



STATEWIDE MONITORING UPDATES

Spring 2022

CONTRIBUTORS DURING THE MONITORING PROCESS

- Federal Program Supervisors/Special Education Supervisors
- CEOs/School Leaders
- Accountability Supervisors
- Business Managers

PRESENTATION OBJECTIVES

- Learn about Louisiana's monitoring structure and key components
- Discuss risk indicators
- Understand what data are used and how the data are applied to the process
- View the process of rank and selection
- Walk through monitoring experiences
- Review programs and monitoring cycles
- Highlight most common findings



RISK-BASED MONITORING: **TRANSFORMATION**

LOUISIANA'S INFRASTRUCTURE

DIVISION OF STATEWIDE MONITORING

- **Administrative Unit**

- Sets up systems of monitoring for all programs
- Assists in the development of protocols
- Updates procedures
- Develops the annual monitoring calendar
- Engages with stakeholders and evaluates effectiveness for continuous improvement
- Manages special projects

LOUISIANA'S INFRASTRUCTURE

- **Consolidated Monitoring**
 - ESSA programs, competitive and discretionary grants
 - Resolution of single audits and fiscal monitoring
- **IDEA Monitoring**
 - Special education monitoring
 - Annual performance monitoring (federally required by Office of Special Education Programs (OSEP))
 - Special projects
- **Civil Rights and Early Childhood**
 - Methods of Administration (MOA)
 - Early Childhood Programs

REGULARLY MONITORED PROGRAMS

Every Student Succeeds Act (ESSA)* - Title I, Part A	Striving Readers Comprehensive Literacy Program
Individuals w/ Disabilities Education Act (IDEA)*	Comprehensive Literacy State Development Grant
Carl D. Perkins, Career & Technical Education (CTE)	21st Century Community Learning Centers
Direct Student Services (DSS)	Elementary and Secondary School Relief (ESSER)
Title I Comparability	Governor's Emergency Education Relief (GEER)
Louisiana School Choice	Education Excellence Fund (EEF)
Title I, Part C-Migrant	Consent Decree Monitoring
Title I, Part D-Neglected & Delinquent (State/LEA)	Methods of Administration (MOA)
Title II, Part A	Early Childhood Grants
Title III-English Learners (EL)	Nonpublic Early Childhood Development (NSECD)
Immigrant Set-Aside & Immigrant Youth	Preschool Development Grant (birth-5)
Title IV, Part A-Student Support and Academic Enrichment (SSAE)	Hurricane Homeless
Title V-Rural Education Assistance Program	Temporary Emergency Impact Aid
Title IX-McKinney-Vento Homeless	

TARGETED MONITORING

Career and Technical Education (CTE)	Once every 3 years
Education Excellence Fund (EEF)	Aligned with consolidated desk review
Elementary and Secondary School Relief (ESSER)	Annually for sub recipients
Governor's Emergency Education Relief (GEER)	Annually for sub recipients
Homeless Education Program	Once every 3 years
English Learners (EL) and Immigrant	Once every 4 years
Migrant Education Program	Once every 3 years
Neglected and Delinquent Program (N & D)	Once every 3 years
Rural Education Assistance Program (REAP)	Once every 3 years
Striving Readers Comprehensive Literacy (SRCL)	Annually for sub recipients
21 st Century Community Learning Centers (CCLC)	3 Year Cohorts (all providers monitored annually)
LA4 TANF Early Childhood	Once every 3 years
Direct Student Services (DSS) _ School Improvement	Once every 3 years
Title IV - Student Support and Academic Enrichment	Once every 3 years

MONITORING QUARTERS

Q1: October 1st –
December 31st

Q2: January 1st –
March 31st

Q3: April 1st –
June 30th

Q4: July 1st –
September 30th



RISK-BASED MONITORING:

KEY INGREDIENTS

KEY INGREDIENTS OF RISK INDICATORS

- Stakeholder feedback
- Two most recent years of subgroup performance data
 - Economically disadvantaged subgroup
 - Students with disabilities subgroup
 - English Language Arts & Mathematics
- Fiscal and compliance risks
 - Fiscal and single audit results – ESSA
 - Prior year monitoring results – ESSA
- District Letter Grades – ESSA
- LEA Determinations – IDEA
- Graduation & Dropout rates – IDEA

DATA ANALYSIS

- Two years data are populated onto the monitoring rubric
 - Monitoring report card
 - ESSA and IDEA
- Data is applied to a standard calculation and methodology
- Growth component applied
 - Compare two years of data in each area of risk
 - Actual scores are converted to percentile rank
 - A positive change in percentile rank denotes “growth”
 - Points may be earned for significant growth
- Rank and prioritize using a quartile methodology
- LEA rubric score determines the monitoring experience

RISK 1 – Academic Achievement – District Letter Grades

Letter grades (A-F) show the quality of school performance based on student achievement data. For **elementary schools (K-7)**, 75% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies; and 25% of the grade is based on the growth. For **elementary schools including 8**, 70% of the grade is based on student achievement on annual assessments, with 25% based on the growth and 5% on the drop out index. For **high schools (9-12)**, the grade is based on student achievement (25% ACT and 12.5% EOC) and based on graduation (25% graduation index) and 12.5% on growth and 25% on strength of evidence.

District / Charter Letter Grades	Point Value	2018-2019 Actual		
Grade A or B	15	B		15
Grade C	10			
Grade D	5			
Grade F	0			

RISK 2 – Statewide Assessment – English Language Arts Percentile Change

Measurement: Two most recent years of statewide assessment data are compared to determine the percentile change for the economically disadvantaged subgroup in all tested grades. Percentile change is calculated and divided into quartiles to determine growth or decline. Growth ranking in Q3 and Q4 are eligible to earn points during monitoring selection. In some instances, growth was noted in Q2. One point will be assigned to any LEA showing growth in Q2.

Cut Scores: Economically Disadvantaged Subgroup All Tested Grades		2021 Actual	Percentile	2019 Actual	Percentile	Percent of Change	
Quartile 4 = 7 to 36	4	25.6	59	33.4	63	-4	0
Quartile 3 = 1 to 6	2						
Quartile 2 = -5 to 0	0						
Quartile 1 = -48 to -6	0						

RISK 3 – Statewide Assessment – Mathematics Percentile Change

Measurement: Two most recent years of statewide assessment data are compared to determine the percentile change for the economically disadvantaged subgroup in all tested grades. Percentile change is calculated and divided into quartiles to determine growth or decline. Growth ranking in Q3 and Q4 are eligible to earn points during monitoring selection. In some instances, growth was noted in Q2. One point will be assigned to any LEA showing growth in Q2.

Cut Scores: Economically Disadvantaged Subgroup All Tested Grades		2021 Actual	Percentile	2019 Actual	Percentile	Percent of Change	
Quartile 4 = 10 to 52	4	18.3	72	24.7	64	8	2
Quartile 3 = 2 to 9	2						
Quartile 2 = -5 to 1	0						
Quartile 1 = -77 to -6	0						

RISK 4 - Program Compliance

Program Compliance: Two factors are weighted in the Program Compliance category:

- (1) Findings of non-compliance in Title I and Title II programs from single audit and fiscal monitoring reports in the two most recent fiscal years; and
- (2) Findings from ESSA program compliance for the two most recent fiscal years.

No. of Program Noncompliance Findings	Point Value	Actual		
No program findings in last 2 years	3	0		3
1 to 2 findings of non-compliance	2			
3 to 4 findings of non-compliance	1			
5 or more findings of non-compliance	0			
Total Accumulated Points				20

-Percentage rankings are derived by dividing the total points earned in each risk indicator category by the total points available for all risk indicators.

LEA Percentage		76.9
Total points earned compared to total available points		
Economically Disadvantaged data is derived from and includes students eligible for the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, and those that are English Learners, homeless, migrant, foster care, or incarcerated children. Eligible students can belong to any one, or more than one, of the latter groups.		

Low Risk - (78-100 percent)	LR	Quartile Descriptors Q4 = Significant Growth (4 points) *Q2 = Slight Growth, No Change, or Decline (0 points or 1 point if growth is noted) Q3 = Growth (2 points) Q1 = Significant Decline (0 points)		ML
Moderate Low Risk - (50-77 percent)	MLR			
Moderate High Risk - (23-49 percent)	MHR			
High Risk - (0-22 percent)	HR			



MONITORING EXPERIENCES

	Tier I Low Risk	Tier II-A Moderate-Low Risk	Tier II-B Moderate-High Risk	Tier III High Risk
Selection Methodology	Risk-analysis in all applicable areas	Risk-analysis in all applicable areas	Risk-analysis in all applicable areas	Risk-analysis in all applicable areas
Risk Indicators	<ul style="list-style-type: none"> • LEA Letter Grades • ELA Percentile / Growth • Math Percentile / Growth • Program Compliance 	<ul style="list-style-type: none"> • LEA Letter Grades • ELA Percentile / Growth • Math Percentile / Growth • Program Compliance 	<ul style="list-style-type: none"> • LEA Letter Grades • ELA Percentile / Growth • Math Percentile / Growth • Program Compliance 	<ul style="list-style-type: none"> • LEA Letter Grades • ELA Percentile / Growth • Math Percentile / Growth • Program Compliance
Monitoring Experience	No monitoring required	Self-Assessment Monitoring	Comprehensive Desk Review OR Self-Assessment of Title I, Part A and Title II, Part A	On-Site Monitoring OR Comprehensive Desk Review
	Any LEA that ranks within the low-risk tier will not be required to participate in mandatory monitoring activities under the risk-based model. Optional participation in self-assessment monitoring is encouraged.	<ul style="list-style-type: none"> • Self-Assessment of Title I, Part A: Schoolwide Programs • Upload to FTP Site 	<p>Desk reviews require the LEA to submit a substantial amount of specific evidence to the LDOE monitoring team.</p> <p>For those LEAs that rank closer to the moderate-low tier:</p> <ul style="list-style-type: none"> • Self-Assessment for Title I, Part A and Title II, Part A • For areas of noncompliance, create a plan of correction including activities and timelines • Upload to FTP site 	<p>On-site monitoring is conducted for LEAs that require hands-on support.</p> <p>NOTE: All High Risk LEAs will be considered for on-site monitoring; however, not all LEAs will be selected to participate in on-site monitoring.</p> <p>Comprehensive Desk Review</p> <p>Desk reviews require the LEA to submit a substantial amount of specific evidence to the LDOE monitoring team.</p>
Risk Percentage	78-100	50-77	23-49	0-22
Teleconference	No	May include a teleconference	Yes	Yes

IDENTIFYING THE MONITORING EXPERIENCES

Letter Grade <div></div>	Letter Grade Point <div></div>	Statewide Assessment Proficiency							Total Points <div></div>	Total Possible Points <div></div>	Percentage <div></div>	Description <div></div>
		ELA										
		Spring 2021		Spring 2019		Percentile Change <div></div>	Quartile <div></div>	Point <div></div>				
		Percentage <div></div>	Percentile <div></div>	Percentage <div></div>	Percentile <div></div>							
A	15	38.8	83	41.0	80	3	3	2	22	26	84.6%	LR
B	15	23.7	53	30.4	52	1	3	2	22	26	84.6%	LR
C	10	24.1	53	28.5	48	5	3	2	17	26	65.4%	ML
D	5	12.9	17	18.8	21	-4	2	0	8	26	30.8%	MH
A	15	46.1	91	51.3	91	0	2	0	18	26	69.2%	ML
D	5	14.7	24	18.3	20	4	3	2	9	26	34.6%	MH
A	15	45.6	91	50.5	90	1	3	2	22	26	84.6%	LR

LEA Code	LEA Name	Monitoring Event
003	Ascension Parish	ESSA,CTE,DSS
004	Assumption Parish	ESSA,DSS,EEF,Homeless,SC,SRCL,T3i
008	Bossier Parish	ESSA,DSS,EEF,Homeless,SC,SRCL,T3
009	Caddo Parish	CTE,Homeless,SC,SRCL
011	Caldwell Parish	ESSA,CTE,EEF
013	Catahoula Parish	ESSA,EEF,SRCL
014	Claiborne Parish	ESSA,DSS,SRCL
015	Concordia Parish	REAP,SRCL
016	DeSoto Parish	ESSA,DSS,EEF,REAP,SRCL
017	East Baton Rouge Parish	DSS,EEF,SC,SRCL
018	East Carroll Parish	ESSA,DSS,EEF,REAP,SRCL
019	East Feliciana Parish	CTE,21CCLC,EEF,Homeless
020	Evangeline Parish	ESSA,DSS,EEF,SRCL
021	Franklin Parish	ESSA,DSS,EEF,SC,SRCL
022	Grant Parish	ESSA,IDEA,DSS,EEF,REAP,SRCL
023	Iberia Parish	DSS,EEF,SRCL,T3,Migrant



LEA NOTIFICATIONS

First Quarter	October 1 – December 31	Targeted Programs
Second Quarter	January 1 – March 31	All Programs
Third Quarter	April 1 – June 30	All Programs
Fourth Quarter	July 1 – September 30	All Programs

LEA NOTIFICATIONS

1. Electronic Newsletters (Sent out Quarterly)
2. Individual email notifications from LDOE Monitoring Team Leaders
 - a. Specifies the following:
 - Programs monitored
 - Deadline for submission of evidence
 - Date of conference call (if necessary)

LOW RISK RANKING

Outstanding Performance!

Growth noted across most risk indicators and positive compliance results

- No action required*
- Optional participation in self-assessment monitoring

**LDOE reserves the right to make updates to the monitoring schedule at any point in the year.*

MODERATE LOW RISK RANKING

Above average performance (overall)

Growth identified in most areas with a potential area of concern

- Mandatory self-assessment of Title I, Part A Schoolwide Programs

OR

- Targeted Assisted LEAs/Charter LEAs
 - Targeted Assisted self-assessment
- Submit Score Sheet and Summary Report
 - For areas of non-compliance, LEA must create a plan

LOUISIANA DEPARTMENT OF EDUCATION - DIVISION OF STATEWIDE MONITORING
SCHOOL SYSTEM TITLE I, PART A AND TITLE II, PART A SELF-ASSESSMENT SCORE SHEET
SECTION 2 - SCHOOLWIDE PLANS

School System Name:	Required Sample Size:	Review Period:
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Total number of schools reviewed indicated below.

Elementary (E) Schoolwide Plans	Middle (M) Schoolwide Plans	High School (H) Schoolwide Plans	Schoolwide Plans

Instructions: List the names of the Title I schools selected for schoolwide plan reviews. Select "Compliant" if requirement is met. Select "Noncompliant" if the requirement is NOT met. The first half (50%) of the schools selected must be low-achieving schools having earned a school letter grade of D or F on the most recent School Report Card. The additional schools in the list must be chosen from high performing Title I schools. No item may be left blank. In the Comments column, please cross-reference any notes with the indicator number.

Title I School	SWP-1 ESEA Sec. 1114(b)(2); 1112(e)(4)	SWP-2 ESEA Sec. 1114(b); 1112(e)(4)	SWP-3 ESEA Sec. 1114(b); 1112(e)(4)	Comments
Insert Title I School Name	<input type="checkbox"/> Plan <input type="checkbox"/> Budget	1. Comprehensive Needs Assessment 2. Strategies for Improvement 3. Student Support Services 4. Student Opportunities 5. Multi-Tiered Systems of Support 6. Plans for Professional Development 7. Student Transitions	Developed, reviewed, and revised	Insert notes that are part of the plan necessary about quality of programming by be included in
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	

MODERATE HIGH RISK RANKING

Signs of systemic or subgroup deficiencies in 2-3 areas

- Comprehensive Desk Review
 - LEAs must submit evidence

OR

- Self-assessment of Title I, Part A and Title II, Part A programs
 - For areas of non-compliance, LEA must create a plan

TITLE I, PART A

SECTION I: Fiscal Tests - As a condition of receiving Title I, Part A funds LEAs must comply with three fiscal tests: (1) maintenance of effort, (2) supplement, not supplant comparability. These tests are designed to ensure Part A funds add to, and do not replace, state and local education funding. *LDOE verifies MOE compliance through Fiscal and Comparability through eGMS so the LDOE will request current information on supplement not supplant and follow-up information on Comparability.*

Fiscal Test: Supplement, Not Supplant					
1. The school system provides each schoolwide school the amount of state/local funds the school would receive if it did not participate in Title I. [ESEA Sec. 1114(a)(2)(B) & Supplement Not Supplant ESSA Sec. 1118]	Supporting Documentation	C	NC	N/A	Comments
<p>a. Explanation of school system procedures for allocating state/local funds to schools demonstrating the process is Title I neutral (i.e. does not reduce allocations because a school receives Title I funds)</p>	<ul style="list-style-type: none"> • Copy of the school system policy which describes in detail how funds are allocated to Title I and non-Title I schools in a neutral manner. • A written description of the methodology used to distribute state and local funds to schools (Title I and non-Title I schools). Additionally, include: <ul style="list-style-type: none"> <input type="checkbox"/> How the school system's methodology ensures that state and local resources are not reduced based on Title I status? <input type="checkbox"/> How the school system will ensure the methodology for distribution will be followed in the future? <input type="checkbox"/> Description includes major components - staffing, teacher salary, teacher experience, supplies, weighted per pupil cost, etc. • Exclusions: <ol style="list-style-type: none"> 1. School System - 1 school per grade span 2. School System - All Title I Schools 3. Single-site school system (e.g., Charter) 				

HIGH RISK RANKING

- On-site Monitoring
 - Some LEAs require significant support
 - Process is more hands-on
 - LEA has shown significant decline across performance and compliance indicators
- OR
- Comprehensive Desk Review
 - Some may not warrant an on-site
 - Recent on-site
 - Currently implementing a corrective action plan
 - Close to being Moderate High

HIGH RISK RANKING

ESSA On-Site Visit

Four required components:

1. Notification and pre-visit requirements
2. LDOE and school system planning call
 - Conference call
 - Document submission
 - LDOE review of documents
 - School selection, if applicable
3. Pre-planning for on-site
4. On-site monitoring (*2-3 days*)
 - Interviews, school visits, additional desk reviews, and observation

HIGH RISK RANKING

- Five (5) LDOE Priorities are targeted
 - activities funded in the current approved grant (**SuperApp**)
- Team Leader uses a checklist to observe evidence of implementation
 - Additional indicators of federal compliance
 - Interviews with LEA/school leadership and other relevant staff
- LDOE conducts an Exit meeting
- LEA starts Corrective Action process, when necessary

Career-College-Service Readiness: (Perkins/ACT/AP/IB) 1. Credentials 2. Individual Growth Plans	Schoolwide Programs: 1. Comprehensive needs assessment; 2. Copy of schoolwide plan (SWP) 3. Schoolwide Plan Verification Worksheet(s) 4. Copy of SWP Evaluations	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
Equity Inclusion Learning: (EL/REAP/DSS) 1. Access to high-quality early childhood education 2. Proven, evidence-based strategies for diverse learners <ul style="list-style-type: none"> a. Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. 	Parent and Family Engagement 1. Parent communications 2. Parent Advisory Committees 3. Support necessary to assist and build capacity in planning and implementing effective activities to improve student achievement and school performance	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
Quality Teaching and Learning: (DSS/SRCL/CLSD) 1. Accelerated Learning Recovery 2. Aligned instructional materials and resources 3. Assessments to inform instruction 4. Literacy	English Learners 1. Procedures of EL identification 2. ELs identified and participating in special programs, including Special Education, Gifted and Talented, and extracurricular activities	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
Effective Educator Workforce: (Title I/Title II/CLSD) 1. Aspiring leader development 2. Intentional partnerships with teacher preparation providers 3. Job-embedded collaboration and professional development 4. Teacher Leader Opportunities	Students Experiencing Homelessness 1. Outreach activities 2. Academic progress and attendance of homeless students 3. Description of placement decisions	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
	Students in Foster Care 1. Point of Contact's work schedule	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget
	Equitable Services (if applicable) 1. Federal funds used to provide academic services to eligible children enrolled in nonpublic schools and professional development services to teachers and nonpublic school officials. 2. Consultation with officials of the nonpublic schools.	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
	Title I, Part C: Migrant Education (if applicable) 1. Strategies and services used to meet measurable outcomes 2. Completed student needs assessments identifying the unique	<ul style="list-style-type: none"> Interview appropriate school personnel Observe Areas of Implementation Review and discuss budget Examine submitted documents
Systems-Structures-Partnerships: 1. Strategic planning, resource allocation, and alignment to critical goals 2. Activities supporting the school system's Academic Recovery and Acceleration Plan which will have system-wide impact, align to the Believe to Achieve Educational Priorities.		

RISK RANKING EVALUATION

- Every third year, the risk ranking process is evaluated
- An LEA may receive monitoring relief, where reasonable
- We may re-engage with LEAs who earned two consecutive years of low risk rankings

RISK RANKING EVALUATION

	Year 1	Year 2	Year 3	Year 4
1	No Monitoring	No Monitoring	Desk Review	Rubric Assigned
2	No Monitoring	Self-Assessment	Desk Review	Rubric Assigned
3	No Monitoring	Desk Review	No Monitoring <i>*optional Self-Assessment</i>	Rubric Assigned
4	Self-Assessment	No Monitoring	Desk review	Rubric Assigned
5	Self-Assessment	Self-Assessment	No Monitoring <i>*optional Self-Assessment</i>	Rubric Assigned
6	Self-Assessment	Desk Review	No Monitoring <i>*optional Self-Assessment</i>	Rubric Assigned
7	Self-Assessment	On-Site	1. No monitoring: or	Rubric Assigned





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	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	
	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	<input type="radio"/> Compliant <input type="radio"/> Non-compliant	

Section I: ELEMENTARY AND SECONDARY SCHOOL RELIEF (ESSER I)

Indicator	Supporting Documentation
<p>1. School systems will use funds for allowable activities. [Section 18003(d) of Division B of the CARES Act.]</p> <p>Activities include one or more of the following:</p> <ul style="list-style-type: none"> • Activities authorized by ESEA, IDEA, AEFLA, the Perkins Act, and the McKinney-Vento Act • Coordination of preparedness and response efforts • Grants to principals for school-level needs • Activities to address the needs of special-needs populations • Development and implementation of preparedness and response systems • Training and professional development on sanitization and the minimization of disease spread • Purchasing cleaning supplies • Planning and coordinating long-term closures • Purchasing educational technology for students • Providing mental health services and supports • Planning and implementing summer-school learning and after-school programs • Other activities necessary to maintain the operation of the school system and for continuing to employ existing staff 	<ul style="list-style-type: none"> • Copy of procedures and policies developed to prepare for, respond to, or recover from COVID-19. • Documentation to support plan described. Should include: <ul style="list-style-type: none"> ○ Staffing and stipend policies; ○ Copies of all invoices from two representative months; ○ Evidence of coordination of preparedness and response efforts relative to COVID-19; ○ Copy of procedures developed to improve the preparedness and responses efforts; ○ Evidence of professional development on sanitation and minimizing the spread of infectious diseases (agendas, sign-in sheets, etc.); ○ Evidence of planning for and coordinating during long-term closures (meals, technology, educational services, supplemental services, etc.) • Other documentation as need <p>Unallowables:</p> <ul style="list-style-type: none"> • <i>Subsidizing executive salaries and benefits of individuals who are not employees of the school system.</i> • <i>Expenditures related to state or local teacher unions or associations.</i>

Section II: GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER)

[Section 18002 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act Section Relief Supplemental Appropriations (CRRSA) Act, 2021]

Indicator	Supporting Documentation
6. School systems will use funds to address student educational device needs and connectivity issues needed to improve internet access for students.	<ul style="list-style-type: none">• Procedures developed to achieve 1:1 student device ratio, including overview of number and types of devices needed and device distribution model;• Procedures developed to address connectivity issues;• Copies of all invoices for devices;• Copies of all invoices for connectivity devices;
7. School systems will provide equitable services to students and teachers in non-public schools.	<ul style="list-style-type: none">• Evidence of meaningful consultation (agenda, sign-in sheets, meeting notes, emails, online confirmation notices) in accordance with distribution models (entire school system or Title I, Part A schools only);• Copies of all invoices for devices and connectivity equipment purchased for non-public schools;
8. The school system follows state and local laws, policies, and procedures for using, managing, and disposing of items purchased with federal funds. [2 C.F.R. Part 200 §200.313(b)]	<ul style="list-style-type: none">• Evidence the school system has a system of internal controls in place to ensure supplies and equipment are managed and used appropriately;• Copy of the school system's policy for managing of supplies and equipment including purchasing and inventory control;• Evidence the school system has an inventory management tracking system in place for equipment;• Inventory Records:<ul style="list-style-type: none">◦ Date of Purchase, Item, Cost, Location, Current Condition (list)• Photos (5-6) of equipment items marked/labeled (GEER) purchased in the year being monitored

Section III: ELEMENTARY AND SECONDARY SCHOOL RELIEF (ESSER I) INCENTIVE

Indicator	Supporting Documentation
<p>8. School systems will use funds for allowable activities. [Section 18003(d) of Division B of the CARES Act.]</p> <p>Activities include one or more of the following:</p> <ul style="list-style-type: none"> • Core curriculum materials or online access to support distance learning for the school system's Tier 1 curriculum; • Non-core curriculum materials, software licenses, or online access to support distance learning; • Work with one or more individual graduation planning partners to support students in grades 9-12 and/or college and career transitions for graduated seniors; • English learner supports for distance learning for the school system's Tier 1 curriculum; • Devices and software for students with disabilities; • Professional development on remote service delivery to students with disabilities; • Professional development for virtual delivery of curriculum and/or distance learning methods; • Work with partner organizations to develop adaptive and flexible staffing plans; • Expenses associated with creating or maintaining four-year-old seats 	<ul style="list-style-type: none"> • Copy of procedures and policies developed to prepare for, respond to, or recover from COVID-19. • Documentation to support plan described. Should include: <ul style="list-style-type: none"> ◦ Copies of invoices from two representative months; ◦ Staffing and stipend policies; ◦ Evidence of coordination of college and career transition efforts for graduated seniors; ◦ Evidence of partnerships that indicate planning for remote services, virtual professional learning; ◦ Evidence of planning for online access and an appropriate Tier 1 curriculum and coordinating of distance learning during long-term closures for all students, English Learners, students with disabilities, etc.; ◦ Inventory Records for allowable devices: <ul style="list-style-type: none"> ◦ Date of Purchase, Item, Cost, Location, Current Condition (list) • Other documentation as need <p>Unallowables:</p> <ul style="list-style-type: none"> • <i>Student devices and connectivity, unless otherwise noted in the grant application.</i> • <i>Expenditures related to state or local teacher unions or associations.</i>

IDEA UPDATES

- Student Documentation checklist updated for 2021-2022 SY
- **No changes** to IDEA Protocol for Desk Reviews and On-Site Visits
- Taking a closer look at PLAAFP and Goals in IEPs

1.	Current Individualized Education Program (IEP) - first and last signature pages only
2.	Initial Evaluation and/or Reevaluation (If an evaluation waiver was completed for the student, include the most current complete evaluation with the waiver).
3.	Transition Agency Invitation Letters and Transition Assessment Results
4.	Parental Contact Logs and Notification Letters
5.	Parental Consent Forms (Initial and / or Re-eval)
16.	Goals and objectives for specific courses (high school) or content areas (K-8) where individual performance criteria for an alternate pathway to promotion or graduation are applied.
17.	Communication Plan (if applicable)
18.	Age of Majority Letter (if applicable)
19.	April Dunn Act Eligibility Criteria Determination Form (if applicable)
20.	LEAP Alternate Assessment Participation Criteria Form



PREPARATION

MONITORING HINTS

Remember to Document, Document, Document.

1. Review your Assurance Statement carefully. (The LEA agrees to follow certain procedures when signing the assurances.)
2. Attend all training sessions, Supervisor Collaborations, monthly Calls, etc. (This is where the LEA finds out about new information.)
3. Keep all records, sign-in sheets, agendas, take pictures, etc. (These are the major ways to *prove* something has taken place.)
4. By all means, follow regulations and guidance.
5. If there is a hint of uncertainty, feel free to send a message to LDOE.Grantshelpdesk@la.gov.

GETTING READY FOR IDEA

On-Site visit

- Student records should be readily accessible
- Vacant room available for student record reviews and staff interviews
- Make sure to appoint a contact person during on-site visit

Desk Review

- Upload files on FTP by student ID numbers
- Each student file should contain items list on documentation checklist

Citation	Program	Common Finding
IDEA, Part B §300.320(a)(1)(i)(2)(i)	IDEA	The IEP does not include the present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum.
IDEA, Part B §300.320(a)(2) and 300.160(5a) (b 2ii) (c-9)	IDEA	The IEP does not include measurable annual goals based on content standards for the student's enrolled grade, including academic and functional goals.
IDEA, Part B §300.321(a)(7) (e)(1-2)(i-ii)	IDEA	<p>The appropriate team members were not present at the IEP meeting.</p> <p>If the appropriate team members were not present at the IEP meeting (signature provided at IEP meeting), an excusal form is not available for the team member(s).</p>
Section 1003A	DSS	<p>The school system did not prioritize DSS funds based on the list of low-achieving students enrolled in schools identified.</p> <p>(See needs intervention list.)</p>

Citation

Program

Common Finding

ESEA Section 5222 (a)(1-4)

REAP

The school system did not provide evidence of activities authorized under specified program.

ESEA Section 5222 (a)(1-4)

REAP

The school system indicated the REAP funds would be used for an activity under one type of program. However, the invoices show the funds were obligated for a different type of program activity.

ESEA Section 722(g)(3)(E)(iii) and
Section 1112(a)(1)

ESSA
Consolidated -
Homeless

Evidence of written, district-specific Dispute Resolution Procedures

Bulletin 741, Chapter 1501.B; Bulletin
1674, Chapter 3, Section 303

Perkins – CTE

Evidence of safety reports, appropriate markings in heavy labs.



QUESTIONS?

DOE-Program.Monitoring@la.gov

