



---

# GETTING PAST THE MONITORING HICCUPS

---

*LASAFAP*  
*FALL 2023*

# WORKSHOP SET-UP

- This is a working session
- There are 8 Program Areas around the room
  - IDEA
  - DSS
  - English Learners
  - McKinney-Vento/Homeless
  - Parent & Family Engagement
  - Perkins/CTE
  - Public School Choice
  - Title IV - SSAE
- Choose the program you spend the majority of your time with (up to **10 people** per group)
- LDOE team will assist you throughout this session

# PRESENTATION/WORKSHOP OBJECTIVES

- Review Staff who contribute to monitoring process
- Review programs to be monitored
- Discuss risk indicators
- Understand the monitoring quarters and your next steps
- Walk through monitoring experiences and expectations
- Review proper submission procedures
- Highlight common findings
- YOU be the monitor
- Understanding the Next Steps in a CAP and how to **Close** your review



# CONTRIBUTORS DURING THE MONITORING PROCESS

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



# WHY DOES IT GET MONITORED

# RISK-BASED MONITORING

- 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



### 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 32.5% 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		
<b>Total Accumulated Points</b>			<b>20</b>

\*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 [ipedsdatacenter.com](https://nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp) 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	<b>Quartile Descriptors</b>  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			





# WHEN DOES IT GET MONITORED

# MONITORING QUARTERS

Q1: October 1st  
– December  
31st

Q2: January 1st  
– March 31st

Q3: April 1st –  
June 30th

Q4: July 1st –  
September 30th

# 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)



# How It GETS MONITORED

# LOW RISK RANKING

**Outstanding** Performance!

No compliance issues and growth noted across most risk indicators

- 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

Exceptional performance (overall)

No growth in a couple of areas

- Mandatory self-assessment

**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:
---------------------	-----------------------	----------------

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 second half 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 to ensure quality 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	



## Identifying a Sample

In order to complete this activity, the school system must:

1. Select a targeted sample of student files for the LRE, Delivery of Services, Discipline, Secondary Transition, and Early Childhood Special Education (ECSE) components, and
2. Review the school system's policies, practices, and procedures for the Child Find component.

MONITORING SAMPLE SIZE CHART	
Students with Disabilities Population	Files to be Sampled
1 – 10	All Files
11 – 50	10
51 – 100	15
101 – 300	30
301 – 600	40
601 – 1,000	45
1,001 and above	55

Discipline Files (Select files of students with greater than 10 days of disciplinary removals): Please select the number of files based upon the population group ranges listed below if applicable:

### Population Group Sample Size:

1-35 = 2 discipline files

36-85 files = 5 discipline files

86-320 = 8 discipline files

321-800 = 8 discipline files

801-above = 12 discipline files

### Student File Selection

For example, if the school system has 300 students with disabilities, then the school system will proceed with the following steps:

- Query the school system's policies, practices, and procedures for Child Find;
- Select at least 7 files from a targeted site or group of sites for LRE;
- Select at least 7 files from a targeted site or group of sites for Delivery of Services;
- Select at least 6 files of students removed for more than 10 days for Discipline;
- Select at least 6 files of students with Secondary Transition plan IEPs; and
- Select at least 4 files of students in ECSE;
- Additional files may be selected if the school system determines that a systemic problem exists and additional information is needed to confirm a hypothesis



# MODERATE HIGH RISK RANKING

Signs of systemic or subgroup deficiencies in 2-3 areas

- Comprehensive Desk Review

- LEAs must submit evidence

- For IDEA* – student selection list and conference call information

**OR**

- Self-assessment of Title I, Part A and Title II, Part A programs

- For areas of non-compliance, LEA must create a plan

## 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
b. Evidence that a school system does not reduce allocations because a school received Title I funds	<ul style="list-style-type: none"> <li>Budget/allocation information describing how state and local funds (or resources) are allocated to schools (for example, staffing ratios, per-pupil allocations, etc.)</li> <li>If there is a variation in the funds/resources provided to Title I versus non-Title I schools, describe what accounts for the difference</li> </ul>	○	○	○	

## Fiscal Test: Comparability

2. The school system complies with comparability requirements if applicable. ESEA Sec. 1120(A)	Supporting Documentation	C	NC	N/A	Comments
a. If Title I schools are not comparable, documentation showing adjustments to the allocation of resources the school system made to ensure that Title I and non-Title I schools are comparable	<ul style="list-style-type: none"> <li>Copy of the District-Wide Salary Schedule</li> <li>Copy of the school system's Policy for Equivalence</li> <li>Updated Comparability documentation to support the most recent report</li> </ul>	○	○	○	

## Fiscal Test: Allowable Use of Funds

3. Costs charged to Title I (and any consolidated funds) are consistent with use of funds rules. ESEA Sec. 1114(a)	Supporting Documentation	C	NC	N/A	Comments
a. Evidence costs are designed to upgrade the school's educational program consistent with the school's needs assessment and	<ul style="list-style-type: none"> <li>For each schoolwide plan submitted, provide 2-3 sample documents (such as receipts, purchase orders, etc.) to demonstrate Title I funds were used appropriately</li> </ul>	○	○	○	

<b>School System Name:</b>	<b>Date of Review:</b>	<b>PII:</b>
<b>Student's Name:</b>	<b>Date of Birth:</b>	<b>Grade:</b>
<b>Exceptionality:</b>	<b>Individual Education Plan (IEP) Date:</b>	
<b>Reviewer:</b>	<b>Multidisciplinary Evaluation (MDE) Date:</b>	

### MULTIDISCIPLINARY EVALUATION

<b>Initial Evaluation</b> <i>Students who were recently evaluated for initial special education services. If not recently evaluated, indicate N/A.</i>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Parental consent was obtained to conduct an initial evaluation. §300.300(a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A variety of assessment tools and strategies (not the use of a single measure or assessment as the sole criterion) were used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. §300.304(b)(1) and §300.304(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The initial evaluation was conducted within 60 days of parental consent. §300.301 (c)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Re-Evaluation</b>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Informed parental consent was obtained prior to conducting a reevaluation. §300.300(c)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Existing data (evaluation data and info provided by parent; current classroom based, local or state assessment data; classroom observations and related service provider observations) from a variety of sources (teacher data, parent data, and related services data) was used to determine continued eligibility was reviewed to determine continued eligibility. §300.305 and §300.306(c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The reevaluation was completed by its triennial anniversary date. §300.303 (b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Act 833 Student Review</b>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Is there evidence that Act 833 eligibility was considered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Has the IEP identified the specific Act 833 Transition related criteria that the student must meet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



# HIGH RISK RANKING

- On-site Monitoring

- Process is more hands-on
- LEA has shown significant decline across performance and compliance indicators
- LEA has difficulty meeting timelines
- Additionally, could be triggered by multiple complaints or whistle blowers

**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

### 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
3. Pre-planning for on-site
4. On-site monitoring (*2-3 days*)
  - Interviews, school visits, additional desk reviews, and observations

## IDEA On-Site Visit

### 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
3. Pre-planning for on-site
4. On-site monitoring (*2-3 days*)
  - **Parent Focus Meeting**
  - Interviews, school visits, file reviews, and classroom observations

# 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



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



# WHAT GETS MONITORED

# SUBMITTING EVIDENCE

- **ALL** evidence must be submitted through **Data Management FTP**
  - *Exception:* IDEA self-assessment documentation goes to [selfmonitoring@la.gov](mailto:selfmonitoring@la.gov)
- Each LEA has a “**Monitoring**” folder in the FTP folder
- Each file should be named by the program and indicator it supports
  - Limit files names to less than 20 characters



# DATA MANAGEMENT FTP

Alternate Assessment Review 18-19	10/4/2023 3:26
CarlPerkinsDeskReview	10/4/2023 3:26
Data Validation	10/4/2023 3:26
Early Childhood SPED	10/4/2023 3:26
English III Test Materials	10/4/2023 3:26
Fall 2020 Accommodations Audit	2/10/2021 1:42
Historical Data for EdLink	10/4/2023 3:26
LA4EARLYCHILDHOODMONITORING2022	10/4/2023 3:26
Monitoring	10/18/2023 4:0
NCCER Documentation	11/4/2020 5:21
Secure ID	10/13/2023 3:0
Secure Portal	10/4/2023 3:26
Spring_2023_Accommodations_Audit	10/4/2023 3:26
Staff ID	10/4/2023 3:26
007 Bienville Parish 2021-22 Seclusion and Restraint Report	3/23/2023 7:36
007 Bienville Parish Alternate Assessment Participation Justification 2021 2022	10/24/2023 2:4
007 BienvilleParish 2022-2023 IDEAMonitoring	7/6/2023 9:57 A
007_2022_WorkKeys_Billing_Student Roster	7/3/2023 7:59 A
007_2021 ACT Post Appeal Student Roster	12/2/2021 5:41
007_2021 DCAI Roster Post Appeal	12/2/2021 5:54
007_2021 Gr. 3-8 Growth to Mastery Student Roster Updated	12/17/2021 3:3
007_2021_ACT 12 Grade Best Score Results	10/21/2021 5:4
007 2021 Cohort Graduation Rates by School System and School	9/26/2022 12:5

# DATA MANAGEMENT FTP

Left Panel: Title IV Monitoring

Name	Type
1-Stakeholder Engagement and Co...	File
2-Comprehensive Needs Assessme...	File
3-Local Application	File
4-Use of Funds	File

Right Panel: ER II - ARP-ESSER III Incentive

Name	Type
Indicator 3B i (E2I)	File
Indicator 3B i (E3I)	File
Indicator 3B ii	File
Indicator 3B i-iv	File
Indicator 3C	File
Indicator 4A i	File
Indicator 4A i (2)	File
Indicator 4A i (3)	File
Indicator 4A ii	File
Indicator 4A iii	File
Indicator 4A iii (Sample1)	File
Indicator 4A iii (Sample2)	File
Indicator 4A iii (Sample3)	File
Indicator 5A ii	File
Indicator 5B i	File
Indicator 5B ii	File



# WHAT WENT WRONG



Citation	Program	Common Finding
ESEA Section 1114(b)	Schoolwide Programs	Evidence indicating the plan was developed involving parents and community members.
ESEA Section 1116(a)(2)(A)-(F)	Parent & Family Engagement	Evidence ensuring parents and family members were involved in development of the LEA parent and family engagement policies.
ESEA Section 1116(a)(2)(A)-(F)	Parent & Family Engagement	Evidence ensuring parents were involved in the annual evaluation of the school's PFE Policy and activities.
ESEA Sec. 1112(a)(1); ESEA Sec. 1112(c)(1)(B); and ESEA Sec. 722(g)(5)(C) & (6)(A)(B)(C)	Homeless	Evidence from meetings held to inform school personnel of Liaison's duties.
ESEA Sec. 722(g)(6)(i-iii); ESEA Sec. 1112(a)(1); ESEA Sec. 1112(b)(1)(A)-(C), (E); ESEA Sec. 722 (g)(3)(D); and ESEA Sec. 722 (g)(6)(A) & (7)(C)	Homeless	Evidence of a tracking procedures used to document academic progress and attendance of homeless students; no dispute resolution procedures.
Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964; ESSA Sec. 3113(b)(2)	English Learners	Evidence of written procedures of EL identification, Home Language Surveys, of trainings conducted by the LEA on EL identification procedures with all staff responsible for the enrollment process.

Citation	Program	Common Finding
IDEA, Part B §300.320(a)(1)(i)(2)(i)	<b>IDEA</b>	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)	<b>IDEA</b>	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)	<b>IDEA</b>	The appropriate team members were not present at the IEP meeting. There was no evidence to support appropriate team members were excused from the IEP meeting.
IDEA, Part B §300.321(a)(7) (e)(1-2)(i-ii)	<b>IDEA</b>	There was no documentation to support parental consent was obtained for an initial evaluation.
Section 134(b)(7); Bulletin 130 Chapter 3.	<b>Perkins – CTE</b>	Evidence of conducting CTE teacher evaluations
Bulletin 1674, Chapter 3, Section 303	<b>Perkins – CTE</b>	Evidence of safety reports conducted on high school campuses
Sections 124,135(b)(5)	<b>Perkins – CTE</b>	Evidence of progression growth plans for teachers



**YOUR TURN**



# YOU BE THE MONITOR

- Each group has the following:
  - An assigned program
  - A portion of the monitoring checklist for that program
  - A set of documentation/evidence from the school system
- You must, **collectively**, determine which documents meet the requirements of the checklist



# WHAT WENT WRONG

# CORRECTIVE ACTION PLAN (CAP)

- Findings of non-compliance have been identified
- Notice of Action
  - Findings of non-compliance requiring corrective action (**Systemic**)
    - All programs eligible
    - CAP must be approved before documentation submitted
    - Once CAP is approved and documents are submitted, closure is warranted
  - Student-specific findings (require response within 30 days)
    - IDEA only





**ALL IS GOOD**

# CLOSING THE MONITORING

- **No Findings** of non-compliance

**OR**

- All Findings have been **resolved**

# CONTACT INFORMATION

tasha.anthony@la.gov

Supervisor, Coordinated Monitoring

cindy.hilton@la.gov

Supervisor, IDEA Monitoring

angela.randall@la.gov

Executive Director, Statewide Monitoring



# QUESTIONS?

[DOE-Program.Monitoring@la.gov](mailto:DOE-Program.Monitoring@la.gov)

