



ames™

COMMUNITY SCHOOL DISTRICT

State Reporting Requirements

Monday, October 19, 2026

Title I, II, III, IV and
non-public consultation

Title Categorical Funds

All applications include:

- Assurances
- Program questions
 - (SMART goals, metrics)
- Line-item budgets
 - (allowable expenses)

~ Supplement, not supplant

Title I

small-group reading intervention

Title II

class size reduction, professional learning

Title III

English Language Learner program

Title IV

SSAE: well-rounded education, safe environment, technology

Non-Public Consultation Agreement

- Timely and meaningful
- Between authorized representatives
- Documented
- Maintained

Deadlines: March 15 and October 1

Desk Audits

Universal Desk Audit

Universal Desk Audit - “The purpose of the desk audit is to review accreditation requirements. Selected topics are based on state priorities and trends of noncompliance observed.”

Due Dec. 15th, 2026

- ▶ Title, publisher, copyright year, and grades of use for high quality instructional materials used for Universal Instruction for Literacy, Math, and Science K-12 and Supplemental Instruction for Literacy and math k-12
- ▶ A copy of the course offering handbook and master schedule for grades 9-12
- ▶ Several board policies

Universal Desk Audit

- ▶ 504 Information including policies, manuals, handbooks, training materials, and procedures for:
 - ▷ Identification and evaluation, and placement of students with disabilities
 - ▷ Procedural Safeguards
 - ▷ Grievance process
 - ▷ Due Process standards
- ▶ Title IX Information including policies, manuals, handbooks, training materials, and procedures for:
 - ▷ Publication for Title IX coordinator contact information
 - ▷ Title IX coordinator, investigator, and decision maker training
 - ▷ Posting training materials used
 - ▷ Grievance process

Universal Desk Audit

- ▶ Attesting to the accuracy of other state data reporting submission (SRI, Fall BEDS staff, BEDS)
- ▶ Review of the School Calendar and approval process
- ▶ Proof of appropriate staff licensure to teach the courses assigned.

Preschool Desk Audit

“The purpose of the desk audit is to provide a process for the continued approval of preschool programs following the Iowa Quality Preschool Program Standards (IQPPS”)

Part 1 - due Sept 15th

Verification of:

- ▶ standards to be followed
- ▶ locations for delivery of service, including partner preschools, and
- ▶ identification of the teachers teaching each session

Preschool Desk Audit

Part 2 - due Dec 15th

Evidence of alignment to the Iowa Quality Preschool Program Standards (IQPPS”) in the following areas:

- ▶ family communication, including ongoing two way communication
- ▶ indoor and outdoor learning environment
- ▶ assessment , including the use of ongoing assessment to evaluate learning and development
- ▶ staff CPR and first aid training
- ▶ staff professional development aligning to early childhood
- ▶ daily schedule
- ▶ how families access local / county child and family support services

Assessment Accountability

District Assessment Processes

- ▶ Assurance for Proper and Ethical Testing (principal only) - August
- ▶ Default Assessment (principal only) - August
- ▶ Completion of Comprehensive Assessment Plan - August
- ▶ Completion of Required Assessment Trainings - prior to assessment
- ▶ Completion of required Assessment Security Walks - during assessment window

Every Student Succeeds Act (ESSA)

What is the intent of the ESSA process

ESSA is focused on equitable access to education, high standards and accountability and a decrease in achievement gaps across student groups – including students with disabilities, students who are economically disadvantaged, students from major ethnic and racial groups, English learners, students of military connected families, as well as students who are migrant, homeless or in foster care.

Iowa's consolidated ESSA Plan serves as the foundation of the Iowa Department of Education's support for students, educators and schools and is used as an opportunity to not only align our work, but also as a vehicle to reinforce our commitment to equity, educational excellence and coordination of programs and support services.

Iowa Department of Education, 2025

ESSA required processes

Required Support for Schools in Need of Comprehensive (CSI) and Targeted (TSI) Support and Improvement

Support	Attendees	Comprehensive Schools Year 2	Targeted Schools Year 2	Targeted Schools Year 1
1. ESSA Administrator Webinar Webinars provide an overview of ESSA, the Iowa School Performance Profile, designations and required support.	District & Building Administrators Department Lead	Recommended for district and school administrators of schools identified as Comprehensive Year 2.	Recommended for district and school administrators of schools identified as Targeted Year 2.	Recommended for district and school administrators of schools identified as Targeted Year 1.
2. Resource Allocation Review The Resource Allocation Review is a form to be completed at the district level to identify the extent of equitable resource allocation across schools based on needs.	District Leadership Team (DLT) with representation from designated buildings Department Lead	Recommended: Revisit the Resource Allocation Review to determine if resources continue to be allocated to maximize support and outcomes. <i>Optional Support:</i> Department facilitated work session webinar.	Required: Complete at the district level for any district with a Targeted designated school. <i>Required Support:</i> Department facilitated work session webinar.	Required: Complete at the district level for any district with a Targeted designated school. <i>Required Support:</i> Department facilitated work session webinar.
3. Data Review The Data Review is intended to support building leadership teams in reviewing the Iowa School Performance Profile data and determining priority areas of need/focus.	Building Leadership Teams (BLT) <i>Optional Support:</i> Department and/or AEA	Required: To inform of any needed revisions to focus on the action plan. <i>Available Support:</i> Online module or regional training and/or direct school support	Required: To inform of any needed revisions to focus on the action plan. <i>Available Support:</i> Online module or regional training and/or direct school support	Required: To be completed by building leadership teams. <i>Available Support:</i> Online module or regional training and/or direct school support
4. Self-Assessment of Multi-Tiered System of Supports Implementation (SAMi) The SAMi is a building-level needs assessment that supports Building Leadership Teams to identify needs at the system level. Combined with the Data Review, SAMi results provide a foundational understanding of systemic school needs, thereby guiding teams as they develop a comprehensive action plan.	Building Leadership Teams (BLT) <i>Optional Support:</i> Department and/or AEA	Required: Revisit the priority conceptual areas of the SAMi to inform any necessary revisions to focus the action plan. <i>Available Support:</i> Online module or regional training and/or direct school support	Required to be completed by building leadership teams. <i>Available Support:</i> Online module or regional training and/or direct school support	Required to be completed by building leadership teams. <i>Available Support:</i> Online module or regional training and/or direct school support

ESSA required processes

Support	Attendees	Comprehensive Schools Year 2	Targeted Schools Year 2	Targeted Schools Year 1
5. Action Planning The Action Planning protocol walks schools through how to develop and enter action plans in Iowa's CASA system.	Building Leadership Team (BLT)	Required: Revisit and revision to be completed by building leadership teams. Required Department Support <i>Available Support:</i> Online module or regional training and/or direct school support	Required: Revisit and revision to be completed by building leadership teams. Optional Department and/or AEA Support <i>Available Support:</i> Online module or regional training and/or direct school support	Required: To be completed by building leadership teams. Optional Department and/or AEA Support <i>Available Support:</i> Online module or regional training and/or direct school support
6. Onsite Visits Schools designated for comprehensive support and improvement receive embedded onsite support from the DE. Support is structured to gauge progress, district or school need(s), and next steps. Specific coaching and feedback will be provided to support the implementation and monitoring of the action plan.	Building/District Leadership ESSA Team	Required: Visits, emphasizing classroom visits, implementation monitoring, and embedded action plan support, between the ESSA Team and each Comprehensive school's building/District leadership.	NA	NA
7. Progress Reports Schools designated for targeted support and improvement will establish teams, communication processes, and data plans, as well as analyze and action student group data to improve outcomes.	Building/District Leadership	NA	Required: Reporting of progress in the winter and spring.	Required: Reporting of progress in the winter and spring.

Financial Reporting

IDEA - Differentiated Accountability

Enrollment Certification

Program Specific Reporting

Therapeutic Grant Reporting

Student Data Reporting

Questions

