revised accordingly. §1115(c)(2)(B)	A. Does evidence verify that the plan is reviewed by the school on a periodic basis? B. Does evidence verify that the ACSIP programs and activities are evaluated at least annually?	<input type="checkbox"/> Evidence of annual evaluation of the targeted assistance program <input type="checkbox"/> Evidence to show how results are used to improve instruction for participating students <input type="checkbox"/> Interview--Describe the process used to review, evaluate and revise the plan. How are program evaluation results used to improve instruction provided to participating students?	I IP PI NI NA	
SECTION IV: ACCOUNTABILITY - DISTRICTS IDENTIFIED FOR IMPROVEMENT					
IV-1 D	Parents of each school served by the LEA have been notified of the LEA's improvement status. §1116(c)(6); 34 CFR 200.37	A. Does the notification explain the reason for the identification and how parents can participate in improving the LEA? B. Does the notification identify actions that will be taken to improve the LEA?	<input type="checkbox"/> LEA letter, newsletter & other materials regarding the school improvement status <input type="checkbox"/> Evidence of dissemination Date of notice_____ <input type="checkbox"/> Evidence that the information was in a clear and non-technical language (multiple languages, as appropriate)	I IP PI NI NA	

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IV-2 D	An LEA identified for improvement has revised its ACSIP plan, (no later than three months after identification) in consultation with parents, school staff and others. <i>§1116(b)(3)(A); 34 CFR 200.52(a)</i>	Does the evidence verify that the plan was developed or revised (no later than 3 months after being identified) in conjunction with parents, school staff and other stakeholders, as appropriate?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Meeting agendas, sign-in sheets from advisory panels and school-level planning committees	I IP PI NI NA	
IV-3 D	The LEA's plan includes all required elements. <i>§1116; 34 CFR 200.52(a) Act 807 of 2007</i>	A. Does the plan include scientifically-based research strategies designed to strengthen the core academic programs in schools served by the LEA? B. Does the plan include actions that define specific, measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the State's definition of AYP? C. Does the plan include actions that address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students? D. Does the plan include, as appropriate, student learning activities before school, after school, during the summer and during any extension of the school year? E. Does the plan provide for high-quality professional development for instructional staff that focuses primarily on improved instruction? F. Does the plan include strategies to promote parent involvement? <i>(Review ACSIP prior to visit to ensure all required elements are present)</i>	<input type="checkbox"/> ACSIP <input type="checkbox"/> Evidence of in-depth disaggregating of student performance data <input type="checkbox"/> List of prioritized goals by subgroups <input type="checkbox"/> Resources used to determine actions most likely to improve students achievement and what the identification process entails <input type="checkbox"/> Implementation of actions, interventions & strategies, as indicated in the ACSIP, related to improving student achievement <input type="checkbox"/> Description of information and data used to determine professional development needs <input type="checkbox"/> Evidence of any request for technical assistance (to include the type requested, date of request and how this assistance helped accomplish the LEA's improvement objective -3-5 samples)	I IP PI NI NA	

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SECTION V: ACCOUNTABILITY - SCHOOLS IDENTIFIED FOR IMPROVEMENT					
V-1 D/S	The LEA ensures that each school identified as in need of improvement, corrective action or restructuring has promptly notified parents of this status. §1111(h), §1116(b)(1) & (6)(A-F)	<p>A. Does the parent notification include all of the following required elements (in multiple languages, if applicable)?</p> <ol style="list-style-type: none"> 1. An explanation of what the identification means and how the school their child attends compares to other elementary and secondary schools served by the LEA in terms of the academic achievement of its students; 2. The reason(s) for the school being identified for improvement, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets; 3. An explanation of how parents can become involved in addressing the academic issues that led to identification; 4. An explanation of what the school identified for school improvement is doing to address the problem of low achievement; 5. An explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem; and 6. An explanation of the parents' option to transfer their child to another school in the LEA that has not been identified for improvement (At a minimum, the LEA must inform parents about the academic achievement level of students at the school or schools to which their child may transfer)? 	<input type="checkbox"/> Copy of letter or parent notification Date of notice _____ (one copy) <input type="checkbox"/> Records of mailing, if applicable <input type="checkbox"/> LEA newsletter or other materials regarding school improvement status that were distributed to parents in an understandable format and language	I IP PI NI NA	
V-2 S	The LEA ensures that each school identified for improvement has developed or revised a two year ACSIP. §1116(b)(3)(A)(i-x)	Does the evidence verify that each school identified for improvement has revised its ACSIP to include all of the following required elements: 1. Incorporates scientifically-based research	<input type="checkbox"/> ACSIP <input type="checkbox"/> Interview--Describe the LEA's process for monitoring the implementation of the programs and activities listed in ACSIP and the provision of technical assistance		

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		strategies that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;	provided by the LEA and ADE.	I IP PI NI NA	
		2. Adopts policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students meet the State's proficiency level of achievement on the State academic assessment;			
		3. Provides an assurance that the school will spend not less than 10 % of the funds made available to the school for each fiscal year that the school is in school improvement status for the purpose of providing high-quality professional development to the school's teachers and principal.			
		4. Directly addresses the academic achievement problem that caused the school to be identified for school improvement; specifically, how the funds will be used to remove the school from school improvement status;			
		5. Establishes specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school;			
		6. Describes how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parent can understand;			
		7. Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;			
		8. Specifies the responsibilities of the school, the			

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		LEA, and the SEA, including any technical assistance to be provided during the development or revision of the plan and throughout the plan's implementation; 9. Includes strategies to promote effective parental involvement in the school; and 10. Incorporates a teacher mentoring program? <i>(Review ACSIP prior to on-site visit)</i>			
V-3 D/S	The LEA ensures that each school identified for corrective action (SI -Year 3) has addressed all requirements. <i>§1116(b)(7)(C)</i>	Is there evidence to verify that each school identified for corrective action has implemented at least one of the following corrective actions in accordance with state law and approved by the ADE: a. Replaced school staff relevant to the failure to make AYP; b. Instituted and implemented a new curriculum with professional development (scientifically, researched-based); c. Significantly decreased management authority in the school; d. Appointed outside experts to advise the school; e. Extended the school year or school day and/or f. Restructured the internal organization of the school?	<input type="checkbox"/> Correspondence with parents (in multiple languages, if applicable) communicating corrective action status, opportunity for school choice and supplemental educational services--Date_____ <input type="checkbox"/> Press releases, agendas of public meetings and/or documentation of dissemination of information through the internet or public agencies <input type="checkbox"/> Documentation of planning meetings held to determine which corrective action(s) are needed to increase student achievement <input type="checkbox"/> Copies of agreements with outside experts, if applicable. <input type="checkbox"/> List of corrective actions taken	I IP PI NI NA	
V-4 D/S	The LEA ensures that, if after one full school year of corrective action and not making AYP, the school has addressed all requirements for restructuring. <i>§1116(b)(8)(A)</i>	Does evidence verify that the school has prepared a plan and made necessary arrangements to carry out alternative governance, including: a. Replacing all or most school staff, including the principal; b. Reopening the school as a public charter school; c. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school; d. Turning the operation of the school over to the	<input type="checkbox"/> Evidence of planning meetings held to consider options for alternative governance <input type="checkbox"/> Review of plan implementation for alternative governance <input type="checkbox"/> Evidence of implementation, if in year five of school improvement <input type="checkbox"/> Interview--Describe the process that the LEA has in place for reviewing the progress of school identified for restructuring and alternative governance.	I IP PI NI NA	

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		State education agency, if permitted under state law and agreed to by the State or e. Implementing other restructuring actions consistent with state law that will improve academic achievement in the school and result in helping the school make AYP?			
V-5 D	The LEA ensures that all schools identified for improvement comply with requirements related to school choice and SES as appropriate. <i>§1116(b)(1)(A-F)</i>	A. Does the evidence verify that parents and students received adequate notice of the choice options, in an understandable format and language? B. Does the evidence verify that selection procedures give preference to at-risk children from low-income families (when all children can not be served)? C. Is transportation provided in accordance with requirements?	<input type="checkbox"/> Correspondence to parents regarding school choice options--Date _____ <input type="checkbox"/> Copy matches ADE letter on file <input type="checkbox"/> Transfer requests (if any) <input type="checkbox"/> List of children selected for transfer to other schools in the LEA, if applicable <input type="checkbox"/> Evidence to show when and how parents were notified of SES services (e.g., notification letter, agenda of parent meeting)	I IP PI NI NA	
V-6 D	The LEA utilizes a peer review process to approve the ACSIP for all schools identified as in need of improvement. <i>§1116 (b)(3)(E)</i>	Does the evidence verify that within 45 days of receiving an ACSIP from a Title I School identified for improvement, the LEA established a peer review process and promptly reviewed the school plan, worked with the school as necessary and approved the school plan if it met the requirements of section 1116(b)(3)?	<input type="checkbox"/> Documentation of peer review process <input type="checkbox"/> Evidence of review process taking place (e.g., copy of rubric or worksheet) Date of review _____	I IP PI NI NA	
V-7 D/S	The LEA provides technical assistance for schools in improvement status. <i>§1116 (b)(iii)</i>	Does the evidence verify that the LEA has a technical assistance plan for providing assistance to schools identified for improvement?	Technical Assistance plan includes: <input type="checkbox"/> Data analysis <input type="checkbox"/> Implementation of scientifically-based research strategies/curriculum	I IP PI NI NA	

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V-8 D/S	The district assists the school in implementing the program evaluation process as described in the school ACSIP plan. <i>1116(b)(4)(B)(i-iii).</i>	Does the evidence verify a process for evaluating programs as included in ACSIP?	<input type="checkbox"/> Documentation of the LEA process for monitoring and evaluating the school improvement plans	I		
				IP		
				PI		
V-9 D/S	The LEA ensures that each school identified for improvement has developed or revised the school's ACSIP to include actions and interventions to address recommendations from the Scholastic Audit Review. <i>A.C.A. §§ 6-11-105, 6-15-431, 6-15-437, 25-15-201 ACTAAP Rule 9.12.1</i>	If applicable, does the evidence verify that the school used information generated from its Scholastic Audit Review (needs assessment) to identify the LEA and schools strengths and weaknesses, prioritize needs and align those needs with program objectives intended to improve instruction?	<input type="checkbox"/> Evidence of planning (e.g., agendas, minutes, sign-in-sheets) <input type="checkbox"/> Evidence of dissemination <input type="checkbox"/> Documentation for implementing Scholastic Audit activities (action report) <input type="checkbox"/> ACSIP	NI		
				NA		
				I		
				IP		
				PI		
SECTION VI: FAMILY AND COMMUNITY ENGAGEMENT						
VI-1 D	The written parental involvement policy establishes the LEA's expectation for parent involvement and describes how the LEA will provide coordination, technical assistance and support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. <i>§1118(a)(2) Act 397 of 2009</i>	A. Does the LEA policy show how the LEA provides coordination and technical assistance to participating schools in planning effective parent involvement activities? B. Does the policy provide for parent involvement in the development of the plan? C. Does the policy include initiatives to build parents' capacity for strong parental involvement? D. Does the policy provide for coordination with other programs that promote parent involvement strategies (e.g., Head Start, Reading First)? E. Does the policy include provisions for an annual review - to address varies to greater parental participation? F. Does the policy include provisions for parent involvement in school activities? G. Does the evidence verify that Act 307 (603/307) parental engagement requirements are included in the plan?	<input type="checkbox"/> Review of LEA Parent Involvement Policy (LEA Website)	I		
					IP	
					PI	
					NI	
					NA	

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VI-2 D	The LEA ensures that its written Parent Involvement Policy (Plan) has been implemented. <i>§1118(a)(2)</i>	A. Does the evidence verify that the LEA has provided coordination and technical assistance? B. Does the evidence verify that parents were involved in the development of the policy? C. Does the evidence verify initiatives to build parents' capacity for strong parental involvement? D. Does the evidence verify coordination of programs that promote parent involvement strategies? E. Is there evidence of an annual review? F. Does the evidence verify that parents are involved in the activities of the schools? G. Does the evidence verify that Act 307 (603/307) parental engagement requirements have been implemented?	<input type="checkbox"/> Evidence of LEA level parent and community meetings (e.g., invitations to parents, list of participants, agendas, minutes, etc.) <input type="checkbox"/> Evidence of support provided to schools (e.g., professional development, monitoring academic achievement) <input type="checkbox"/> Evidence of support provided to schools and parents (e.g., materials, training, D485surveys) <input type="checkbox"/> Evidence that the LEA addresses barriers to greater parent participation <input type="checkbox"/> Evidence of annual review <input type="checkbox"/> Evidence that parents are invited to participate in school activities <input type="checkbox"/> Interview --Describe the process for developing and revising the parental involvement policy, including timelines and methods used.	I IP PI NI NA	
VI-3	The LEA ensures that each participating school has developed jointly with, agreed on with and disseminated to parents of participating children a written Parent Involvement Policy (Plan). <i>§1118(b)(D)</i> <i>Act 397 of 2009</i> <i>Non Title I schools are only required to include State requirements.</i>	A. Does the evidence verify that the school policy (plan) was developed with, agreed to and distributed to parents of participating students and updated periodically? B. Does the plan include provisions for an annual meeting to inform parents of Title I students of their right to be involved? C. Does the plan offer flexible meeting times? D. Does the plan include provisions for parents' involvement in the development of Title I programs and or schoolwide programs? E. Does the plan provide for timely information re: curriculum, assessment, proficiency levels, and opportunities for parent to provide suggestions and participate in decisions relating to the education of their children?	<input type="checkbox"/> Review of School Parent Involvement Policy (Plan)	I IP PI NI NA	

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		F. Does the plan include provisions for parent input on schoolwide plans prior to submission to the LEA? G. Does the plan include a School-Parent compact with all required elements? H. Does the evidence verify that Act 307 (603/307) parental engagement requirements are included in the plan?			
VI-4 S	The LEA ensures that the school level Parent Involvement Policy (Plan) has been implemented. <i>\$1118(b-d).</i> <i>Act 397 of 2009</i>	A. Does the evidence verify that the school policy (plan) was developed with, agreed to and distributed to parents of participating students and updated periodically? B. Does the evidence verify that the school held annual meetings with flexible times to inform parents of participating Title I students of program goals and the right of parents to be involved? C. Does the evidence verify flexible meeting times? D. Does the evidence verify that parents are involved in Title I programs? E. Does the evidence verify that parents are provided timely information regarding curriculum, assessment, proficiency levels and opportunities for parents to provide suggestions and participate in decisions related to the education of their children? F. Does the evidence verify the soliciting of parent input on schoolwide plans prior to submission to the LEA? G. Does the evidence verify that the School Parent Compact was jointly developed with parents? H. Does the evidence verify that Act 307 (603/307) parental engagement requirements have been implemented?	<input type="checkbox"/> Evidence that parents participate in the development and review of the plan (e.g., sign in sheets, minutes of meetings) <input type="checkbox"/> Evidence of annual meeting and plan updates--last revision_____ <input type="checkbox"/> Evidence of flexibility of meeting times (e.g., sign in sheets, minutes, invitations) <input type="checkbox"/> Evidence to show how parents were involved in Title I programs (e.g., surveys, minutes, volunteer logs, flyer) <input type="checkbox"/> Evidence to show that parents were provided timely information on curriculum, assessments, proficiency levels of their child, and opportunities for parents to provide suggestions and participate in decisions relating to the education of their children <input type="checkbox"/> Evidence to show that parents were provided opportunities to provide input on schoolwide plans prior to submission <input type="checkbox"/> Evidence that the compact is developed or revised with parent input <input type="checkbox"/> Evidence that a conference is held with parents to review the compact - date of conference _____ <input type="checkbox"/> Evidence of frequent reports to parents regarding student progress	I IP PI NI NA	

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VI-5 D/S	The LEA ensures that each school has carried out the six requirements to build parents' capacity. <i>§ 1118(e)(1-5 & 14)</i>	Does the evidence support that the LEA and schools have carried out the six requirements to build parents' capacity to be involved in school?	<input type="checkbox"/> Interview--Describe how the LEA and school are implementing the six required activities to build parental capacity.	I IP PI NI NA	
VI-6 D/S	At the beginning of each school year, the LEA notifies the parents of each student about their right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. <i>§ 1111(h)(6)(A); 34 CFR 200.61(a)</i>	A. Does evidence verify that parents have been informed about their right to know? B. Does evidence verify that parents have been provided timely notice any time their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified?	<input type="checkbox"/> Samples of notice to parents that they may request information regarding professional qualifications of student's teachers (in multiple languages, as applicable) Date Sent: _____ <input type="checkbox"/> One copy of notice to parents if child has been taught by a teacher who is not highly qualified	I IP PI NI NA	
VI-7 D/S	The LEA ensures that an evaluation of the effectiveness of the parent involvement policy and activities have been completed. <i>§ 1118</i>	A. Does evidence verify that parents have been involved in an annual evaluation of the LEA and school's parent involvement policy and activities? B. If necessary, are revisions in the parent involvement policy made as a result of the annual evaluation?	<input type="checkbox"/> Evidence of the evaluation of the parent involvement policy and activities, along with any resulting revisions	I IP PI NI NA	
SECTION VII: FACULTY, STAFF AND ADMINISTRATION - Teacher and Principal Training and Recruitment					
VII-1 D/S	The LEA ensures that instruction is provided by highly qualified staff <i>§ 1119(a)(1)&(3); 34 CFR 200.57. 1119(c-d); 34 CFR 200.58. 1119(g); 34 CFR 200.59. 2123(a)(2)(B)</i>	A. Is there evidence that all core academic teachers meet the requirements for highly qualified? B. Does the evidence verify that all teachers paid with Title II-A funds for class size reduction are highly qualified? C. Is there evidence that paraprofessionals meet the requirements for highly qualified? D. Do paraprofessionals work under the direct supervision of a highly qualified teacher?	<input type="checkbox"/> Principal's written attestation statement <input type="checkbox"/> Highly qualified teacher documentation <input type="checkbox"/> List of class size reduction teachers and funding source <input type="checkbox"/> Highly qualified paraprofessional documentation <input type="checkbox"/> Instructional time schedules, time & effort	I IP PI NI NA	

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VII-2 D	The LEA implements various strategies to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, out-of-field teachers. <i>§1112(c)(1)(L).</i>	Does the evidence verify a process to ensure poor and minority student are not taught at higher rates than other students by inexperienced, unqualified and out-of-field teachers?	<input type="checkbox"/> ACSIP <input type="checkbox"/> A list of new and non-highly qualified teachers and their building assignments (must match APSCN report) <input type="checkbox"/> APSCN Master Schedule <input type="checkbox"/> APSCN or SIS teacher log <input type="checkbox"/> Interview--Describe how you ensure poor and minority students are not taught at a higher rate than other students.	I IP PI NI NA	
VII-3 D/S	The LEA ensures that individual action plans have been developed for core area teachers who have not met HQT requirements for two consecutive years. <i>§2141(a).</i>	If all core academic subject(s) teachers have not met the HQT requirements for two consecutive years, does the LEA evidence verify that individual action plans have been developed ?	<input type="checkbox"/> ACSIP <input type="checkbox"/> HQT action plan (verify with Standards Assurance Unit)	I IP PI NI NA	
VII-4 D/S	The LEA has submitted an HQT accountability plan to the State, if applicable. <i>2141(c); 1119(a)(2)</i>	Does the evidence verify that the LEA has submitted an accountability plan, as required if: 1. All core academic subject(s) teachers have not met the HQT requirements for three consecutive years, AND 2. The district has not met AYP for three consecutive years?	<input type="checkbox"/> Evidence of technical assistance and professional development activities and strategies the district will use to ensure all core academic teachers meet the HQT requirements	I IP PI NI NA	
VII-5 D/S	The LEA ensures that all professional development activities reflect best practices that have a lasting impact on classroom instruction and are aligned with student academic content standards. <i>§1112, § 2122(b)(9)(A-D), § 3115, § 9101</i> <i>A.C.A. 6-15-1004; 6-15-1603</i>	A. Are professional development (PD) activities aligned with and directly related to Arkansas' academic content and performance standards and student assessments? B. Does evidence verify that the LEA and school provide effective, research-validated staff development practices and strategies to support on-going developmental activities?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Evidence of how PD is used to decrease the achievement gap between low and higher performing students <input type="checkbox"/> Workshop sign-in-sheets <input type="checkbox"/> Process to share best practices <input type="checkbox"/> Interview--Explain how PD activities are selected and how they are aligned with the overall improvement plan.	I IP PI NI NA	

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VII-6 D/S	The LEA/school evaluates the overall effectiveness of the impact of the professional development activities on teacher/educator practices, organizational changes, and student improvement. §1116, § 2122(B)(2);	A. Are activities based on the results of the LEA's need for PD and hiring, and part of a comprehensive development plan? B. Does documentation verify that PD activities are regularly evaluated as indicated in the ACSIP?	<input type="checkbox"/> Needs assessment/list of teachers who participated in the process <input type="checkbox"/> Surveys and questionnaires <input type="checkbox"/> Evidence of evaluation process, data on participation rates by categories of activities and teachers, including paraprofessionals and parents. <input type="checkbox"/> Interview--Describe how the PD plan takes into consideration PD for teachers teachers working with disadvantaged and under-represented populations, especially teachers from high-poverty schools.	I IP PI NI NA	
VII-7 D/S	To the extent appropriate, professional development activities provide training for teachers, principals, and paraprofessionals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach. § 2122, § 2414	A. Is there a current LEA technology plan? B. Does evidence verify that the educational technology activities described in the ACSIP support the objectives described in the technology plan? C. Does the evidence verify that the district is working toward full integration of technology throughout the curriculum based on Arkansas Academic Content Standards?	<input type="checkbox"/> ACSIP <input type="checkbox"/> LEA technology plan <input type="checkbox"/> Documentation to verify that 25% of Title II-D allocation grant is spent on PD (PD plan agendas or course offerings-- this can be imbedded in an action). <input type="checkbox"/> Hardware and software purchased with federal funds are being used to support teaching; and not for administrative purposes only (classroom walkthrough and review of ACSIP)	I IP PI NI NA	
SECTION VIII: EQUITABLE SERVICES TO NON-PUBLIC SCHOOL CHILDREN					
VIII-1 D	The LEA notifies each private school within its boundaries of the rights of private school students and teachers to benefit from federal funds. §1120(b), §1113(b)(2), §9501	Does the evidence verify procedures to annually notify private school officials of available services? This includes all federal programs	<input type="checkbox"/> Letter(s) of notification--Date_____ <input type="checkbox"/> Minutes of meeting, Agendas, Sign-in-sheets, contact log <input type="checkbox"/> Written affirmation that indicates intent to participate or not participate in eligible federal entitlement programs	I IP PI NI NA	

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VIII-2 D	Consultation occurred between the LEA and non-public school officials regarding the planning, design, implementation, and evaluation of the comprehensive application. <i>§1120(b), §1113, §3214 (h)(2)(A,B)</i> §5142(a), §9501	Does the evidence verify that the LEA has complied with the requirements for consultation with private school officials including: 1. What services will be offered; 2. How, where and by whom services will be offered; 3. How services will be evaluated and how the results will be used to improve services; 4. The size and scope of services to be provided; 5. Descriptions of how equitable participation will be determined; and 6. The amount of funds available for the services?	<input type="checkbox"/> Evidence of consultation (signed and dated Consultation Form) <input type="checkbox"/> Evidence of on-going consultation	I IP PI NI NA	
VIII-3 D	The LEA ensures that services are provided to private schools' students and teachers in an equitable manner based on educational needs. <i>§1120(a)(3), §9501(a)(3)</i>	A. Does the evidence verify that services offered to private school students and teachers are provided in an equitable manner based on the needs of the private schools choosing to participate? B. Does evidence verify that the LEA has explained the complaint process for participation of private school children to private school officials?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Evidence that services to private school students began at the same time as services to public school students <input type="checkbox"/> Evidence that private school teachers participated in PD activities as indicated in ACSIP (verify Title II-A) <input type="checkbox"/> Interview - Describe how you ensure that private school officials are aware of the LEA complaint process as required by section 9503	I IP PI NI NA	
VIII-4 D	The LEA ensures eligible private school students receive services even if the students attend a private school located in another LEA. <i>§1120(a)</i>	Does the evidence verify a process to ensure services to all eligible private school students when the student attends a private school located within another LEA's boundary?	<input type="checkbox"/> Evidence of communication with other LEA(s), if applicable <input type="checkbox"/> Evidence that out-of-district students are located and served	I IP PI NI NA	
VIII-5 D	The LEA ensures that services are provided by employees of the LEA or third party contract. <i>§1120(a), §9501(d)</i>	A. Does the evidence verify that services provided to private schools' children were provided by employees of the LEA or contracted by the LEA?	<input type="checkbox"/> Private school teacher(s) contract <input type="checkbox"/> Evidence of time and effort (one teacher for one month) <input type="checkbox"/> Copy of transaction recap to match time and effort	I IP PI NI NA	

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			<input type="checkbox"/> Evidence of contracted service agreements, if applicable.		
VIII-6 D	The LEA has taken appropriate steps to monitor the implementation of services to private schools students. <i>§1120(d), § 2122(b), 51429(a)</i> <i>§9501</i>	A. Does the evidence verify that the LEA ensures materials and equipment are supplemental, secular, neutral, and non-ideological (free of religious symbolism)? B. Does the evidence verify that the LEA retains control of and includes an inventory of fixed assets for all equipment purchased with federal funds?	<input type="checkbox"/> Written assurance that materials and equipment are secular, neutral and used for non-ideological purposes <input type="checkbox"/> Expenditure reports, purchase orders, and budgets for private school services (sample) <input type="checkbox"/> Interview--Describe how the LEA monitors programs in private non-public schools to ensure that services provided are supplemental, secular, neutral and non-ideological	I IP PI NI NA	
VIII-7 D	The LEA ensures that academic services are assessed and that results of the assessment are used to improve services provided to the private school. <i>§1120(b)(d), §9501</i>	A. Does the evidence verify that the LEA monitors activities, programs and services?	<input type="checkbox"/> Evidence of an annual evaluation	I IP PI NI NA	
SECTION IX: INSTRUCTIONAL SUPPORT - Prevention and Intervention Programs for Local, Neglected and At Risk Youth					
Neglected Institutions: Funded through Title I, Part A					
IX-1 D	The LEA annually completes and submits a survey of the October caseload of children and youth living in locally operated facilities or institutions for neglected children and youth.	A. Does documentation verify procedures for appropriately identifying eligible students or youths?	<input type="checkbox"/> October child count--Cycle 2 <input type="checkbox"/> List of agencies and/or facilities and assigned students	I IP PI NI NA	
IX-2 D	The LEA consulted institution officials in a timely manner during the design and development of the ACSIP.	A. Is there evidence that LEA officials coordinate with officials of facilities/institutions working with neglected children or youths to determine 1. How the needs of children will be identified; 2. What services will be offered;	<input type="checkbox"/> Evidence of consultation (e.g., minutes, agendas, sign-in-sheets - 3-5 samples) <input type="checkbox"/> Needs assessment data and process <input type="checkbox"/> Interview - Discuss the process for the		

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		3. How and where the services will be provided; 4. How student progress will be assessed; and 5. How the program will be evaluated?	development of the ACSIP for serving neglected children or youth including technical assistance provided on the process.	I IP PI NI NA	
IX-3 D	The LEA and/or agency regularly evaluates the facilities/institutions programs to determine their impact on student achievement.	A. Does the evidence verify that the LEA or agency staff responsible for each program, monitors the implementation of program activities? B. Is there evidence that the LEA or agency's staff regularly assesses the academic progress of the students? C. Does the evidence show steps taken to find alternative placements for students interested in continuing their education who are unable to participate in a regular school program? D. Does evidence verify procedures participating schools will take to ensure facilities and institutions working with children are aware of existing IEP?	<input type="checkbox"/> Minutes of meetings, informational communications <input type="checkbox"/> Copies of transition plans to include the transfer of credit, process for transferring records, job placement programs and counseling services <input type="checkbox"/> Copy of program evaluations and monitoring process <input type="checkbox"/> Evidence that assessment of educational progress is being monitored <input type="checkbox"/> Evidence of modifications and strategies to assist students with disabilities in meeting their existing IEP (sample IEP) <input type="checkbox"/> Evidence that staff are trained to work with the identified student population <input type="checkbox"/> Interview--Describe how the LEA ensures that the same academic standards required by all students and schools in the LEA are being provided to children or youth residing in neglected facilities.	I IP PI NI NA	
State Agency Programs: Funded with Title I, Part D - Sub Part I					
IX-4 SA	The State Agency offers a regular program of instruction for at least 20 hours for youth, unless youth are served in an adult correctional facility. (15 hours per week) §1414	Does the evidence verify a regular program of instruction including the appropriate number of hours not including additional instructional time provided by Title I or other federal funds? Title I instruction must be supplemental	<input type="checkbox"/> Evidence of the total hours of instructional time (copy of course offerings, master schedule and student list)	I IP PI NI NA	

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IX-5 SA	The State Agency ensures that it provides appropriate professional development for teachers and other staff. <i>§1414</i>	A. Is there a written professional development plan? B. Are PD activities aligned to student needs?	<input type="checkbox"/> PD policy or plan <input type="checkbox"/> List of PD offered/participants <input type="checkbox"/> Interview - Explain how professional development activities are selected and how they are aligned with student needs and the overall ACSIP.	I	
				IP	
				PI	
				NI	
IX-6 SA	The State Agency receiving Subpart 1 funds ensures that it implements programs and projects that are designed to support educational services that afford youth an opportunity to meet challenging state academic achievement standards. <i>§1414</i>	A. Is there evidence that Title I staff are appropriately qualified to work with children and youth in institutions, including students with disabilities, if applicable? B. Is the program designed to provide services of sufficient size, scope and quality to enable the participants to make significant progress toward meeting State performance standards? C. Is there a provision for parental involvement (to the extent possible)?	<input type="checkbox"/> Evidence of curriculum, lesson plans and student schedules <input type="checkbox"/> Qualifications of instructional staff <input type="checkbox"/> Educational program plan <input type="checkbox"/> Evidence of outreach efforts to parents of Title I students	I	
				IP	
				PI	
				NI	
IX-7 SA	The State Agency receiving Subpart 1 funds must assess the educational needs and academic progress of all eligible children and youth in eligible institutions. <i>§1414</i>	A. Does the evidence verify that students are assessed using educationally objective criteria? B. Are those students most in-need served first? C. Is priority given to youth likely to complete incarceration within a 2-year period? D. Is there a process in place to ensure that existing individualized education programs are followed?	<input type="checkbox"/> Evidence of assessment of educational progress - pre and post data <input type="checkbox"/> Evidence of student selection process for academic services <input type="checkbox"/> Evidence of modifications and strategies to assist students with disabilities in meeting their existing IEP (sample IEP)	I	
				IP	
				PI	
				NI	
IX-8 SA	The State Agency ensures that it coordinates programs implemented with funds under this part with existing programs. <i>§1414(c)(11), §1418(a)</i>	A. Does the evidence verify that a process is in place for student assessments and the sharing of appropriate academic records by the correctional facility and the LEAs or alternative education programs? B. Does the evidence verify that the state agency works with local businesses to develop training, mentoring and work-related programs? C. Does the evidence verify that programs are coordinated with other state and federal programs?	<input type="checkbox"/> Evidence of State Agency guidance or procedures on program coordination <input type="checkbox"/> Evidence of student mentoring activities <input type="checkbox"/> Copies of contracts or agreements for student support programs <input type="checkbox"/> Interview--Explain how programs are coordinated to provide student services. Explain how student records are obtained from and provided to the student's regular school.	I	
				IP	
				PI	
				NI	
				NA	

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IX-9 SA	Each State Agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this part for provision of transition services. §1418	A. Is a person designated for coordination of transition services at each institution or facility? B. Does the evidence verify that the State Agency provides support programs encouraging students to re-enter school once their term is completed at the facility? C. Does the evidence verify that an individual in each correctional facility or institution is responsible for issues relating to the transition of children and youth from the facility or institution to locally operated programs?	<input type="checkbox"/> Evidence of student transition services and school contact information for liaison <input type="checkbox"/> Copies of transition plans including the transfer of credit, process for transferring records, job placement programs, and counseling services	I IP PI NI NA	
IX-10 SA	The State Agency evaluates the effectiveness of the program or project. §9601	Does the evidence verify that the State Agency reviews the effectiveness of the program and makes revisions as needed?	<input type="checkbox"/> Copy of program evaluations and monitoring process	I IP PI NI NA	
IX-11 SA	Institution-wide projects are conducted in a manner that upgrades the entire educational effort of the institution. §1418	A. Is there evidence that a comprehensive needs assessment has been conducted? B. Does the evidence verify that projects are planned and implemented in consultation with appropriate personnel? C. Does the evidence verify that appropriate training has been provided for teachers and other personnel designed to enable them to carry out the project effectively?	<input type="checkbox"/> Evidence of assessments used to determine academic needs of children and youth served <input type="checkbox"/> Evidence of consultation (e.g., minutes, agendas, sign-in-sheets) <input type="checkbox"/> Evidence that staff are trained to work with the identified student population	I IP PI NI NA	
Delinquent Institutions: Funded through Title I, Part D - Sub Part II					
IX-12	LEAs receiving Subpart II funds annually submit an application addressing the 13 components as outlined in Section 1423. §1423	A. Is there evidence that a comprehensive needs assessment has been conducted? B. Does the evidence verify that assessments are used as one criteria to determine the academic needs of children and youth served?	<input type="checkbox"/> Review of plan <input type="checkbox"/> Evidence of curriculum and program implementation	I IP PI NI NA	

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IX-13	Transitional and supportive programs operated in local educational agencies under this subpart are designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correction. <i>§1422(d), §1424(1)</i>	A. Does the evidence verify that the facility works with local businesses to develop training, mentoring and work-related programs for youths and children? B. Does the evidence verify that transitional services include the following: 1. Transfer of credit; 2. Process for transferring records; 3. Job placement programs; 4. Counseling services; and C. Does the evidence show steps taken to find alternative placements for students interested in continuing their education but are unable to participate in a regular school program?	<input type="checkbox"/> Evidence of coordination and partnerships <input type="checkbox"/> Copies of transition plans <input type="checkbox"/> Evidence of coordination of the Part D program with other Federal, State and local funds <input type="checkbox"/> Evidence of efforts to assist youths with re-entry into school or to find employment after they leave the facility and return to the local community	I IP PI NI NA	
IX-14	Each State agency or local educational agency that conducts a program under subpart 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants. <i>§1431(a)</i>	A. Is there evidence that the district or agency staff assesses the academic progress of the students? B. Does the evidence verify that the LEA uses the evaluation results to improve programs? C. Does the evidence verify that youth are provided opportunities to accrue school credits that meet State requirements for grade promotion and secondary graduation? D. Does the evidence verify that the LEA provides support services as needed to make the transition to a regular program or other education program operated by a local educational agency? E. Does the evidence verify that youth are provided opportunities to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth? F. Is there evidence of participation in postsecondary education and job training programs, as appropriate?	<input type="checkbox"/> Evidence that assessment of educational progress is being monitored <input type="checkbox"/> Evidence that student academic records and other appropriate records are shared jointly by the facility, LEA and/or alternative education program <input type="checkbox"/> Copies of parent involvement records <input type="checkbox"/> Evidence of program evaluations and impact (i.e. decrease in drop-out rate, increase in high school credits earned). <input type="checkbox"/> Evidence of modifications and strategies to assist students with disabilities in meeting their existing IEP (sample IEP) <input type="checkbox"/> Evidence that staff are trained to work with the identified student population <input type="checkbox"/> Copies of contracts or agreements for student support programs and/or staff PD	I IP PI NI NA	

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Legal Requirement(s)		Compliance Indicator(s)	Evidence		Comments
SECTION X: INSTRUCTIONAL SUPPORT - Language Instruction for Limited English Proficient Students					
X-1 S	The LEA ensures that it has properly identified and assessed all language minority students, including immigrant students, to determine LEP/ELL status. §1112(g)(2), §3115(a) USDOE, OCR, Lau Memo 1984	A. Is there evidence that the LEA notifies parents of each student identified as LEP/ELL 30 days after enrollment of the following with a notification including: 1. Reason for identification; 2. Level of English proficiency; 3. How the program will help their child learn English and meet standards for graduation; 4. Specific exit requirements; and 5. Parental rights to waive services or remove child from services immediately?	<input type="checkbox"/> LEA policies and procedures (e.g., description of identification process, placement procedures and parent notification) <input type="checkbox"/> Local LEP Plan or ELL Handbook, if applicable	I IP PI NI NA	
Title III Required Activities - 3115 (D) (1-8)					
X-2 S	The LEA ensures the provision of high quality, on-going, and research-based professional development to teachers, administrators, and other school personnel. §3115 (c)(2), §3116 (c) §3212 (a)(2)(A)(ii),	A. Does the evidence verify that teachers of LEP/ELL are provided PD opportunities? B. Does the evidence verify that the LEA has certified that teachers of LEP/ELL students in language instruction programs are fluent in English and have sufficient oral and written skills? C. Has the LEA developed and implemented a PD plan that meets the requirements of section 3115(d)(1)?	<input type="checkbox"/> PD and workshop announcements, agendas and evaluations <input type="checkbox"/> Teacher reflections (portfolio, classroom observation) <input type="checkbox"/> Principal's written attestation statement <input type="checkbox"/> Other relevant documents/resources <input type="checkbox"/> Interview--How are the instructional staff trained to meet the unique needs of the students served?	I IP PI NI NA	
X-3 D/S	The LEA ensures that LEP/ELL students have the opportunity to meet the same challenging state content standards student performance that all children are expected to meet. §3115 (e)(1), §3121(a)	A. Does the evidence verify that all LEP/ELL programs are developed using scientifically-based research? B. Does the evidence verify that the students are provided with appropriate educational and support services designed to address their special needs? C. Do the LEP/ELL programs meet age appropriate academic achievement standard for promotion and graduation?	<input type="checkbox"/> Class list and New Masterschedule <input type="checkbox"/> Staffing ratio of LEP/ELL <input type="checkbox"/> Copy of achievement standards <input type="checkbox"/> Appropriate instructional materials, grade level course descriptions <input type="checkbox"/> IEP(s) for selected special education LEP/ELL students <input type="checkbox"/> List of coordinated program activities and supports related to the development,	I IP PI NI NA	

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Legal Requirement(s)		Compliance Indicator(s)	Evidence		Comments
			instruction and implementation of language education programs <input type="checkbox"/> Interview--Who are the LEP/ELL students being served, and how are they being served? What instructional materials are used to support English language learners? What supplemental services are provided?		
X-4 D/S	The LEA ensures assessment of ELL/LEP students to measure growth in acquiring the English language and to ensure their academic achievement is consistent with the state accountability system. §3116 (b)	A. Does the documentation verify assessment of core academic subjects as determined by the State-approved assessment instrument (ELDA)? B. Does evidence verify that the LEA has met the Annual Measurable Achievement Objectives (AMAOs) for two consecutive years which includes: 1. Annual increases in the number or percentage of children making progress in learning English; 2. Annual increases in the number or percentage of children attaining English proficiency by the end of each school year as determined by State-approved assessment; and 3. AYP for LEP students at the LEA level?	<input type="checkbox"/> Annual assessment of LEP/ELL for English proficiency <input type="checkbox"/> Documentation of ongoing assessment of core academic subjects <input type="checkbox"/> Assessment dates/ list of students participating in assessment <input type="checkbox"/> Evidence of alternate assessments and testing accommodations, if applicable <input type="checkbox"/> Analysis of AMAO data	I IP PI NI NA	
X-5 D/S	The LEA ensures the monitoring and evaluation of all ELL/LEP programs. §3121(a)	Is there evidence of a process for the review and ongoing evaluation of services and programs supported by Title III funds?	<input type="checkbox"/> ACSIP	I IP PI NI NA	

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SECTION XI: INSTRUCTIONAL SUPPORT - Safe and Drug Free Schools and Communities					
XI-1 D	<p>The LEA has developed and included in its ACSIP a comprehensive, scientifically researched-based plan for keeping schools safe and drug-free. <i>§4114(d)(2), §4114(c)(1-2)</i> <i>§ 4115(a)(1)</i></p> <p><i>Research that involves the application of rigorous systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs</i></p>	<p>A. Does the evidence verify meaningful, timely and ongoing consultation with community members, teachers, parents, students and others with expertise in the development and on-going progress of the plan?</p> <p>B. Does the plan include the following components:</p> <ol style="list-style-type: none"> 1. Coordination with other Federal, state and local programs performance measures for drug and violence prevention; 2. How progress toward performance measures will be assessed and reported; 3. Drug and violence prevention activities or programs to be funded and how each program will be evaluated; 4. How services will be targeted to students with the greatest need; and 5. How the LEA/ school will convey to students that drug and violence prevention programs and activities convey a clear and consistent message that acts of violence and illegal use of drugs are wrong and harmful? 	<p><input type="checkbox"/> Documentation of notice to the community regarding the LEA's intent to apply for "Safe and Drug Free Schools and Communities" funds (e.g., newspaper notice or coverage of School Board meetings, web page announcements, parent newsletter articles).</p> <p><input type="checkbox"/> Minutes of meetings and/or strategic planning sessions (e.g. advisory councils, community task forces)</p> <p><input type="checkbox"/> Comprehensive school plan for safe and drug free schools</p> <p><input type="checkbox"/> Scientifically-based program list</p> <p><input type="checkbox"/> Copy of waiver, if applicable</p> <p><input type="checkbox"/> Description in ACSIP</p>	<p align="center">I IP PI NI NA</p>	
XI-2 D	<p>The LEA ensures a process to determine which schools and students have the greatest needs in order to prioritize and target services to meet those needs. <i>§4114(d)(2)(E), § 4114(d)(7)</i> <i>§ 4114(c)(2)</i></p>	<p>A. Is there evidence of a process to analyze both individual school data and subpopulation data in order to prioritize each school's needs?</p> <p>B. Does the evidence verify an assessment of each school's current conditions and consequences regarding violence, tobacco and other drug use?</p>	<p><input type="checkbox"/> Copy of needs assessment</p> <p><input type="checkbox"/> Individual school analysis (e.g., needs assessment data, disciplinary data, student use survey data, truancy data, suspension and expulsions, school climate survey)</p> <p><input type="checkbox"/> Specific analysis of subpopulations, (e.g., age groups, gender)</p> <p><input type="checkbox"/> Interview - Discuss how the services are targeted to schools and students with the greatest needs.</p>	<p align="center">I IP PI NI NA</p>	

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XI-3 S	The LEA ensures that the program is based on an established set of performance measures for drug abuse and violence prevention that identify risk factors and/or increase protective factors. §4114, § 4115	Does evidence verify that the LEA has measurable goals for drug and violence prevention that are aligned to the identified needs of each school?	<input type="checkbox"/> List of performance measures for drug abuse <input type="checkbox"/> List of performance measures for alcohol and violence prevention <input type="checkbox"/> Evidence of data collection measuring risk and protective factors, buffers and assets <input type="checkbox"/> Interview--Describe how you ensure that performance measures are directly related to the results of the local needs needs assessment, and linked to performance measures established by the State.	I IP PI NI NA	
XI-4 S	The LEA and each school have developed and implemented appropriate safety and discipline policies. § 4114(d)(7) A.C.A. §6-18-502	A. Does the documentation verify appropriate and effective school discipline policies that include: 1. Policies that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution and sale of tobacco, alcohol and other drugs by students; 2. Security procedures at school and while students are on the way to and from school; 3. Prevention activities to create safe, disciplined and drug-free environments; 4. A crisis management plan for responding to violent or traumatic incidents on school grounds; and 5. A code of conduct policy that states the responsibilities of students, teachers/administrators?	<input type="checkbox"/> Relevant LEA discipline policies <input type="checkbox"/> Safety Plan <input type="checkbox"/> Crisis Management Plan <input type="checkbox"/> Minutes and agendas of meetings to review and update plans (crisis management/safety), evidence of parent participation and on-going consultation <input type="checkbox"/> Information available to parents, students and school staff regarding drugs and acts of violence	I IP PI NI NA	
XI-5 S	The LEA assures that drug, alcohol and violence prevention programs coordinate with and support core academic programs. A.C.A. §6-18-502 (10.04.4. S/P)	Does the evidence verify that drug, violence and alcohol prevention instruction is an integral part of the LEA's educational program?	<input type="checkbox"/> Curriculum and program materials <input type="checkbox"/> Evidence to show how program objectives are addressed at each grade level	I IP PI NI NA	

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XI-6 S	The LEA ensures that programs are evaluated periodically to assess their progress toward reducing violence and illegal drug use. § 4114(d)(3), § 4115	A. Is there evidence that evaluation results are used to refine, improve and strengthen the program's effectiveness? B. Is there evidence that the evaluation results are made available to the public upon request, with public notice of such availability provided?	<input type="checkbox"/> Evaluation results that indicate the impact on the problems identified as performance measures <input type="checkbox"/> Interview--Describe how the results of evaluation of the effectiveness of the program will be used to refine, improve and strengthen the program.	I IP PI NI NA	
SECTION XII: INSTRUCTIONAL SUPPORT - Homeless Children and Youth					
XII-1 D/S	The LEA ensures that schools implement procedures and guidelines for identifying and enrolling homeless children and youth. § 722(g)	A. Does evidence verify procedures for identifying and providing services to homeless children and youth?	<input type="checkbox"/> Evidence that the LEA reviews and revises policies and practices to ensure that there are no barriers to enrolling homeless students, including the following: 1. Public notice of rights; 2. Letters and memoranda of guidelines to assist with enrollment; 3. Timeline-waivers for producing medical and other records; and 4. Waivers for uniform fees. <input type="checkbox"/> Evidence that the LEA provides written notification to parents and youths regarding placement decisions	I IP PI NI NA	
XII-2 D/S	The LEA has developed and implemented policies and procedures to ensure programs and activities address the educational needs of homeless children and youth. § 722(g) 6(A), 722(g)(1)	A. Are homeless children and youth enrolled and receiving instruction in the same school and classrooms as all other enrolled students? B. Does the LEA have a Homeless Educational Liaison who works to assist students and their families?	<input type="checkbox"/> Evidence indicating homeless students remain in their school of origin, with transportation provided when applicable (number of students served) <input type="checkbox"/> Evidence of the liaison's community outreach and collaboration activities with service providers for homeless students and their families <input type="checkbox"/> Interview--Describe the services that are	I IP PI NI NA	

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			available for homeless students and how the LEA ensures homeless students are enrolled and assisted with basic school requirements (e.g., records transfer, health and immunization records).		
XII-3 D/S	The LEA complies with providing comparable Title I, Part A services to homeless students attending non-Title I schools. <i>§722(g)</i>	Does evidence verify procedures for ensuring that services provided to homeless students in non-Title I schools are comparable to those in Title I schools?	<input type="checkbox"/> Interview--Describe how the LEA ensures that homeless students are not segregated in separate schools or programs. What are the procedures used to resolve enrollment disputes?	I IP PI NI NA	
SECTION XIII: STATE CATEGORICAL PROGRAMS					
XIII-1 D	The LEA ensures it has targeted the use of Alternative Learning Environment (ALE) funds for eligible programs and activities as identified in the Arkansas Department of Education Rules Governing Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. <i>A.C.A. § 6-11-105 & §6-20-2305(b)(4)(c)(ii)</i>	A. Does the evidence verify that the LEA has established written policies and procedures that are understood by staff, students and parents and are applied consistently to guide student behavior, monitor progress and manage the learning experience? B. Does the evidence verify that the LEA has only expended funds as necessary for programs to be administered? C. Does the evidence verify that student to teacher ratios do not exceed 12 to 1 based on total students served and total teachers available? D. Does the evidence verify that ALE staff meets as a team to review the learning alternatives? E. Has a description of the ALE program been included in the district's ACSIP?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Approved ALE program description <input type="checkbox"/> District policy <input type="checkbox"/> Evidence of a placement process, placement team and exit criteria <input type="checkbox"/> Evidence of student access to support services <input type="checkbox"/> APSCN Report & New Masterschedule (List of eligible students served & number of days of assignment) <input type="checkbox"/> Record of budget expenditures (purchase orders & invoices) <input type="checkbox"/> Evidence of program evaluation <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	I IP PI NI NA	

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XIII-2 D	The LEA ensures it has targeted the use of ELL funds for eligible programs and activities as identified in the Arkansas Department of Education Rules Governing Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. A.C.A. §6-20-2305(b)(4)(c)(ii).	A. Does the evidence verify that the LEA has only expended funds as necessary for programs to be administered? B. Has a description of ELL activities and funding been included in the ACSIP?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Approved ELL program description <input type="checkbox"/> District policy and program evaluation <input type="checkbox"/> Record of budget expenditures (purchase orders & invoices) <input type="checkbox"/> Observation	I IP PI NI NA	
XIII-3 D	All NSLA resources are expended for eligible programs and activities and are not used to meet the minimum salary schedule or mandatory requirements of the Arkansas Standards for Accreditation required by ACA § 6-15- 201 and the Arkansas Minimum Teacher Salaries required by A.C. A.§ 6-17-2403. A.C.A. §6-20-2305(b)(4)(c)(ii).	A. Does evidence verify that the LEA has only expended funds as necessary for programs, activities and/or personnel funded with NSLA funds to be administered? B. Has the district utilized NSLA funds for any of the following: 1. Employing Literacy and/or Mathematics and/or Science Specialists/Coaches (K-12) and/or instructional facilitators; 2. Providing research-based professional development in the areas of literacy and/or mathematics and/or science in grades kindergarten through twelfth grade (K-12); 3. Employing highly qualified classroom teachers in grades K-12; 4. Providing research-based before and after-school academic programs, including transportation to and from the programs; 5. Providing research-based pre-kindergarten and early intervention programs; 6. Employing tutors and/or teacher's aides; 7. Employing Curriculum Specialists, certified counselors, licensed social workers and/or nurses; 8. Providing summer programs that employ research-based methods and strategies; and/or 9. Obtaining materials, supplies, and equipment,	<input type="checkbox"/> ACSIP <input type="checkbox"/> List of Curriculum Specialists and Counselors, Instructional Facilitators or Specialist and licensed social worker funded with NSLA funds <input type="checkbox"/> Description of how the LEA and/or school plans to use funds in the current year is included in ACSIP <input type="checkbox"/> A description of how the school used funds in the previous year is included in ACSIP	I IP PI NI NA	

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		including technology, used in approved instructional programs?			
XIII-4 D	All NSLA resources are expended for eligible programs and activities and are not used to meet the minimum salary schedule or mandatory requirements of the Arkansas Standards for Accreditation required by ACA § 6-15- 201 and the Arkansas Minimum Teacher Salaries required by A.C. A. § 6-17-2403. <i>A.C.A. §6-20-2305(b)(4)(c)(ii).</i>	A. Does the evidence verify that the district has used NSLA funds to supplement teacher salaries above the minimum? B. Does the evidence verify that the district has used NSLA funds for allocating non-recurring teacher salary bonuses? C. Has the use of these funds been included within the school's and/or LEA's ACSIP? E. Does the evidence verify that the amount of NSLA funds used to supplement teachers' salaries was reduced by 20% each year, until no more that 20% of the total annual NSLA allotment is used to supplement teachers' salaries above the minimum?	<input type="checkbox"/> Documentation to verify that the minimum teacher salary schedule was met without using NSLA funds (list of funded positions) <input type="checkbox"/> Documentation to verify the LEA has not used carry-forward or reserved NSLA funds to supplement salaries <input type="checkbox"/> NSLA flexibility is included in the ACSIP <input type="checkbox"/> Copy of NSLA use of funds approval letter <input type="checkbox"/> Copy of NSLA written report	I IP PI NI NA	
XIII-5 D	Professional development activities funded with categorical funds reflect best practices and are aligned with the ACSIP. <i>A.C.A. §6-20-2305(b)(4)(c)(ii).</i> <i>Only include PD activities funded with NSLA funds</i>	A. Does the evidence verify that professional development activities are designed to meet the specific needs of the school as indicated in the ACSIP and are regularly evaluated to determine their impact on student achievement and/or school success? B. Does the evidence verify that funds were expended for approved programs and purposes identified in the Rules Governing Professional Development? C. Have professional development activities and funding been included in the LEA's ACSIP? D. Does the evidence verify that professional development data is used to revise the ACSIP?	<input type="checkbox"/> ACSIP <input type="checkbox"/> Professional development plan/policy <input type="checkbox"/> Copies of professional development evaluations and/or staff surveys <input type="checkbox"/> Evidence of any revisions made as a result of evaluations and/or surveys <input type="checkbox"/> Record of budget expenditures (purchase orders & invoices) <input type="checkbox"/> Observation <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	I IP PI NI NA	

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XIII-6 D	The LEA ensures that the programs and teaching strategies employed at the school are driven by researched-based instruction. <i>A.C.A. §6-20-2305(b)(4)(c)(ii).</i>	A. Does the evidence verify a process to review interventions (e.g., educational practice, strategy, curriculum or program) for consistent and reliable evidence that the particular curriculum, programs and/or practices have been proven effective? B. Are interventions backed by research that: 1. Employs systematic, empirical methods; 2. Involves rigorous data analyses; 3. Relies on measurements that provide reliable and valid data; 4. Uses experimental or quasi-experimental designs; 5. Ensures that studies are clear and detailed to allow for replication; and 6. Has been reviewed or accepted by independent experts? C. Does the observed teaching and learning support information obtained from the building's ACSIP?	<input type="checkbox"/> ACSIP <input type="checkbox"/> District policy and/or review method <input type="checkbox"/> Documentation to show that selected interventions are supported by scientifically-rigorous evidence <input type="checkbox"/> Documentation of outcome data to show whether the interventions' effects in the school have been successful or differ greatly from what the evidence predicts <input type="checkbox"/> Classroom observation 1) Academic Environment 2) Instructional Delivery Methods 3) "Best" Instructional Practice 4) Higher Order Thinking Skills 5) Instructional Materials and Resources 6) Instructional Grouping	I IP PI NI NA	
XIII-7 D	The LEA has established procedures for the instructional facilitator, specialist or coach to provide instructional support and facilitate continuous improvement in classroom instruction. <i>ACT 807</i>	Is there evidence that the instructional facilitator guides progress by: 1. Providing instructional support; 2. Developing and modeling instructional strategies; 3. Developing and implementing PD training; 4. Selecting standards-based instructional materials; 5. Providing current research; 6. Integrating technology into instruction; and 7. Assisting with the implementation of the ACSIP?	<input type="checkbox"/> Evidence of assistance with curriculum lesson design and/or program implementation with classroom teachers, parents and other staff and outside resources. <input type="checkbox"/> Documentation of formal workshops, group discussions and one-on-one mentoring <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Evidence of appropriate licensure	I IP PI NI NA	
SECTION XIV: FISCAL REQUIREMENTS					
XIV-1	The LEA ensures that funds for administrative costs are reasonable and necessary. <i>§1120A(a), § 4114 (b)(2)</i> <i>OBM Circular A-87</i>	A. Does evidence verify that the LEA has only expended funds as necessary for programs to be administered? B. Does evidence verify that the LEA has maintained its fiscal effort when compared to	<input type="checkbox"/> Records of budget expenditures for all programs <input type="checkbox"/> Records of state, locally and federally funded positions, that include a description of services provided	I IP PI NI NA	

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		expenditures in previous years?	<input type="checkbox"/> Audit Report		
XIV-2 D	The LEA maintains time and effort records for all federally paid staff to document the time actually spent by staff of federal activities. <i>EDGAR: OMB Circular A-87</i>	A. Is there evidence that staff who work on multiple activities or cost objectives document the portions of time and effort dedicated to federal programs? B. Is there evidence that any staff funded solely from federal programs completes a semi-annual certification which indicates that he/she has been working solely on activities supported by federal programs for the period indicated?	<input type="checkbox"/> Monthly time and effort documentation, signed by employee and/or supervisor <input type="checkbox"/> Semi-annual written statement of single program assignment signed by employee and/or supervisory official who has first-hand knowledge of the work performed by the employee	I IP PI NI NA	
XIV-3 D	The LEA is able to demonstrate that it uses funds to supplement and not supplant state, local or other federal funds that would otherwise be used for the activities. <i>§ 1114(a)(2)(B), § 1115(a), § 1116, § 1120A (b) (1), § 2123 (b), § 2413(b)(6), § 3115 (b)(4), § 4114(d)(40), § 5144, § 6232</i>	A. Is the LEA/school able to demonstrate that all funds have been used for the express purpose of serving those students who were identified as being in greatest need of assistance based on the LEA and school's Title I student selection criteria/ targeted assistance programs? B. Is the LEA able to demonstrate that the funds in a schoolwide program school are in addition to the total amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for the school, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency?	<input type="checkbox"/> LEA approved budget and records of expenditures at the LEA level <input type="checkbox"/> Records of schoolwide and targeted assistance expenditures that verify funds have not supplanted non-Federal funds <input type="checkbox"/> ACSIP <input type="checkbox"/> Records of state and locally funded positions. <input type="checkbox"/> Interview-How does the LEA monitor and compare school's expenditure request with needs listed in ACSIP? For Schoolwide only: <input type="checkbox"/> Maintenance of effort report	I IP PI NI NA	
XIV-4 D	The LEA ensures that appropriate reservations (set asides) have been made in accordance with applicable requirements. <i>1118(a)(3); 34 CFR 200.65; 1120(c). 1113(c)(3)(B-C); Sec 1115(b)(3). 1113(c)(3)(A); Sec 1115(b)(3). 1116(3)(A)(iii).</i>	Does evidence verify that the LEA has: 1. Reserved funds that are reasonable and necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children who do not attend participating schools, children in local facilities for neglected children and, if appropriate,	<input type="checkbox"/> ACSIP budget pages <input type="checkbox"/> Copy of set aside calculation worksheet <input type="checkbox"/> Documentation of private school per pupil amount and equitable services worksheet <input type="checkbox"/> Copy of printout of itemized expenditures for SES and choice transportation: 2792-Transportation for Choice; and 1593-Title I Supplemental Services		

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<p>1116(c)(7)(A)(iii). 1116: 34 CFR 200.44-45. 1116: 34 CFR 200.44-45. 1116: 34 CFR 200.44-45. OMB Circular A 87, Attachment B</p>		children in local facilities for delinquent children and neglected and delinquent children in community-day programs;	<p><input type="checkbox"/> Copy of printout of itemized expenditures for professional development: 2210-Improvement of Instruction; 2294-Instructional Facilitator-Math; and 2297-Instuctional Facilitator-Literacy</p> <p><input type="checkbox"/> Copy of printout of itemized expenditures for Title II-D programs: 2210-Improvement of Instruction; 2294-Instructional Facilitator-Math; and 2297-Instuctional Facilitator-Literacy</p>	<p>I IP PI NI NA</p>	
		2. Correctly calculated the amount of funds needed to provide equitable services to private school participants, their teachers and their families;			
		3. Reserved funds for parental involvement activities for parents of eligible private school children;			
		4. If appropriate, reserved an amount equal to 20% of its allocation for choice and SES, assuming sufficient demand unless the LEA meets these requirements with non-federal funds;			
		5. Expended at least 5% for transportation, if the demand from parents exceeds this amount;			
		6. Reserved at least 1% of allocations for parental involvement--LEA's receiving more than \$500,000.00;			
		7. Distributed at least 95% of the remaining funds to schools;			
		8. Not given its schools in corrective action or restructuring less than 85% of their previous year's allocation as a result of Choice/SES set asides;			
		9. If the LEA identified for improvement, reserved at least 10% of its allocation for professional development activities (this may include funds reserved at the school level for those schools identified for improvement in year 1 and year 2));			
		10. Ensured that schools identified for improvement have reserved at least 10% of their allocation for professional development activities; and/or			
		11. If funds are transferred to Title II-D, used 25% for professional development?			

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XIV-5 D	The LEA ensures compliance with the procedures for reallocation and carryover. <i>§1126(c), §1127</i>	Is there evidence that the LEA has not carried over more than 15% of its Title I allocation from one year to the next ? <i>The Arkansas Department of Education does not waive the limitation.</i>	<input type="checkbox"/> Proof of expenditures and obligation or payback	I	
				IP	
				PI	
				NI	
XIV-6 D	LEAs that are required to complete a Title I comparability analysis do so annually; comparability is reported at least biennially. <i>§1120(A)</i>	A. Does evidence verify that comparability calculations are computed annually? B. Does evidence verify that the LEA uses State and local funds in schools that provide services that, when taken as a whole, are at least comparable to services in non-Title I schools?	<input type="checkbox"/> Comparability report <input type="checkbox"/> Evidence of annual comparability calculations for Title I and non-Title I schools <input type="checkbox"/> Evidence of submission	I	
				IP	
				PI	
				NI	
XIV-7 D	The LEA has transferred funds in accordance with state and federal requirements. <i>EDGAR 74.25</i>	A. Does evidence verify that funds are used in accordance with the rules and regulations of the program to which the funds were transferred? B. Is there evidence to support that the amount transferred did not exceed the percent allowed as follows: 1. 50% of funds allocated by formula 2. 30% for districts in school improvement - year 1 or year 2 3. 0% for year 3 school improvement schools identified as in need of corrective action?	<input type="checkbox"/> Evidence that ADE was notified 30 days prior to the effective date of transfer <input type="checkbox"/> Evidence in APSCN that the funds were immediately transferred and did not exceed the percent allowable <input type="checkbox"/> Evidence in APSCN that all transferred funds were used in accordance with the allowable activities of each program	I	
				IP	
				PI	
				NI	
XIV-8 D	The LEA maintains fiscal records of approved budgets and expenditures for each Title program. <i>§1120A, §5133 (6), 9306 EDGAR 76.730-731</i>	A. Does evidence verify that the LEA has maintained records necessary for fiscal audit and Title program evaluations?	<input type="checkbox"/> LEA approved budget and records of expenditures (e.g., purchase orders, invoices) <input type="checkbox"/> Documentation showing the number of teachers, paraprofessionals and others at each school (must match number in	I	
				IP	
				PI	
				NI	

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			<p>approved ACSIP)</p> <p><input type="checkbox"/> Copy of single audit reports (2 most recent years)</p> <p><input type="checkbox"/> Copy of single audit responses to corrective action</p> <p><input type="checkbox"/> Interview--How does the LEA ensure that issues identified through the single audit process are resolved in a timely manner? Are there any patterns of recurring findings, and, if so, what is being done to address these issues? How does the LEA utilize data from the single audit process in its monitoring of programs? Describe the LEA's procedures for documenting expenditures (e.g., travel, conference registration).</p>	I IP PI NI NA	
XIV-9 D	The LEA ensures compliance with inventory procedures. <i>EDGAR 80.32(b)</i> <i>EDGAR 80.32(d)(1-2), OMB A-87</i>	<p>A. Does the evidence verify that the LEA has a current inventory of any equipment purchased with federal funds including a description, serial number, acquisition date, funding source, purchase price location use and condition?</p> <p>B. Does the evidence verify that equipment is labeled as purchased with federal funds?</p> <p>C. Does the LEA conduct a physical inventory of all equipment every year?</p>	<p><input type="checkbox"/> Procedure for reporting lost and/or stolen property</p> <p><input type="checkbox"/> Procedure for the disposal of equipment</p> <p><input type="checkbox"/> Inventory list/name of person responsible</p> <p><input type="checkbox"/> Evidence that all equipment is properly tagged and located where indicated on the inventory list</p> <p><input type="checkbox"/> Copies of vendor contracts for equipment leased with Federal funds</p>	I IP PI NI NA	
XIV-10 D	The LEA has requested from the ADE a waiver for funds that were over 25% of the prior year's allotment of Title IV-A funds. <i>§4114 (a)(3)</i>	Does the evidence verify that the LEA has requested a waiver for Title IV-A funds in excess of 25% of the previous year's allocation that remained unobligated at the end of the fiscal year?	<p><input type="checkbox"/> Evidence of waiver request</p> <p><input type="checkbox"/> Evidence of waiver approval</p>	I IP PI NI NA	

D - District
S - School
SA - State Agency

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Additional Comments:
