

**Office of Educational Supports**

**On Site Review**

**District Study Guide**

Rating Guide

M = Meets Requirements

CR = Change Required-Requirements Not Met

N/A = Not Applicable

Section 1: School Improvement Indicators

**Guiding Questions/Statements**

* Describe the LEA’s curriculum review and development cycle
* Describe the process for ensuring that teachers new to a grade/subject or the LEA are provided access to the curriculum and training

Describe the trend data for the LEA and schools regarding gaps and subgroups

### LEA Evidence That Could Be Reviewed

* Written curriculum
* Mentoring and/or orientation documents
* Professional Learning (PL) pertaining to curriculum
* Curriculum review and development cycle

Written procedure utilized to ensure instruction is aligned to the core academic curriculum

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| **Indicators** | **M, CR** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The LEA ensures each school effectively communicates the curriculum to all instructional staff
 |  |       |
| 1. The LEA has procedures in place to ensure that instruction is aligned with the core academic curriculum
 |  |       |

**Section 2: Program Specific Indicators**

**Title I, Part A (Disadvantaged)**

**Guiding Questions/Statements**

* Describe how the LEA fulfills its oversight responsibilities for school-level Title I, Part A program activities
* If there are district-level Title I, Part A activities, please describe the development and implementation of those programs

### LEA Evidence That Could Be Reviewed

LEA written procedures/requirements for:

* Monitoring programs
* Purchases
* School improvement processes
* Site-based decision-making

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| **Indicators** | **M, CR** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. A written process has been implemented to monitor the implementation of the Title I, Part A program at the school level
 |  |       |
| 1. The LEA provides technical assistance and support to schools to ensure that school-level Title I, Part A budget requests are allowable in accordance with program legislation
 |  |       |
| 1. The LEA has implemented a written process to ensure that school-level decision-making authority exists for Title I, Part A program design, implementation, and evaluation
 |  |       |
| 1. The LEA has implemented a written process to ensure that Title I, Part A supplementary programs/services are evaluated annually for effectiveness and impact on student achievement
 |  |       |
| 1. The LEA has a written Parent and Family Engagement policy which has been developed jointly with parents to establish the expectations and objectives for meaningful parent and family engagement in accordance with Section 1116 of ESEA
 |  |       |

| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
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| **If the LEA reserves funds for district-level activities; otherwise enter N/A** |  |  |
| 1. The LEA has implemented a written process to ensure stakeholders’ involvement in district-level program decision-making
 |  |       |
| 1. In LEAs where the Title I, Part A allocation is more than $500,000, parents are involved in the decision of the use of the 1% reservation for parental involvement initiatives/activities
 |  |       |
| 1. If the LEA reserved more than 1% for parental involvement initiatives/activities, collaboration with stakeholders was conducted and support from stakeholders was received
 |  |       |

**Title I, Part A (Private Schools)**

**Guiding Questions/Statements**

* Describe the consultation process with participating private schools
* Describe how the LEA fulfills its oversight responsibilities for private schools’ Title I, Part A program/services/activities

**LEA Evidence That Could Be Reviewed**

* Meaningful consultation documents
* Agendas
* Letters to private schools
* Anecdotal phone logs and/or copies of e-mails
* Copy of private schools’ needs assessment results
* Calendar of required ongoing communication meetings
* Applicable Letter of Agreement (LOA) or Memorandum of Understanding (MOU)

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. Private school representatives are included in program planning and evaluation
 |  |       |
| 1. The LEA and the private school have ongoing communication
 |  |       |
| 1. A needs assessment for the private school in the core academic curriculum areas is used to determineTitle I, Part A services
 |  |       |

**Title I, Part A – Neglected**

**Guiding Questions/Statements**

* Describe the LEA’s Title I, Part A – Neglected Education Program
* Describe how the LEA fulfills its oversight responsibilities for Title I, Part A – Neglected program/services/activities

**LEA Evidence That Could Be Reviewed**

LEA written procedures/requirements for:

* Needs assessment
* Monitoring programs
* Purchases
* Program evaluation
* Description of core instructional program

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| Programs/services are based on a needs assessment |  |       |
| Programs/services are supplementary to the core instructional program |  |       |
| The LEA provides oversight for programs/services |  |       |
| Programs/services are evaluated annually for effectiveness and impact on student achievement |  |       |

**Title I, Part C – Migrant**

**Guiding Questions/Statements**

* Describe the LEA’s Title I, Part C – Migrant Education Program
* Describe how the LEA fulfills its oversight responsibilities for the Title I, Part C – Migrant Education program/services/activities

### LEA Evidence That Could Be Reviewed

LEA written procedures/requirements for:

* Needs assessment
* Monitoring programs
* Identifying eligible migratory children
* Evaluation

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The Title I, Part C – Migrant academic program is based on a needs assessment and has specific SMART goals/objectives
 |  |       |
| 1. The LEA complies with the supplement, not supplant provisions
 |  |       |
| 1. The LEA has written procedures for recruiting, identifying, reporting, and servicing eligible migratory children
 |  |       |
| 1. The LEA hires certified teachers for the Title I, Part C – Migrant Education Program
 |  |       |
| 1. The LEA provides sustained, ongoing, and evidence-based PL for staff who serve migratory children
 |  |       |
| 1. The Title I, Part C – Migrant Education Program is evaluated annually for effectiveness and impact on student achievement
 |  |        |
| 1. The LEA provides for a Parent Advisory Council and meaningful parent engagement activities
 |  |       |

**Title I, Part D, Subpart 2 – Delinquent**

**Guiding Questions/Statements**

* Describe the LEA’s Title I, Part D, Subpart 2 – Delinquent Education Program
* Describe how the LEA fulfills its oversight responsibility for Title I, Part D, Subpart 2 – Delinquent Education Program/services/activities

### LEA Evidence That Could Be Reviewed

* Application for funding
* Formal agreement

LEA Written Procedures/Requirements for:

* Needs assessment
* Monitoring programs
* Purchases
* Program evaluation

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| Supplementary programs/services are based on a needs assessment |  |       |
| The LEA collaborates with the facility stakeholders regarding program needs and the budget |  |       |
| The LEA provides oversight for supplementary programs/services while maintaining a formal agreement with the facility and service provider |  |       |
| Supplementary programs/services are reviewed annually for effectiveness and impact on student achievement |  |       |
| The LEA ensures that transition services are provided to children and youth between the facilities and locally-operated programs (including LEAs, Alternate Education Programs, Higher Education, and Community Workforce) upon entry and exit from the facility |  |       |

**Title II, Part A**

**Guiding Questions/Statements**

* How does the LEA’s needs assessment impact the design of the Title II, Part A program?
* Describe how the LEA fulfills its oversight responsibilities for the Title II, Part A program/services/activities

**LEA Evidence that could be Reviewed**

* PL needs assessment
* PL calendar
* Written procedure for evaluation of PL Activities
* Meaningful consultation document

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. A needs assessment is conducted to determine the focus of PL efforts
 |  |       |
| 1. PL activities are sustained/ongoing and based on evidence
 |  |       |
| 1. The LEA has implemented a written process to evaluate how Title II, Part A activities will impact student achievement
 |  |       |
| 1. The LEA has implemented a written process to ensure that Title II, Part A programs and initiatives meet supplement, not supplant requirements
 |  |       |
| 1. The improvement plan includes PL activities that reflect research on teaching and learning
 |  |       |
| 1. The improvement plan incorporates PL strategies for meeting the educational needs of students with different learning styles
 |  |       |
| 1. The improvement plan supports high standards for PL in the core academic curriculum areas
 |  |       |

**English Learners (ELs) – ALL Districts**

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| **Indicators** | **M, CR** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The LEA has implemented written procedures for identifying and servicing eligible ELs

 **\*Reminder: in accordance with 1982 Plyler v. Doe - registration forms may not ask for citizenship information, or any information related to students’ and parents’ immigration status (including Social Security Numbers)\*** |  |       |
| 1. The LEA has implemented written procedures for identifying and reporting Immigrant Students in the Michigan Student Data System (MSDS)

 **\*Including Foreign Exchange Students\*** |  |       |
| 1. The LEA has submitted a written description of the Language Assistance Program (LAP) and uses general funds to support such programs before using other State and Federal funds
 |  |       |

**Title III, Part A**

**Guiding Questions/Statements**

* Describe the LEA’s LAP (General Fund) and services for ELs
* Describe the LEA’s EL comprehensive program of support (include all funding sources)
* Describe how the LEA fulfills its oversight responsibilities for the Title III, Part A program/services/activities

**LEA Evidence That Could Be Reviewed**

* Written description of the Title III, Part A program, which includes a description of the LAP
* Objectives for ELs within the improvement plan
* Lesson plans that include language and content objectives
* Registration forms with 2 questions for EL identification and 2 questions for Immigrant identification

LEA Written Procedures/Requirements for:

* Monitoring programs
* Identifying eligible students
* Parent engagement plan
* Program evaluation

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The EL comprehensive program of supports (includes Title III) is based on a needs assessment and includes SMART objectives, strategies, and activities
 |  |       |
| 1. The LEA complies with the supplement, not supplant provisions in Title III, Part A
 |  |       |
| 1. The EL comprehensive program of supports (including Title III) is provided by certified English as a Second Language or Bilingual education-endorsed staff (or highly qualified paraprofessionals directly supervised by certified and endorsed staff)
 |  |       |
| 1. The LEA provides sustained/ongoing, research-based PL for staff who serve ELs
 |  |       |
| 1. The Title III, Part A program is evaluated annually for effectiveness and impact on student achievement
 |  |       |
| 1. The LEA has an effective means of parent outreach to EL parents and has evidence that EL parents are involved stakeholders
 |  |       |

**Title IV, Part A**

**Guiding Questions/Statements**

* Describe the LEA’s Title IV, Part A – Student Supports and Academic Enrichment (SSAE) program/services/activities
* Describe how the LEA fulfills its oversight responsibilities for the Title IV, Part A – SSAE program/services /activities

### LEA Evidence That Could Be Reviewed

* Needs assessment, surveys, process
* Agendas, minutes, sign-in sheets from meetings, Surveys
* Description of internal controls
* Evaluation tool

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| **Indicators** | **M, CR** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The application was created in consultation with stakeholders, including parents/family, and consultation continues throughout the year to improve the local programs/services
 |  |       |
| 1. The LEA/consortium assures resources are prioritized for schools with the greatest needs as determined by the LEA/consortium improvement plan
 |  |       |
| 1. The LEA evaluates Title IV, Part A programs/services for effectiveness and impact on student achievement
 |  |       |
| 1. Programs/services comply with the supplement, not supplant requirement of the law
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| **Indicators** | **M, CR** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The improvement plan describes the services the LEA will provide to support the enrollment, attendance, and success of homeless children and youth; including services provided with the Title I, Part A Homeless reservation, in coordination with the services the LEA provides under the McKinney-Vento (MV) Act
 |  |       |
| 1. The LEA considers every homeless student immediately eligible for Title I, Part A services based on their status as homeless, and not dependent on low academic achievement; homeless students are categorically eligible for Title I, Part A services
 |  |       |
| 1. The LEA’s MV Liaison and the Title I Coordinator implement a written process that includes regular meetings to assess the needs of homeless students and review the use of the Title I, Part A Homeless reservation to meet those needs
 |  |       |

**Title IX – Homeless**

**Section 3: Additional Documentation**

**Indicators That Address All Federal Programs**

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| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****LEA Must Discuss and then Complete the GEMS Template** |
| 1. The LEA maintains a physical inventory of the property purchased with Federal funds in accordance with 2 CFR 100.313
 |  |       |
| 1. The LEA maintains activity logs to support timekeeping as applicable with legislation
 |  |       |