



## On Site Review Title I, Part A, Neglected Study Guide

**Applicant LEA Name:**

**Date of Visit:**

**Applicant LEA Contact:**

**MDE Consultant:**

**Facility to be Reviewed:**

**Both Entities Shall Complete This Study Guide Together:**

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**Signature of LEA Authorized Official**

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**Signature of Facility Authorized Official**

**Rating Codes:**

**H (High)** = Present to a High Degree

**M (Moderate)** = Present to a Moderate Degree

**L (Low)** = Present Minimally

**CR (Change Required)** = Required Indicator

**Y (Yes)** = Meets requirement

**N/A (Not Applicable)**



**Required Indicator**

# On Site Review

## Title I, Part A, Neglected

### Study Guide Rating Guidelines

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, an LEA/facility should have a majority of the indicators for that category in place. For selected indicators a Y (YES) rating will be used.

#### **H (HIGH) = present to a high degree/well developed**

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

#### **M (MODERATE) = present to moderate degree/progressing**

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

#### **L (LOW) = present minimally/in early stages**

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

**CR (CHANGE REQUIRED) = not present**

**Y (YES) = meets requirement**

**N/A (Not Applicable)**

<b>I. Application</b>		
<b>Indicators</b>	<b>Y, CR</b>	<b>Evidence &amp; Explanation</b>
1. The Local Educational Agency (LEA) has completed and filed a program application with the State Education Agency (SEA). 20 USC 6453, Sec 1423 (1)		<b>MDE will complete this component after review of the application on file.</b>
2. The application accurately describes the current program in the facility. US 20 USC 6453, Sec 1423 (2)		
<b>II. Formal Agreement</b>		
<b>Indicators</b>	<b>Y, CR</b>	<b>Evidence &amp; Explanation</b>
1. The facility has entered into a formal agreement with the LEA. 20 USC 6453, Sec 1423 (2A)		
2. The formal agreement accurately depicts the facility's program and the shared expectations of the facility and the LEA. 20 USC 6453, Sec 1423 (2A)		
3. The formal agreement is implemented with fidelity by all partners. 20 USC 6453, Sec 1423 (2B)		
<b>III. Program Requirements</b>		
<p><b>The LEA should respond to each of the Program Requirements by identifying the current level of monitoring provided by the LEA. "To what degree does the LEA monitor the facility to ensure..."</b></p> <p><b>The Facility should respond to each of the Program Requirements by identifying the current level of implementation within the Facility.</b></p>		
<b>Indicators</b>	<b>H, M, L, CR, N/A</b>	<b>Evidence &amp; Explanation</b>

<p>1. The program is designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet. 20 USC 6453. Sec 1423 (3)</p>		<p style="text-align: center;"><input type="checkbox"/></p>
<p>2. Where feasible, the educational programs in the facility are coordinated with the student's home school, particularly with respect to students with an Individualized Education Plan (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA). 20 USC 6453, Sec 1425 (1)</p>		
<p>3. The local school of the student is notified if the student is identified while in the facility as being in need of special education and related services. 20 USC 6453, Sec 1425 (2)</p>		
<p>4. Where feasible, transition assistance is provided to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling is provided. 20 USC 6453, Sec 1425 (3)</p>		

<p>5. Support programs are provided that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent. 20 USC 6453, Sec 1425 (4)</p>		
<p>6. The facility is staffed with teachers and other highly qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth. USC 6453, Sec 1425 (5)</p>		
<p>7. To the extent possible, technology is used to assist in coordinating educational programs between the correctional facility and the community school. USC 6453, Sec 1425 (7)</p>		
<p>8. Where feasible, parents are involved in efforts to improve the educational achievement of their children. USC 6453, Sec 1425 (8)</p>		
<p>9. Funds received under this part are coordinated with other Federal, State, and local funds to provide services to participating children and youth. USC 6453, Sec 1425 (9)</p>		
<p>10. Student assessments and appropriate academic records are shared jointly between the facility and the local education agency or alternative education program. 20 USC 6434, Sec 1414 (8)</p>		

11. Additional services are provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants. 20 USC 6434, Sec 1414 (18)		

<b>IV. Evaluation</b>		
<b>Indicators</b>	<b>H, M, L, CR, N/A</b>	<b>Evidence &amp; Explanation</b>
1. Program services are evaluated at least once every three years AND disaggregated for participation by gender, race, ethnicity, and age in order to determine the impact on the ability of participants to: 20 USC 6456, Sec1431		
a. Maintain and improve educational achievement 20 USC 6471, Sec 1431 (a1)		
b. Accrue school credits that meet State requirements for grade promotion and secondary school graduation 20 USC 6471, Sec 1431 (a2)		
c. Make the transition to a regular program or other education program operated by an LEA 20 USC 6471, Sec 1431 (a3)		

<p>d. Complete secondary school (or secondary school equivalency requirements) 20 USC 6471, Sec 1431 (a4)</p>		
<p>e. Obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth and as appropriate, participate in postsecondary education and job training 20 USC, Sec 6471, Sec 1431 (5a)</p>		
<p>2. In conducting each evaluation multiple and appropriate measures of student progress are used. 20 USC 6471, Sec 1431 (c)</p>		
<p>3. Evaluation results are submitted to the SEA. 20 USC 6471, Sec 1431 (d1)</p>		
<p>4. The results of evaluations are used to plan and improve subsequent programs for participating children and youth. 20 USC 6471, Sec 1431 (d2)</p>		
<p>5. To the extent feasible, evaluations are tied to the standards and assessment system that the State or school district has developed for all children. 20 USC 6471, Sec 1471</p>		<p>standards and assessment system that the State or school district has developed for all children.</p>

