

# Louisiana Believes

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**Federal Program Monitoring  
“A Year in Review”  
LASAFAP Meeting  
March 23, 2017**



# Session Objectives

- Review monitoring goals
- Present the current monitoring selection process
- Explain the risk indicators and data used for monitoring selection
- Describe monitoring experiences by tier
- Review the Year 1 self-assessment implementation
- LEA Self-Assessment Spotlight
  - Point Coupee ( Low-moderate)
  - St. Charles (Targeted Assistance)
  - St. Tammany (Moderate- high)
- Moving forward – ESSA – What to Expect

# Monitoring Goals

- Provide purposeful planning when determining monitoring needs;
- Ensure local education agencies are meeting federal and state program compliance requirements;
- ensure that corrective actions have been implemented and resolved; and
- share monitoring results to inform, plan, and improve student academic achievement.

# Overview - Statewide Monitoring

- The Division of Statewide Monitoring is a hub for all of the agency's federal program monitoring.
- Our current model of monitoring for Title programs include:
  - Risk-based monitoring selection process
  - Consolidated monitoring of federal programs
  - Data-driven monitoring rubrics (*displays methodology and scoring used to rank LEAs for monitoring*)
  - Some cyclical monitoring for “*special*” programs
  - Review and verification of annual Title I Comparability Reports
  - Tracking and resolution monitoring activities
  - Comparative analysis using prior year results

# “A Year in Review”

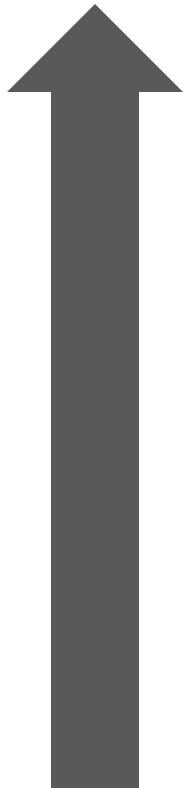
1. Annual dissemination of monitoring rubrics (monitoring report card)
2. Inclusion of growth analysis in ELA & Math proficiency for the economically disadvantaged subgroup
3. Differentiated monitoring rankings – Tier I, Tier II, Tier III
4. Incorporated self-assessment monitoring and piloted 3 *new* self-assessment monitoring tools
5. Use of FTP for all monitoring document transfers
6. Integrated Title I Comparability reports into an electronic format for review and verification of comparability

# Monitoring Methodology

Risk Indicator	Measurement
District /School Letter Grades	District/school letter grades show the quality of school performance based on student achievement data. This risk indicator is weighted in 5 point increments. For example: Grade A or B = 15 points and Grade F = 0 points.
ELA Proficiency	Two consecutive years of statewide assessment data are compared to determine the change in percentile in proficiency for the economically disadvantaged students subgroup in all tested grades. The change in percentile is calculated and divided into quartiles to determine which LEAs are increasing in proficiency. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. There are no points awarded for those falling into Q1 and Q2.
Math Proficiency	Two consecutive years of statewide assessment data are compared to determine the change in percentile in proficiency for the economically disadvantaged students subgroup in all tested grades. The change in percentile is calculated and divided into quartiles to determine which LEAs are increasing in proficiency. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. There are no points awarded for those falling into Q1 and Q2.
Program Compliance	Findings of noncompliance in Title I and Title II programs in the past two years that were cited in 1) single audit and fiscal monitoring reports for fiscal years 2013-2014 & 2014-2015 and 2) ESEA\NCLB program compliance reviews for school years 2014-2015 and 2015-2016. This risk indicator is weighted in 1 point increments. For example: No findings = 3 points and 5 or more findings = 0 points.

# Risk Assessment Ranking

Most Intense  
Monitoring



Least Intense  
Monitoring

- **High Risk, Tier III** – fails to meet compliance requirements, school letter grade of D or F, and significantly low and/or declining proficiency in ELA and Math on statewide assessments
- **Moderate, Tier II-A and Tier II-B**-struggles to meet compliance requirements, school letter grade of C or B, and below proficient and/or declining performance in ELA and Math on statewide assessments
- **Low Risk, Tier I** - meets compliance requirements, school letter grade of A or B and shows growth in assessment proficiency

# Monitoring Risk Levels

	Tier I – Low Risk	Tier II-A Moderate Low Risk	Tier II-B Moderate High Risk	Tier III – High Risk
<b>Selection</b>	Risk-analysis methodology	Risk-analysis methodology	Risk-analysis methodology	Risk-analysis methodology
<b>Risk Indicators</b>	<ul style="list-style-type: none"> <li>• LEA Letter Grades</li> <li>• ELA Proficiency Growth</li> <li>• Math Proficiency Growth</li> <li>• Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Letter Grades</li> <li>• ELA Proficiency Growth</li> <li>• Math Proficiency Growth</li> <li>• Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Letter Grades</li> <li>• ELA Proficiency Growth</li> <li>• Math Proficiency Growth</li> <li>• Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Letter Grades</li> <li>• ELA Proficiency Growth</li> <li>• Math Proficiency Growth</li> <li>• Compliance</li> </ul>
<b>Types of Monitoring</b>	No action required	<ul style="list-style-type: none"> <li>• Self-assessment of Title I, Part A: Schoolwide Programs</li> <li>• Kept on file at the LEA</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment of Title I, Part A: Schoolwide Programs and all core areas of Title I, Part A and Title II, Part A</li> <li>• For areas of noncompliance, create a plan of correction including activities and timelines</li> <li>• Upload to FTP site</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review using the Consolidated Monitoring Tool with supporting documentation</li> <li>• Upload to FTP site</li> </ul>
<b>On-Site Reviews</b>	No	No	No	LDOE reserves the right to select LEAs for on-site visit
<b>Interviews</b>	No	No	LDOE review of the self-assessment may prompt the need for an interview	Yes – The LEA will address questions related to Schoolwide Programs



# Self-Assessment Goals

- Self monitor the effectiveness of federal program oversight
- Assist in identifying root causes of performance and compliance issues
- Inform fiscal decisions related to strategic and targeted use of federal funds
- Develop a plan of correction for noncompliance and timelines to implement

# Tier II – A Moderate Low

## Schoolwide Programs

### Self-Assessment Core Components

#### Tier II A – Schoolwide Plans and Budgets

Select Sample of Title I Schools

3 Compliance Review Items

Plan aligns with budget

Plan addresses required federal components (8)

- o removed two HQ components during 2015-2016
- o ESSA will no longer require HQ monitoring

Review/revise plan

**\*26 LEAs and 20 charter schools participated in the Title I, SWP self-assessment monitoring.**

# Tier II-A Moderate Low Targeted Assistance Self-Assessment Core Components

## Tier II A - Title I, Part A Targeted Assistance

### Compliance Review Items:

- Student identification
- Required components:
  - o Needs Assessment
  - o Effective Strategies for Improving Student Achievement
  - o High Quality and On-going Professional Development
  - o Strategies to Increase Parental Involvement
  
  - o Coordinate with and Support the Regular Education Program
  - o Effective and Timely Assistance to Struggling Students
  - o Coordination and Integration of Federal, State, and Local Services and Programs
  - o Evaluates Progress and Revises Program Regularly
- Use of Funds

**\*Two LEAs participated in the targeted assistance self-assessment monitoring.**

# Tier II-B Moderate-High Schoolwide Programs Self-Assessment Core Components

## Tier II-B – Schoolwide Plans and Budgets, Core Areas of Title I, Part A and Title II, Part A

<b>Section 1 – Schoolwide Plans/Budgets</b>	<b>Section 4 – Services for Students Experiencing Homelessness</b>
Compliance Review Item:	Compliance Review Items:
<input type="checkbox"/> Compliant schoolwide plans and budgets	<input type="checkbox"/> Liaison Outreach: Identification & Public Notice
	<input type="checkbox"/> Policies
	<input type="checkbox"/> Enrollment & Transportation
<b>Section 2 – Parental Involvement (PI)</b>	<b>Section 5 – Equitable Services</b>
Compliance Review Items:	Compliance Review Item:
<input type="checkbox"/> Parental Notification	<input type="checkbox"/> Requirements for private school participation
<input type="checkbox"/> LEA & school level PI policy	
<input type="checkbox"/> School-parent compact	
<input type="checkbox"/> Capacity building to ensure PI	
<input type="checkbox"/> PI in decisions for use of PI set-aside funds	
<b>Section 3 – Services for English Learners (ELs)</b>	<b>Section 6 - Title II, Part A Improving Teacher Quality</b>
Compliance Review Items:	Compliance Review Items:
<input type="checkbox"/> Proper administration of required assessments	<input type="checkbox"/> Needs assessment to determine PD needs
<input type="checkbox"/> Access to, comparable, & coordinated services	<input type="checkbox"/> Use of funds
<input type="checkbox"/> Parental notification	

\*13 LEAs and 16 charter schools participated in the Title I and Title II programs self assessment

# Year 1 Self-Assessment

## Comprehensive Results Summary

The following categories were noted as having the most non-compliance reported:

- Parental Involvement
- Homeless outreach, tracking and transportation
- EL access and comparable services
- Parental notification

All plans of correction were completed with implementation timelines scheduled by the end of the school year.

# Transitioning to ESSA

- No significant changes expected next year
- SY2017-2018 will be a transition year
- Any recommended adjustments to current monitoring procedures will be brought to stakeholders for consideration prior to implementation
- Changes will be shared with Federal Program Directors prior to 2018-2019 monitoring

# Contact Information

Questions about LASAFAP presentation, email:  
[linda.tindall@la.gov](mailto:linda.tindall@la.gov) or [angela.randall@la.gov](mailto:angela.randall@la.gov)

[LDE Federal Program Monitoring Staff](#)

[Alicia.bethley-dawkins@la.gov](mailto:Alicia.bethley-dawkins@la.gov)

[Angela.miles@la.gov](mailto:Angela.miles@la.gov)

[Pat.doucet@la.gov](mailto:Pat.doucet@la.gov)

[Rene.steele@la.gov](mailto:Rene.steele@la.gov)

[Rosemary.enlow@la.gov](mailto:Rosemary.enlow@la.gov)

[Madeline.swift@la.gov](mailto:Madeline.swift@la.gov)

[Barbara.foster@la.gov](mailto:Barbara.foster@la.gov)