

Top ESEA Monitoring Findings

<p>1. Annual Evaluation</p>	<p>This is probably the #1 finding across the state. There are eight evidence sources listed for this monitoring question; all evidence sources are needed for the LEA to be in compliance with this requirement. Use the listed evidence to complete the required components.</p>
<p>2. Meeting Agendas, Sign in Sheets and Minutes of Meetings</p>	<p>The second biggest finding is meeting agendas, sign-in sheets, and minutes of meetings. Often one or more of these pieces are missing; 11 different questions on our Self-Monitoring Checklist ask for meeting agendas, sign-in sheets, and minutes of meetings as evidence sources. Check this list and collect these items for each meeting as you go through the year.</p>
<p>3. The Local Homeless Coordinator is familiar with the definition of a homeless child and duties related to the homeless federal statute and other school personnel have been notified that the local homeless coordinator is responsible for these duties.</p>	<p>Typically a job description is submitted, but the other two evidence sources are often missing. The Homeless Coordinators illustrate awareness of their responsibilities if the LEA can provide evidence of a meeting with agendas, sign-in sheets, and meeting minutes where the Homeless Coordinator has informed school personnel of what it means to be homeless and the LEA's process for identifying homeless students. This information would include what the role of school personnel would be as well as the role of the homeless coordinator. LEAs could also show compliance with emails to LEA staff members and service providers who coordinate services with the LEA.</p>

<p>4. Highly Qualified Teachers</p>	<p>Many LEAs are out of compliance with the Highly Qualified Teacher requirement. To be highly qualified, a teacher must meet these three components:</p> <ol style="list-style-type: none"> 1. Have a four-year degree, 2. Have full state certification in the content area and grade level for which he or she is teaching, and 3. Be able to document expertise in the content area; this is typically done with a passing score on the appropriate Praxis II exam, or if appropriately certified could possibly be documented by using a High Objective Uniform State Standard of Evaluation (HOUSSE) form. <p>When evaluating for highly qualified teacher status, all core content teachers and teachers funded with Federal funds are reviewed.</p> <p>Core Content subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, music, history and geography.</p>
<p>5. Paraprofessionals</p>	<p>Title I Paraprofessionals must meet one of the following criteria before being funded with federal funds:</p> <ol style="list-style-type: none"> 1. Have completed 60 college hours, or 2. Have passed the ParaPro Assessment or the Paraprofessional Assessment. <p>In a Schoolwide setting, all paras must meet one of the above qualifications even if not funded with federal funds.</p>
<p>6. Paraprofessionals Under the Direct Supervision of a Highly Qualified Teacher</p>	<p>Title I paraprofessionals must be under the direct supervision and in close and frequent proximity of a highly qualified teacher. Documentation from the comment field in MOSIS/Core Data files is used to verify the supervising teacher's name for each Para. This same information would also be on the teacher's page in the MOSIS/Core Data files in the teacher's comment box.</p>
<p>7. NCLB Complaint Procedures</p>	<p>Often LEAs place the NCLB Complaint Procedures on their websites or in the local newspaper; however, a website or local newspaper cannot be the only source for disseminating this information to patrons. It also needs to be in another source such as a newsletter, or the student handbook. The NCLB Complaint Procedures should not be confused with the District Complaint Procedures.</p>

<p>8. Title I Annual Meeting</p>	<p>Often the Title I Annual Meeting at the beginning of the year is overlooked. It is a requirement to have the annual meeting at the beginning of the year to inform parents of the school’s participation in Title I, the requirements of Title I and the rights of the parents to be involved. This could also be an appropriate time for having parents review plans, policies, and the Parent-School Compact and getting feedback from them.</p>
<p>9. School Parent Compact</p>	<p>Read the whole stem statement to make sure all requirements are met. Reading the entire statement and evidence sources under the statement will help ensure compliance. Signed compacts must be in evidence, but other requirements will be listed as well.</p>
<p>10. Building Principal Attestation</p>	<p>Each Title I school’s principal must annually attest that all teachers are highly qualified with the exception of... and then list the teachers that do not meet the HQT requirements. Often this is not done at all, and at other times the statement may just report that all teachers are highly qualified without having checked HQT status. The new Educator Qualification system in our DESE Web Apps makes it easier for LEAs to verify whether teachers and paras are highly qualified. We encourage LEAs to use this system before completing the HQT attestation. If the list reports teachers in Title I schools as not being highly qualified and there is no coding issue, those teachers should be listed on the principal’s attestation as not meeting the highly qualified teacher requirements.</p>
<p>11. Coordination and Integration</p>	<p>LEAs report the collaboration requirement is met, but no supporting evidence is available. Documentation is required to verify this coordination and integration between programs/services is happening. As staff conduct informal meetings, document what was discussed and with whom.</p>
<p>12. Parent Involvement Policy vs. Parent Involvement Plan</p>	<p>All LEAs are required to have an LEA Parent Involvement Policy. This policy is for the entire LEA; it would not be building level specific. The Consolidated Federal Programs Administrative Manual lists the six required components for a Parent Involvement Policy. Using this list will help ensure the policy has the required information, even in a policy purchased from another source. Each Title I school is also required to have a Parent Involvement Plan specific to each Title I served building. The Consolidated Federal Programs Administrative Manual lists the required components of a Parent Involvement Plan.</p>