

Louisiana Believes

**Monitoring Pilot Program
2015-2016**

Agenda

Objective

Ensure all participants have a clear understanding of how the Department will monitor IDEA and NCLB Title programs during the 2015-16 school year

Agenda

- Monitoring Overview
- Current Monitoring Processes
- 2015-2016 Pilot
- IDEA
- NCLB
- Next Steps
- Q & A

Monitoring

Monitoring Philosophy

The Department of Education conducts monitoring of Local Education Agencies to ensure that all LEAs are meeting the needs and improving the educational results of all students, particularly the most at-risk students, and complying with all federal and state regulations.

The Department of Education uses results from both performance and compliance monitoring to drive future interactions with the LEA.



Why Do We Monitor?

- Ensure districts are meeting the needs of all students, especially the most at-risk students
- Ensure compliance with federal and state obligations
- Provide feedback to districts for planning purposes
- Drive the interaction between the state education agency and the local education agency

Current Monitoring Processes

What do we monitor?

- Title Programs
 - Title I
 - Part A, B, C, D
 - Title IIA
 - Title IIIA
 - Title IV, Part B
 - Title VI
 - Title X, Part C
- JAG
- SRCL
- SIG 1003A
- SIG 1003G
- RTTT Phase 3
- LA4 & Title 1 PK
- Act 833
- Carl Perkins
- IDEA
- Charter schools

Current Monitoring System

How are we conducting monitoring now?

- Risk-based selection of districts focused on discrete issues
- Desk reviews
- Monitoring for required program compliance

What have we found?

- Districts are generally in compliance
- Too many students still fail to score proficient in statewide assessments

2015-2016 Monitoring

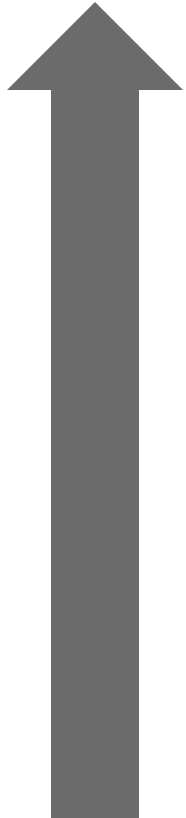
Monitoring Goals

- Align monitoring methodology with other agency processes & initiatives
- Eliminate a one-size fits all monitoring process
- Determine the “root cause” for systemic non-compliance, and low performance of students with disabilities
- Focus on performance of at-risk students (ED, LEP, Migrant, SWD)



Theory of Action

Most Intense
Monitoring



High Risk, Tier III - LEAs that fail to meet compliance guidelines and/or fail to meet the needs of all students

TIER II - LEAs that struggle to serve at-risk students or LEAs fail to meet compliance guidelines

Low Risk, TIER I - LEAs that meet compliance guidelines and are successful at meeting the needs of all students

Least Intense
Monitoring

IDEA Monitoring

IDEA Monitoring

What are we doing now?

- Majority of LEAs currently receive desk reviews
- LEAs are monitored in 1-2 targeted areas

What are potential concerns with this approach?

- LEAs are locked into “one size fits all” monitoring
- Selection process lacks diversity and does not cater to needs of each LEA
- Current process does not build upon other special education processes currently occurring at the agency
- Important risk factors are not included in the selection process
- Current process does offer the LEA a customized monitoring experience which will reveal the “root cause” of compliance and performance issues for the SWD subgroup

IDEA Monitoring

	TIER 1 - Low	TIER 2 - Moderate	TIER 3 - High
Selection	<ul style="list-style-type: none"> Least intensive category of monitoring LEA has historically met compliance requirements Students performing at or above established performance targets in identified areas of risk (Quartile 4) Earned LEA Determination of Meets Requirements 	<ul style="list-style-type: none"> Compliance issues may be identified in one or more areas, but not more than 3 areas Students performing in the average to below average range in identified areas of risk (Quartile 2 or 3) Earned LEA Determination of Meets Requirements or Needs Assistance 	<ul style="list-style-type: none"> > 3 instances of identified non-compliance, likely continuous and systemic Students performing significantly lower than established performance target (Quartile 1) Earned a rating of Needs Intervention (NI) or Substantial Intervention (NSI) on LEA Determination
District Experience	<p>Model/Exemplary</p> <ul style="list-style-type: none"> 5% of LEAs will be flagged for consideration as “model or exemplary” LEA must have earned an LEA Determination of Meets Requirements (MR) LEA must have met all compliance requirements Receives Annual APR Monitoring LEA will participate in “Active Engagement” capacity building with colleagues LEAs re-assessed annually against the risk analysis methodology <p>Meeting Expectations</p> <ul style="list-style-type: none"> Remaining 95% of LEAs in this category will receive annual APR Compliance Monitoring Participate in “Active Engagement” capacity building with colleagues LEAs in this category will be re-examined annually against risk analysis methodology 	<p>Tier 2 A - Targeted Desk Review</p> <ul style="list-style-type: none"> 25% of LEAs with the highest risks linked to performance and compliance will receive a Targeted Desk Review. LEAs with a Determination of Needs Assistance (NA) <p>Tier 2B - Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> Remaining 75% will complete Comprehensive Needs Assessment LEAs with LEA Determination of Needs Assistance 	<p>On-Site Visit</p> <ul style="list-style-type: none"> 25% of LEAs falling at the high-risk level exhibiting the greatest indicators of non-compliance and lowest percentages of student achievement LEA Determination of NSI is automatic qualifier for the on-site monitoring >3 instances of non-compliance <p>Focused Desk Audit & Staff Interviews (via phone conference)</p> <ul style="list-style-type: none"> 75% falling at the high-risk level but have fewer issues of non-compliance. < Less than 3 instances of non-compliance LEAs with LEA Determination of Needs Intervention (NI) Under certain circumstances, could be selected for on-site monitoring

IDEA Rubric

LEA NAME: District 1		Site Code: OXX	
Identified Risk Indicators	Point Value	LEA Actual	Assigned Points
RISK 1 - LEA DETERMINATIONS			
Meets Requirements	0	NA	3
Needs Assistance	3		
Needs Intervention	6		
Needs Substantial Intervention	9		
RISK 2 - STATEWIDE ASSESSMENT PROFICIENCY ELA - Target 37%			
Students With Disabilities All Grades			
Proficiency Rate 27.76% and above	0	50.00%	0
Proficiency Rate 18.6 - 27.75%	1		
Proficiency Rate 9.26 - 18.5%	2		
Proficiency Rate 0 - 9.25%	3		
RISK 3 - STATEWIDE ASSESSMENT PROFICIENCY MATH - Target 37.7%			
Students With Disabilities All Grades			
Proficiency Rate 28.28% and above	0	42.00%	0
Proficiency Rate 18.86 - 28.27%	1		
Proficiency Rate 9.43-18.85%	2		
Proficiency Rate 0 - 9.42%	3		
RISK 4 - GRADUATION RATES - Target 40%			
Graduation Rate 31% and above	0	56.80%	0
Graduation Rate 21 - 30.9%	1		
Graduation Rate 11 - 20.9%	2		
Graduation Rate 0 - 10.9%	3		
RISK 5 - DROPOUT - Target 34%			
Dropout Rate 0 to 8.5%	0	18.90%	2
Dropout Rate 8.6 to 17.9%	1		
Dropout Rate 18 - 25.5%	2		
Dropout Rate 25.6 and above	3		
RISK 6 - DISCIPLINE INDICATOR 4A - Target 21.5%			
Discipline Rate 0 -5.38%	0	0.00%	0
Discipline Rate 5.39 - 10.75%	1		
Discipline Rate 10.76 - 16.13%	2		
Discipline Rate 16.14% and above	3		
LEA TOTAL SCORE		5	
Low Risk 0-8 points			
Moderate Risk 9-16 points			
High Risk 17-24 points			

NCLB Monitoring

NCLB Monitoring

How are we conducting monitoring now?

- Risk-based selection of districts
- Desk reviews
- Monitoring for required program compliance strictly using desk reviews

What are potential concerns with this approach?

- Districts & charters have generally been in compliance
- 33% of students scored not proficient on state assessments in Spring 2015
- Limited use of additional information about a district's approach including eGMS allocations

NCLB Monitoring

	TIER 1 - Low	TIER 2 - Moderate	TIER 3 - High
Selection	<ul style="list-style-type: none"> No compliance findings or recommendations in past 2-3 years; no open findings District Letter Grade of A or B AYP Considerations Strong subgroup performance 	<ul style="list-style-type: none"> 0-2 compliance findings or recommendations (minor/closed) District Letter Grade of C AYP Considerations Good to fair subgroup performance 	<ul style="list-style-type: none"> 3 or more compliance findings, open findings/CAP District Letter Grade of D or F AYP Considerations Poor subgroup performance High % of non-proficient students
Annual Reporting	All districts will receive annual reports (i.e. Principals Report Card, School Report Cards, Subgroup Component Reports) focused on the performance of at-risk students in the district/charter school. High risk districts will receive school-specific reports.		
Annual Program & Fiscal Oversight	All districts will receive the annual Consolidated Application review (e.g. allowable program costs, non-public services) and Fiscal Reviews, which include, but are not limited to, comparability, maintenance of effort and single audits.		Technical assistance provided in planning and eGMS allocation prior to, or in addition to, annual Consolidated Application Review & Fiscal Review
Self-Assessment/ Desk Review	LEAs will only receive Annual Reporting & Annual Program & Fiscal Oversight (continuous improvement monitoring)	Complete the NCLB Monitoring Tool as self-assessment & request technical assistance in areas of need.	Desk review using the NCLB Monitoring Tool
On-Site Review	No	No	Possibly
Interviews	No	No	Yes

NCLB Rubric - Academic

LEA NAME: DISTRICT 1		Site Code: 0XX		
Identified Risk Factors	Point Value	LEA Actual	Assigned Points	
Risk 1: Adequate Yearly Progress (AYP)				
AYP English Language Arts (ELA)				
Met AYP:	0		2	
Did not Meet AYP: ED No	2			
AYP Math				
Met AYP:	0		2	
Did not Meet AYP: ED No	2			
Risk 2: Academic Achievement - District Letter Grades				
District Letter Grade A or B	0	C	2	
District Letter Grade C	2			
District Letter Grade D	4			
District Letter Grade F	6			
Risk 3: Statewide Assessment Proficiency (ELA) for At-Risk Subgroups				
Economically Disadvantaged students				
Proficiency Rate greater than or equal to 75%	0	52.80%	2	
Proficiency Rate 51-74%	2			
Proficiency Rate 26-50%	4			
Proficiency Rate Less than or equal to 25%	6			
Limited English Proficiency (LEP) students				
Proficiency Rate greater than or equal to 75%	0	39.70%	4	
Proficiency Rate 51-74%	2			
Proficiency Rate 26-50%	4			
Proficiency Rate Less than or equal to 25%	6			
Risk 4: Statewide Assessment Proficiency (Math) for At-Risk Subgroups				
Economically Disadvantaged students				
Proficiency Rate greater than or equal to 75%	0	48.20%	4	
Proficiency Rate 51-74%	2			
Proficiency Rate 26-50%	4			
Proficiency Rate Less than or equal to 25%	6			
Limited English Proficiency (LEP) students				
Proficiency Rate greater than or equal to 75%	0	46.60%	4	
Proficiency Rate 51-74%	2			
Proficiency Rate 26-50%	4			
Proficiency Rate Less than or equal to 25%	6			
ACADEMIC RISK RATING:		34	58.82%	20

NCLB Rubric - Compliance

Risk 5: Fiscal Compliance				
No Significant Fiscal* Findings in the past 3 years	0		12	
1-2 NCLB non-compliance findings in past 3 years	8			
Significant Fiscal Findings** and Questioned Costs	12			
Risk 6: Program Compliance				
No NCLB Program Compliance Findings in the past 2 years	0		8	
1-2 NCLB non-compliance findings in past 2 years	8			
3 or more NCLB non-compliance findings in past 2 years	12			
FISCAL & PROGRAM COMPLIANCE RISK RATING:		24	83.33%	20

Source: Independent Audit from FY13 & FY14

Prospective Rankings

Low Risk: 25% and below of applicable points
Moderate Risk: 26% - 54% of applicable points
High Risk: 55% - 100% of applicable points

Key Compliance Definitions:

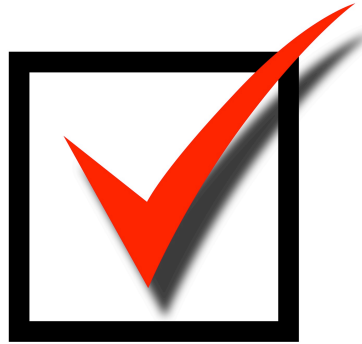
*Fiscal Findings: in LDE fiscal monitoring & single audits

Significant: repeat or unresolved

**Significant Fiscal Findings: CPA in single audit determined findings were a material weakness

Next Steps

Next Steps



- July 2015 – LEAs to be monitored identified & notified via newsletter
- July 2015 – IDEA/NCLB rubrics available
- July 2015 – Final evaluation instruments selected
- August 2015 – Detailed communication to LEAs to be monitored including instruments, processes, and next steps
- September 2015 – Monitoring commences

Q & A

For more information, please contact Patrick.Walsh@la.gov