John White  
State Superintendent  
Louisiana Department of Education  
1201 North Third Street  
Baton Rouge, Louisiana 70804

Dear Superintendent White:

During the week of March 11th, 2013, a team from the U.S. Department of Education’s (ED) Office of School Turnaround (OST) reviewed the Louisiana Department of Education’s (LDOE) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to three schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED’s final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in two sections: (1) Technical Assistance Recommendations, and (2) Monitoring Findings. The Department will later issue a Summary and Observations addendum that describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The Technical Assistance Recommendations section contains strategies and resources for addressing technical assistance needs identified during ED’s visit. Finally, the Monitoring Findings section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The LDOE has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the LDOE to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions.

Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that
program’s grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

With regards to the Technical Assistance Recommendations provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the LDOE is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in Louisiana at the time and locations of ED’s onsite review. The LDOE may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank the LDOE staff including Sheila Guidry and John Hanley for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in Louisiana.

Sincerely,

Carlas McCauley
Group Leader
Office of School Turnaround

Enclosure

cc: Steven Osbourn, Assistant Superintendent, Office of Student Programs
    John Hanley, School Improvement Grants Coordinator
### School Improvement Grants (SIG) Monitoring Report for LDOE

<table>
<thead>
<tr>
<th>Models</th>
<th>Number of SIG Schools Implementing the Model - Cohort I (incl. tier III)</th>
<th>Number of SIG Schools Implementing the Model - Cohort II (incl. tier III)</th>
<th>Number of SIG Schools Implementing the Model - Cohort III (incl. tier III)</th>
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**Staff Interviewed**

- **SEA Staff:** John Hanley & Sheila Guidry
- **Caddo Parish Staff:** District Leadership Team
- **School #1 Staff:** Principal, School Leadership Team, 3 Teachers, 3 Parents, Students, and 4 Classroom Visits
OVERVIEW OF MONITORING PROCESS

The following report is based on U.S. Department of Education’s (Department) on-site monitoring visit to Louisiana from March 11-15, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The School Improvement Grant (SIG) Monitoring Report provides feedback to the Louisiana Department of Education (LDOE) on its progress in implementing the program effectively, and in a manner that is consistent with the School Improvement Grant (SIG) final requirements, authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 2012). The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. The report consists of the following sections:

- **Background Information**: This section highlights significant achievements in the LDOE’s implementation of the SIG grant. This section also includes a brief overview of the LDOE’s structure and vision for SIG implementation.

- **Summary of LDOE’s Implementation of SIG Critical Elements**: This section provides a summary of the SEA’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on March 11-15, 2013 or through written documentation provided to the Department.

- **Technical Assistance Recommendations**: This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.

- **Monitoring Findings**: This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.
BACKGROUND INFORMATION

Highlights of LDOE’s Implementation of SIG

LDOE Highlights

- The LDOE has started work on a worksheet for collecting its EDfacts reporting requirements that is embedded within its Indistar system. The Indistar system is a web-based, continuous improvement process, adopted by a SEA, tailored to its specifications, and provided for district and school improvement that allows districts and schools to assess their improvement progress against several indicators. Through the Indistar system, LEAs and schools will fill out the data worksheets as they update their monitoring indicators each quarter. This streamlines and reduces the burden of collecting and reporting data at the LEA and school level.

- The LDOE is focusing its technical assistance efforts first on its new Compass Evaluation tool which is designed to evaluate teacher’s performance (half on student growth and half on professional practice including walkthroughs and formal observations. Secondly, LDOE is providing support to its schools and districts on the movement to the Common Core State Standards. The SEA has created Network Teams comprised of education experts to work collaboratively with districts and schools. The Network team focuses on providing technical assistance with analyzing data, setting goals, and targeting supports to low-performing schools on how to adopt the Compass evaluation tool and Common Core standards.

Caddo Parish/Fair Park High School Highlights

- Caddo Parish’s focus on turnaround started before SIG with an LEA-wide restructuring in 8 of its lowest-performing schools that included: firing and rehiring all of the school-level staff, extending the learning time and a focus on high quality professional development.

- Fair Park High School is using the Teacher Advancement Program (TAP) model to supplement the turnaround reforms that had begun prior to SIG. TAP is a nationally-proven comprehensive reform model designed to improve teacher effectiveness and increase student achievement that is focused on developing four key areas: providing multiple career paths or ladders for teachers, institutionalizing the teacher evaluation system, providing performance based rewards and increasing professional development.

Recovery School District (RSD)/Walter S. Cohen High School (Cohen)/Cohen College Prep (CCP) Highlights

- The RSD has an Achievement and Human Capital Team comprised of a chief of staff and two directors (one for elementary and one for secondary) who are in the SIG schools on a weekly basis providing technical assistance to principals and staff around SIG, Common Core, the Compass evaluation system and other areas of need.

- Walter S. Cohen High School is being managed this year by Future is Now (FIN), a charter management organization committed to providing students and the community with an optimal education experience. This year, FIN has focused on providing credit recovery for Cohen’s large (nearly 30%) over-aged/under-credited population.
Since phasing into the Cohen campus in 2011, CCP has hired instructional coaches for each core subject (ELA, math, social studies and science). Instructional coaches work both in the 9th and 10th grades (CCP’s currently enrolled grades) and provide job-embedded professional development to each teacher every two weeks.

CCP has created a parent council that is currently comprised of twelve parents that serve as School Ambassadors to promote school events and increase parent and community attendance and support. These ambassadors make phone calls to remind parents about school events, brainstorm new parent engagement ideas and mail flyers that explain upcoming events. The school has already sponsored a parent barbecue and an outing to a New Orleans Saints football game.

**LDOE Structure**

At the time of the visit, the LDOE had four full-time staff dedicated to working on SIG implementation. These positions included a school improvement grant program coordinator, two grants management consultants and a senior education technology consultant. Each position was part of the Office of Student Programs.

During the initial year of SIG implement, the summer of 2010, the Louisiana Department of Education underwent a substantial internal reorganization. One of the results of this reorganization effort was the creation of a new “School Turnaround Office (STO). The STO was designed to build state and local capacity to turn around persistently low-achieving schools in Louisiana in an effort to prevent the need for state intervention into the schools. The STO’s goal for reform was to produce significant gains in student achievement to prepare LEAs and impacted schools for the longer process of transforming into high-performance. However, after significant budget cuts during fiscal year 2012, the STO was dissolved and four of its staff members were absorbed by the Grants Management Team within the Office of Student Programs.

**Summary of LDOE’s Implementation of SIG Critical Elements**

**Application Process**

During the fiscal year (FY) 2011 competition the LDOE made awards to LEAs in accordance with its approved timeline listed in its approved application.

The state notified LEAs with eligible schools by holding an introductory webinar to answer questions and concerns about SIG applications. Additionally, the LDOE identified field staff to work directly with any LEA eligible for SIG funding in an effort to answer questions and explain the application process. During interviews, the leadership team at both of the visited LEAs stated that the LDOE supported them through the application process by hosting several webinars, making themselves available by phone or email, and providing direct support from assigned grant managers.

The LDOE did not implement a process for verifying programmatic and budgetary revisions after the initial LEA plans were approved. During interviews, the leadership team from both
LEAs indicated that programmatic changes had been made that were not reflected in their most recent applications.

**Implementation**

**Caddo Parrish/Fair Park High School**

Caddo Parrish identified through the needs assessment that ineffective leadership, quality of instruction, and graduation rates were the major areas of concern at Fair Park High School.

In its application, Caddo Parrish stated that Fair Park has historically experienced high turnover rates which have made it difficult for the school to establish a strong foundation. In order to address ineffective leadership, Fair Park indicated that it would hire a new principal with extensive turnaround experience. During interviews, the LEA stated that the original principal hired to lead the SIG turnaround efforts was replaced during the beginning of the 2012-13 school year (second year of implementation). The new principal was hired in October 2012 and had previously served as an assistant principal at another Caddo Parrish school that had made academic gains.

To improve the quality of instruction at Fair Park, Caddo Parrish planned to implement the Teacher Advancement Program (TAP) which focuses on teacher development and professional development. Through TAP, Fair Park planned to hire Model and Mentor teachers to conduct observations and create individualized professional development paths for every teacher. School administration and teachers expressed that the TAP model and the support of the Model and Mentor teachers have helped the school become more data-driven and focused on improving instruction and student outcomes through their guidance and support to less experienced teachers and through their regular feedback given during the cluster meetings. Teachers expressed being held more accountable while also stating that the professional development and feedback from observations have been very helpful.

Finally, to increase graduation rates, in its application the school proposed hiring a graduation coach. School administration stated that the graduation coach has primarily focused on working with seniors in the first year of the grant but is planning to expand the role to work with the lower grades in future years. Students stated that the graduation coach has been very supportive and provided helpful advice on making sure students gained the credits needed to graduate on time.

In addition to addressing the major areas of concern in the needs assessment, Fair Park High School screened and replaced more than fifty percent of the staff, provided on-going, job-embedded professional development for staff, and used data to inform and differentiate instruction.

During interviews, the LEA and school leadership indicated that Fair Park implemented, but experienced difficulty implementing, social-emotional and community-oriented services; implementing strategies to recruit, place, and retain staff; and increasing learning time.
RSD/Walter L. Cohen Senior High School

The Recovery School District (RSD) identified poor leadership that resulted in weak academic performance, instructional staff quality, and teaching strategies as the major areas of concern at Walter L. Cohen Senior High School (Cohen). As background for this report it is important to note that the RSD applied to implement a strategy that phased-in students to a school while phasing-out the old school. This strategy was part of the implementation of the restart model at Cohen Senior High School. As a result, during the 2011-2012 school year New Orleans College Prep (NOCP), the Charter Management Organization (CMO) chosen for the Restart model, began to transition management while serving all of the 9th graders and some of the 10th graders at the new Cohen College Prep (CCP). The RSD served grades 10-12 at Cohen while freezing its enrollment from any new entrants. Cohen and CCP share SIG funding, both implement a restart model and will both be mentioned in this report.

In its application, the RSD indicated that it would address the poor leadership by partnering with a CMO with a track record of successful school takeover to lead and manage Cohen’s new student population while the previous management was simultaneously being phased out. NOCP was chosen because of its successful track record in the greater New Orleans area. By the 2014-2015 school year, NOCP will have completely phased-in all students at CCP and will act as the Local Educational Agency (LEA) and manager of the school. The RSD also hired an Education Management Organization (EMO), Future is Now New Orleans (FIN), to manage the 11th and 12th grades, the grades that will eventually be phased out during the process. During interviews, CCP’s school administrators and teachers stated that NOCP’s management has led the school to dramatically increase student achievement in both English language arts (ELA) and math. Cohen’s leadership team indicated that FIN has helped build the school’s capacity and provided the school with the tools to work together and manage Cohen while the school is being phased out. Cohen administration also indicated that FIN holds the school accountable for engaging the community in the management of the school even though it will eventually close as a part of the phase-out strategy.

To address the quality of the instructional staff, the RSD indicated that it would work with NOCP and FIN to implement a rigorous hiring and review process for teachers and leaders. NOCP also indicated it would offer some monetary incentives to CCP staff to ensure that qualified staff are recruited and retained. This hiring process applied not only to CCP, but also to Cohen Senior High School. Teachers in the closing school were screened and had to reapply for their jobs as well. During interviews, Cohen teachers indicated that FIN retained the most successful staff from the previous year so that students could have some normalcy amongst the plethora of changes taking place at their school. Teachers also indicated that FIN worked to refine the teaching practices of some of the less successful teachers before deciding upon any high stakes decisions. NOCP leadership explained that one of the key selection criteria for new teacher candidates at CCP is the submission of past student achievement results from previous teaching experiences. If a teacher is new to the profession, she or he must also demonstrate good results in other lines of work, such as successful project management in business or a strong work ethic. The NOCP leadership team indicated that this teacher requirement has added greatly to the rise in achievement scores within the student population that Cohen traditionally served because teachers are requiring more from students and their lessons are more rigorous. To retain
these high quality candidates, the NOCP offers CCP teachers a base salary that is ten to fifteen percent higher than the district scale as well as offering a five percent performance bonus for proven achievement results.

Finally, in an effort to improve teaching strategies, the RSD worked with NOCP to implement Understanding by Design (UbD), which requires CCP teachers to use curriculum alignment templates (CATs) in order to backwards design to develop their unit and lesson plans according to a research-based framework. This approach also allows teachers to keep the goal of the lesson or unit in mind while planning the details of each day. The CATs, in alignment with Grade Level Expectations (GLEs) and Common Core standards, articulate the objectives that a teacher must accomplish with students in each course. Within this framework, teachers also give benchmark assessment for all courses and grade levels which are explicitly aligned to the CATs. With the benchmark assessment data, teachers can more easily differentiate their instruction and track progress towards end-of-year goals. The NOCP leadership team explained that the rise in achievement scores is a testament to how well UbD is working to increase the rigor at CCP. FIN worked to increase Cohen’s student recovery program to allow teachers to teach based on current standards as well as implementing weekly professional development focused on refining each teachers practice as it relates to the Louisiana’s Compass Evaluation rubric. The leadership team at Cohen stated that FIN’s focus on increasing its credit recovery program for its high over-age/under-credited population has allowed staff to focus on teaching relevant content which has led to an increase in overall student achievement.

In addition to addressing the major areas of concern in the needs assessment, CCP hired a new principal as part of the turnaround effort prior to the implementation of SIG. CCP also implemented a new teacher and principal evaluation system that incorporates data on student growth; instituted a system of rewards for staff that have increased student achievement; provided on-going job-embedded professional development for staff; used data to inform and differentiate instruction; and implemented strategies to recruit, place and retain staff.

Cohen hired a new principal that was hired as part of the turnaround effort, is using Louisiana’s teacher and principal evaluation system that incorporates data on student growth, provided on-going job-embedded professional development for staff, and provided social-emotional and community-oriented services.

**Fiscal**

The LDE reserves five percent of the State’s SIG allocation and uses its reservation for staff positions including the grant administrator, district support officers who work with LEAs with SIG schools, and an administrative assistant. The funds were also used to hire contract support to assist during the review of the application and aid in technical assistance efforts.

The LDE ensures that SIG funds are spent on allowable activities through its financial office which reviews all reimbursement requests from SIG schools to ensure alignment with their SIG plans. SIG schools are also required to submit quarterly response reports that include more detailed information on reimbursements.
To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff; while maintaining equipment and materials purchased with SIG funds, the LDE’s federal fiscal audit team conducts risk assessments and site reviews of schools on a three year cycle.

**Technical Assistance**

In its FY 2010 application, the LDOE explained that it has a comprehensive system of School Turnaround Office (STO) field staff members who work directly with schools and with SIG liaisons at each LEA (each SIG-receiving LEA is required to assign this responsibility.) LDOE’s FY 2010 application explained that STO field staff conducts regular site visits, once per quarter at minimum, to provide targeted technical assistance to the LEA and each SIG-receiving school. These site visits were created so that field staff could report back to the STO team on the progress being made on the ground and specific barriers that the LEAs and schools are encountering. In addition to the site visits, student achievement and formal observation data are collected on a quarterly basis. Although, LDOE used this support model during the 2011-12 school year, the LDOE’s STO field staff was reduced by ninety percent and there is no longer the capacity to visit LEAs in person. Therefore, LEA leadership explained that each field staff person provides feedback on programmatic and fiscal aspects of their SIG plans electronically through the Indistar system. Both school leadership teams explained that on-site technical assistance is primarily given by the LEA and not directly from the LDOE. LEA leadership stated that the LDOE supports SIG implementation through regular phone calls, emails and constructive feedback on quarterly reports that are uploaded into the Indistar system.

**Caddo Parrish**

Caddo Parrish proposed to support schools in implementing SIG by having an LEA staff member meet monthly with the school leadership team to review results of student achievement data and leading indicator data. During this conference, the LEA planned to identify areas of weakness demonstrated by the benchmarking assessments and create a written plan to improve these areas that includes specific action steps and timelines. In interviews, Fair Park staff described the technical assistance it receives from Caddo Parrish as useful. School administration stated that the LEA staff members are regularly at the schools and attend leadership team meetings and cluster meetings. The LEA also holds district-wide TAP meetings for all SIG schools.

**The Recovery School District (RSD)**

The RSD proposed to support schools in implementing SIG by initially meeting with SIG principals to make sure they are aware of how the grant is run and how best to align it to their school goals. After the initial meeting, the RSD’s achievement team meets weekly with all SIG principals to provide technical assistance and to ensure that the school is making progress toward meeting its goals.

During interviews, Cohen staff explained that the school did not receive direct technical assistance from the RSD, but received adequate technical assistance from the school’s Educational Management Organization (EMO), FIN. The NOCP leadership team stated that it does not ask for technical support from the RSD.
Monitoring

In its approved application, the LDOE identified that STO field staff would conduct regular site visits, once per quarter at minimum, to directly monitor the implementation of each model at the LEA and each SIG-receiving school. In interviews, LEA staff reported that grant managers monitor quarterly using the Indistar system. The LEA leadership team indicated that SEA staff used checklists to verify that each school is implementing all the components that were written into their school improvement plans through the Indistar system and that adequate evidence is available for each indicator. For grant renewal purposes, SEA staff indicated that expenditure reports are conducted annually to review school performance scores and monitor fidelity of implementation in order to make renewal decisions.

Data Collection

The LDOE uses its Indistar system to collect data on SIG achievement and leading indicators from LEAs and schools. LEAs submit data to the SEA on a quarterly basis.

According to EDFacts records, the LDOE has submitted all required achievement and leading indicator data to the Department. The LDOE uses the data it collects to inform its technical assistance and monitoring strategies for schools and districts. The LDE provides feedback to schools on areas they can improve upon based on the data results.
**POTENTIAL AREAS OF TECHNICAL ASSISTANCE**

**Application Process**

**Issue:** Cohen’s application and needs assessment was not amended to include the addition of FIN or the process for selecting and hiring FIN to manage the grades that are being phased-out. Similarly, Caddo added a middle school to the Fair Park campus, and Caddo did not submit an amended SIG application or budget to LDOE. LDOE worked with RSD to amend Cohen’s application prior to the Department’s visit. During the visit, RSD leadership explained that the SIG application is usually developed before a CMO has been chosen because the vetting of CMOs is built into RSD’s overall timeline, which differs from the SIG timeline. RSD indicated that the CMO is always consulted about any application or needs assessment revisions, but the LDOE is not involved in these changes.

**Technical Assistance Strategies**

- Develop a plan and schedule for consistent check-ins with LEAs focused on SIG applications and needs assessment revisions so that the most up-to-date versions are always on file (Responsibility: LDOE)
- Create a timeline and process for including newly chosen CMO’s in the needs assessment and SIG application revision process within a month after they are hired. (Responsibility: RSD)
- Build in a recurring discussion of LDOE’s application process into State monthly check-in calls (Responsibility: ED)

**Issue:** Both Caddo Parish and Recovery School District Staff indicated that there was not ultimate transparency with regard to the LDOE’s application approval process. LEA staff stated that they were not completely aware of the reasoning behind cuts to their original budgets. Similarly, community members from the RSD explained that reforms were not thoroughly explained and that they were unsure about the ultimate purpose of the reforms.

**Technical Assistance Strategies**

- Develop a detailed plan for outreach to all stakeholders and provide consistent technical assistance to LEAs on how to use a similar model or plan (Responsibility: LDOE)
- Implement the LDOE’s plan or a version of that plan to increase transparency and better inform community members. (Responsibility: RSD)
- Provide LDOE with examples of SEAs and LEAs who have proven track records of transparent and open dialogue with all stakeholders and community members. (Responsibility: ED)
Implementation

Issue: Although the LDOE has met the requirement of ensuring that LEAs with schools implementing the transformation and turnaround models are providing ongoing mechanisms for family and community engagement as part of the increased learning time requirement, both Caddo and RSD are experiencing difficulty with creating opportunities for family and community engagement that are meaningful and well-attended by parents and members of the community.

Technical Assistance Strategies:

- Provide technical assistance to LEAs on strategies and methods to improve meaningful and strategic parent and community engagement, such as how to more effectively include parents and community members in the planning, implementation, and evaluation of the programs and strategies that are implemented as part of the SIG grant. (Responsibility: LDOE)
- Connect LDOE to other SEAs with promising practices or examples related to family and community engagement (Responsibility: ED)

Issue: While Caddo and RSD both had systems in place for recruiting and retaining qualified teachers, Caddo and LDOE indicated that there is a challenge recruiting and retaining qualified teachers in the Northern regions of Louisiana. Caddo and LDOE expressed a need for technical assistance related to teacher recruitment, particularly in Northern Louisiana.

Technical Assistance Strategies:

- Connect the LDOE to other SEAs with promising practices or examples related to recruitment of qualified teachers. (Responsibility: ED)

Technical Assistance and Monitoring

Issue: As of the start of the 2013 school year, the LDOE has eliminated on-site technical assistance and monitoring visits. Previously, 18 dedicated field staff members were responsible for bi-monthly monitoring visits and weekly technical assistance check-ins with SIG schools. These field staffers have been re-assigned to work on Network Teams devoted to providing assistance strictly for the Compass evaluation tool and the movement to Common Core standards. For SIG, technical assistance and monitoring are occurring electronically through the Indistar system. Caddo expressed a need for more consistent on-site technical assistance meetings as well as formal on-site monitoring visits specifically for SIG.

Technical Assistance Strategies:

- Connect the LDOE to other SEAs who have demonstrated strong technical assistance and monitoring plans despite limited staffing at the SEA-level. (Responsibility: ED)
## MONITORING FINDINGS

### Summary of Monitoring Indicators

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Requirement</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Application Process</strong></td>
<td>The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>2. Implementation</strong></td>
<td>The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>3. Fiscal</strong></td>
<td>The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>4. Technical Assistance</strong></td>
<td>The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
5. Monitoring
The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]

6. Data Collection
The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]
Monitoring Area: School Improvement Grant

No findings to report.