

Program Monitoring Updates & Round Table Discussion



March 2024

LASAFAP Session Objectives



- In summary, review monitoring procedures
- Discuss risk indicators
- Consider the pros and cons of revisions to risk indicators and/or monitoring processes
- Deliberate about proposed revisions to the current selection process
- Exchange views on proposed revisions to the self-assessment process
- Make available general monitoring updates
- Answer questions

Monitoring Summary

- Consolidated model
- Risk-based
- Menu of monitoring options: self-assessment, comprehensive desk audit, and on-site monitoring
- Data-driven
- Focuses on compliance and performance
- Subgroup centered comparisons
- Every school system is evaluated every year.
- Every third year, relief may be granted.

Please contact angela.randall@la.gov



New Key Performance Indicators

Risk Indicators	Measurement	Working
School Letter Grade	<p>Letter grades (A-F) show the quality of school performance based on student achievement data. For elementary schools (K-7), 70% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies, 25% of the grade is based on the progress, and 5% is based on the Interests and Opportunities Index. For elementary schools including grade 8, 65% of the grade is based on student achievement on annual assessments, 25% is based on progress, 5% is from the dropout/credit accumulation index, and 5% is based on the Interests and Opportunities Index. For high schools (9-12), the grade is based on student achievement (25% ACT and 12.5% EOC), graduation (20% graduation index), 12.5% on progress, 25% on strength of diploma, and 5% from the Interests and Opportunities Index.</p>	Yes or No
ELA Proficiency	<p>Two most recent years of statewide assessment data are compared to determine percentile change for the economically disadvantaged subgroup. This applies to 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.</p>	Yes or No
Math Proficiency	<p>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.</p>	Yes or No
Program Compliance	<p>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.</p>	Yes or No
Updates or Revisions	Round Table Discussion	Yes or No

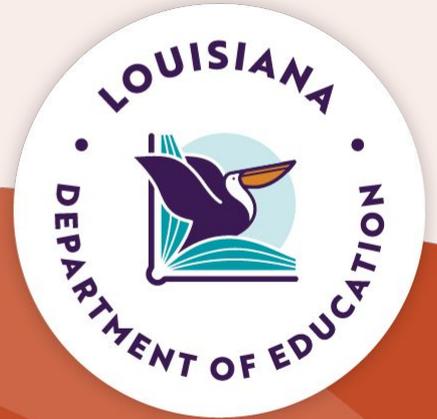
Snapshot of Monitoring Rank

Tier I	Tier II-A	Tier II-B	Tier III
Low-risk	Moderate-low	Moderate-high	High-risk: onsite monitoring
No monitoring required	Self-assessment of Title I, Part A: Schoolwide Programs	Comprehensive desk review or self-assessment of Title I, Part A & Title II Part A	Notification and pre-visit requirements
Optional self-assessment	Upload to FTP supporting documents	Submission of a substantial amount of program related documentation	LDOE and pre-planning call
N/A	LDOE review period: verification of documentation	LDOE review period: verification of documentation	<ul style="list-style-type: none"> document submission conference call school selection
N/A	Notice of Closure or Action	Notice of Closure or Action	Onsite monitoring 2-3 days
N/A	If necessary, a corrective action plan may be initiated	N/A	<ul style="list-style-type: none"> Interviews School site visits Desk review comparison Observation of key areas of implementation



Round Table Discussion

The purpose of the round table discussion is to discuss key areas of improvement to the current risk-based monitoring process for consolidated federal programs.



Roundtable Talk: Matters for Consideration

- School systems may be monitored too much or too little.
- School systems may not receive enough on-site monitoring.
- Federal and state priorities may be different.
- Post-pandemic impact on subgroup performance may require continuing the use of current risk-indicators to determine a true longitudinal impact on monitoring.
- Streamlining may be beneficial.
- LDOE will collect other considerations from federal program directors.

Please contact angela.randall@la.gov



Next Steps

The Division of Statewide Monitoring will compile feedback ascertained from the round table discussion. Recommendations for improvement will be considered. A survey may follow to confirm the vision for monitoring as derived from the round table discussion for 2024-2025.

