LOUISIANA DEPARTMENT OF EDUCATION



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 ☐ Parent & Family Engagement
 - ☐ DSS ☐ Perkins/CTE
 - ☐ English Learners ☐ Public School Choice
 - ☐ McKinney-Vento/Homeless ☐ 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



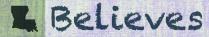
Presentation/Workshop Objectives

- 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-T), 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 js, paged, 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%, AGT, and 12.5%, EQG) and based on agraduation (25%, agrawth, and 25%, on strength of diploma.

District / Charter Letter Grades	Point Value	2018-2019 Actual
Grade A or B	15	8
Grade C	10	
Grade D	5	В
Grade F	0	

RISK 2 - Statewide Assessment - English Language Arts Percentile Change

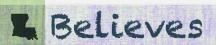
Measurement: Two most recent years of statewide assessment data age_gaggaged to determine the percentile change for the economically disadvantaged subgroup in all tested grades. Percentile change is calculated and divided into quartiles to determine growth or decline. Growth ranking in Q3 and Q4 are eligible to earn points during monitoring selection. In some instances, growth was agreed 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	No.	
Quartile 4 = 7 to 36	4							
Quartile 3 = 1 to 6	2	25.6				- 4	0	
Quartile 2 = -5 to 0	0		25.6	59	33.4	63	-4	U
Quartile 1 = -48 to -6	0							

RISK 3 - Statewide Assessment - Mathematics Percentile Change

Measurement: Two most recent years of statewide assessment data age_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_opted in Q2. One point will be assigned to any LEA showing growth in Q2.

Cut Scores: Economically Disadvan All Tested Grades	taged Subgroup	2021 Actual	Percentile	2019 Actual	Percentile	Percent of Change		
Quartile 4 = 10 to 52	4					-303.33.00		
Quartile 3 = 2 to 9	2	18.3					8	2
Quartile 2 = -5 to 1	0		72	24.7	64	8	2	
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	
1 to 2 findings of non-compliance	2	0
3 to 4 findings of non-compliance	1	
5 or more findings of non-compliance	0	

Total Accumulated Points

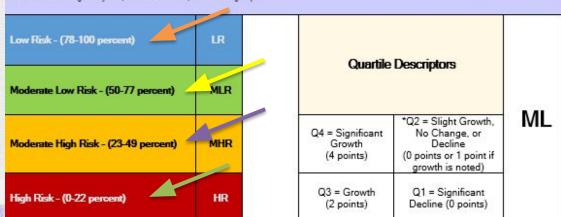
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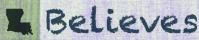
Percentage rankings are derived by dividing the total points earned in each risk indicator category by the total points available for all risk indicators.

LEA Percentage Total points earned compared to total available points

76.9

Economically Disadvantaged data is, degiced 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.







WHEN DOES IT GET MONITORED

Monitoring Quarters

Q1: October 1st – December 31st

Q2: January 1st – March 31st

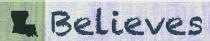
Q3: April 1st – June 30th

Q4: July 1st – September 30th



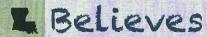
LEA NOTIFICATIONS

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

- Electronic Newsletters (Sent out Quarterly)
- 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 S	Size:	Review Period:	
Total number of schools reviewed indic	cated below.		10		18	
Elementary (E) Schoolwide Plan	ns Middle (M) Schoolwi	de Plans	High School (F	i) Schoolwide Plans		Schoolwide Plans
st half (50%) of the schools selected mi	shools selected for schoolwide plan review ust be low-achieving schools having earned pols. No item may be left blank. In the Co	ed a school letter	grade of D or F on the mo	ost recent School Report Ca	ard. The addit	
Title I School	SWP-1 ESEA Sec. 1114(b)(2); 1112(e)(4)		SWP-2 1114(b); 1112(e)(4)	SWP-3 ESEA Sec. 1114(b); 1112(e)(4)		Comn
Insert Title I School Name	Plan Budget	Strategies for Student Supp Student Opp Multi-Tiered	oort Services ortunities Systems of Support fessional Development	Developed, rev	riewed, and revised	Insert notes that part of the plan necessary. about quality sprogramming by be included i
	Compliant Non-compliant	O Complian	nt Non-compliant	Compliant Non-	compliant	
	O Compliant O Non-compliant	O Complia	nt O Non-compliant	Compliant Non-	compliant	
	Compliant ONon-compliant	O Complia	nt O Non-compliant	Compliant Non-	compliant	
	O Complete ONes complete	0.000	O Man assessing	O Compliant O Non	compliant	



Identifying a Sample

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

- 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 polices, 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



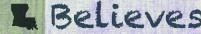
Moderate High Risk Ranking

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



School System Name:	Date of Rev	iew:		PII:
Student's Name:	Date of Birt	h:		Grade:
Exceptionality:	ndividual E	ducation I	Plan (IEP)	Date:
Reviewer:	Multidiscipl	inary Eval	uation (M	DE) Date:
MULTIDISCIPLINAI	RY EVAL	JATION		
Initial Evaluation				
Students who were recently evaluated for initial special education services. If not recently evaluated, indicate N/A.	С	NC	N/A	Comments
Parental consent was obtained to conduct an initial evaluation. §300.300(a)	0	0	0	
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, developments and academic information about the child, including information provided by the parent. §300.304(b)(1) and §300.304(2)		0	0	
The initial evaluation was conducted within 60 days of parental consent. §300.301 (c)(1)	0	0	0	
Re-Evaluation	С	NC	N/A	Comments
Informed parental consent was obtained prior to conducting a reevaluation. §300.300(c)(1	0	0	0	
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)	0	0	0	
The reevaluation was completed by its triennial anniversary date. §300.303 (b)	0	0	0	
Act 833 Student Review	С	NC	N/A	Comments
Is there evidence that Act 833 eligibility was considered?	0	0	0	
Has the IEP identified the specific Act 833 Transition related criteria that the student must meet?	0	0	0	

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

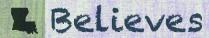
Required components:

- 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

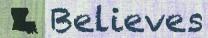
Required components:

- 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



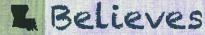
Career-College-Service Readiness: (Perkins/ACT/AP/IB) . Credentials . Individual Growth Plans	Schoolwide Programs: 1. Comprehensive needs assessment; 2. Copy of schoolwide plan (SWP) 3. Schoolwide Plan Verification Worksheet(s) 4. Copy of SWP Evaluations	Interview appropriate s Observe Areas of Imple Review and discuss bu Examine submitted doc
Equity Inclusion Learning: (EL/REAP/DSS) . Access to high-quality early childhood education . Proven, evidence-based strategies for diverse learners a. Response-to-intervention strategies intended to allow for early identification of students wit 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	Interview appropriate s Observe Areas of Imple Review and discuss bu Examine submitted doc
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 Procedures of EL identification ELs identified and participating in special programs, including Special Education, Gifted and Talented, and extracurricular activities	Interview appropriate s Observe Areas of Imple Review and discuss bu Examine submitted doc
	Students Experiencing Homelessness 1. Outreach activities 2. Academic progress and attendance of homeless students 3. Description of placement decisions	 Interview appropriate s Observe Areas of Imple Review and discuss bu Examine submitted door
Effective Educator Workforce: (Title I/CLSD) Aspiring leader development Intentional partnerships with teacher preparation providers	Students in Foster Care 1. Point of Contact's work schedule	Interview appropriate s Observe Areas of Imple Review and discuss but
. Job-embedded collaboration and professional development . Teacher Leader Opportunities	Equitable Services (if applicable) Federal funds used to provide academic services to eligible children enrolled in nonpublic schools and professional development services to teachers and nonpublic school officials. Consultation with officials of the nonpublic schools.	Interview appropriate s Observe Areas of Imple Review and discuss bu Examine submitted doc
Systems-Structures-Partnerships: Strategic planning, resource allocation, and alignment to critical goals: 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.	Title I, Part C: Migrant Education (if applicable)	Interview appropriate s Observe Areas of Imple Review and discuss bu Examino culmitted do:



WHAT GETS MONITORED

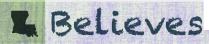
SUBMITTING EVIDENCE

- ALL evidence must be submitted through Data Management
 FTP
 - Exception: IDEA self-assessment documentation goes to selfmonitoring@la.gov
- Each LEA has a "Monitoring" folder in the FTP folder
- Each file should be named by the <u>program</u> and <u>indicator</u> it supports
 - ☐ Limit files names to less than 20 characters

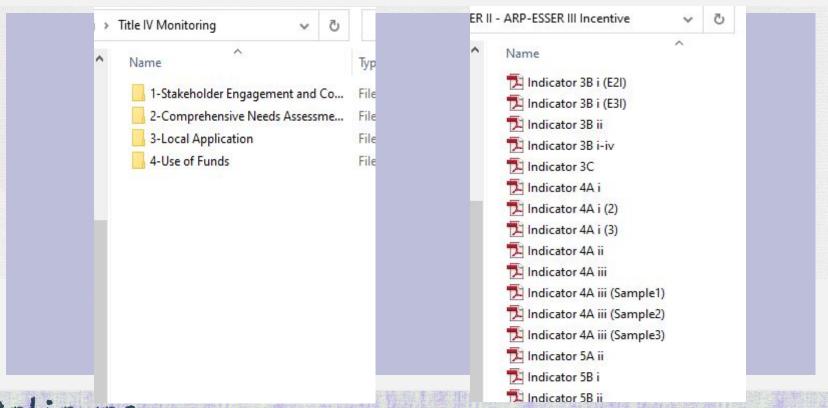


DATA MANAGEMENT FTP

	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
7	007 Bienville Parish 2021-22 Seclusion and Restraint Report	3/23/2023 7:36
7	007 Bienville Parish Alternate Assessment Participation Justification 2021 2022	10/24/2023 2:4
7	007 BienvilleParish 2022-2023 IDEAMonitoring	7/6/2023 9:57 /
×	007_2022_WorkKeys_Billing_Student Roster	7/3/2023 7:59 /
×	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
	是这个大型的,但是一个大型,我们们是一个大型的,但是一个大型的一个大型的,但是一个大型的一个大型的一个大型的一个大型的一个大型的一个大型的一个大型的一个大型的	



DATA MANAGEMENT FTP





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.

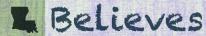
Citation	Program	Common Finding
IDEA, Part B §300.320(a)(1)(i)(2)(i)	IDEA	The IEP does not include the present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum.
IDEA, Part B §300.320(a)(2) 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	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)	IDEA	There was no documentation to support parental consent was obtained for an initial evaluation.
Section 134(b)(7); Bulletin 130 Chapter 3.	Perkins – CTE	Evidence of conducting CTE teacher evaluations
Bulletin 1674, Chapter 3, Section 303	Perkins – CTE	Evidence of safety reports conducted on high school campuses
Sections 124,135(b)(5)	Perkins – CTE	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

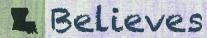




WHAT WENT WRONG

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 <u>approved</u> before documentation submitted
 - Once CAP is approved and documents are submitted, closure is warranted
 - ☐ Student-specific findings (require response within 30 days)
 - IDEA only





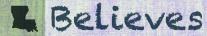
ALL IS GOOD

CLOSING THE MONITORING

No Findings of non-compliance

OR

All Findings have been resolved

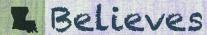


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QUESTIONS?

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