FEDERAL PROGRAMS: MONITORING AND DATA

2019 MASS SUMMER CONVENTION

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals FIVE-YEAR
STRATEGIC PLAN FOR 2016-2020

1 All Students Proficient and Showing Growth in All Assessed Areas

2 Every Student Graduates from High School and is Ready for College and Career

3 Every Child Has Access to a High-Quality Early Childhood Program

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

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FY20 Monitoring

…according to the law

Monitoring and reporting program performance

The non-Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non-Federal entity must monitor its activities under Federal awards to ensure compliance with applicable Federal requirements and performance expectations. Monitoring by the non-Federal entity must cover each program, function, or activity … *Section 200.328 Uniform Guidance*

Purpose of Monitoring

- Monitoring of federal programs is conducted to ensure that all children have equitable access to high quality education, regardless of student economic status or other equity factors.

- Monitoring emphasizes accountability for using resources wisely and assists LEAs in achieving high-quality implementation of educational programs.

Fiscal Indicators

E-5

LEA/Subgrantee has a policy and/or procedures for providing military recruiters and Institution of Higher Learner (IHL), upon request, required directory information for students. (Sec. 8525)

- Notice of Directory Information
- "Opt-Out Notice

Example:
https://www.belmont.k12.ma.us/bps/Portals/0/docs/publications/FERPA-Directory-Info-Notice.pdf

https://www.centralia.k12.wa.us/cms/lib/WA01001473/Centricity/Domain/27/Directory%20Opt%20Out%20form.pdf

G-1

● …where employees are funded 100% with a single federal award, the LEA has on file certifications that the employees worked solely on that program for the period covered by the certification. Certificates are completed at least twice a year

● employees who work on multiple activities funded from different sources have personnel activity record that support the distribution of their salaries/wages

- Detailed Personnel Report (MSIS)
- General Schedule Report (MSIS)
- Course
- Minutes (480 minutes)
- School
- Special Programs (1 or 9)

G-1 Cont'd

Prorated Minutes

Prorate the Minutes per funding source, just as salaries are prorated. For instance, entries for a secretary who works eight hours per day and whose salary is paid 50% with Title I funds, 25% from special Education 92-142 funds, and 25% from District funds would be represented as follows:

8 hours x 60 minutes = 480 minute work day
480 minutes x .50 = 240 minutes (Title I)
480 minutes x .25 = 120 minutes (Special Education 92-142)
480 minutes x .25 = 120 minutes (District funds)

G-1 Cont'd

School

Respond to this field in each period block line in terms of the school where the work assignment (identified by the Course/Work Area Code) is performed. Employees may work at more than one school site. **Use school "001" for staff of the district administrative office.**

G-1 Cont'd

Special Program

(Required field) Special Program Codes are used to indicate that all or part of the employee's salary is paid from federal or special state funds. The coding scheme is listed below.

SPECIAL PROGRAM CODE	DESCRIPTION
0	No special funds, MAEP funded
1	Title I funds
2	Vocational Education funds
5	Special Services funds
6	Gifted Education funds
9	Other Special funds

O-1

The LEA/Subgrantee has board policy and/or procedures for reviewing the LEA/Subgrantee and school level data. The policy and/or procedures include data quality checks, including automated business rules and manual data quality rules, to ensure the accuracy of reporting data, and to ensure that it is identifying problems in the data (e.g., setting appropriate thresholds)(Sec. 2104(b))

- Automated business rules and manual data quality (e.g. decision tree, workflow process, data governance procedure)
- Checks and balances

O-2

Describe the management certification (or verification, sign-off, or related) process the LEA requires of schools to ensure that reported data are accurate and complete (e.g., review process for determining data are ready for certification, how responsibility for the certification is assigned, consequences for certifying inaccurate data).

- Verification process at level (data workflow at school level) (e.g. During registration: registration clerk, school secretary (data input and verification), homeless coordinator (verification of identification), School MSIS (verifies homeless data in MSIS), Principal (approves data), MSIS Primary and Federal Programs (verifies and certifies data)

O-3

How does the LEA monitor schools to ensure they have processes in place so that reported data are accurate and complete (e.g., periodic monitoring, review of school business rules, audits of submitted data)?

- School level data control check (Student Database System, cumulative folders, Food Services, not just MSIS)
- Quality Control Checklist with Timelines

O-4

Does the LEA have procedures in place for reviewing LEA and school level data?

- Review of school level data prior to MSIS
- Review of school level data prior to monthly MSIS approval

O-5

What is the LEA's process for building the capacity of staff responsible for data management?

- Training of staff (everyone involved with data collection and data entry)
- Not just a one-time meeting

WHO, WHAT, WHEN, WHY, HOW

WHO – who is involved with data collection (coordinator, principal, school program areas; who is the target group for this collection; who is allowed to see and/or change data

WHAT – what are the sources of information for this collection, what type(s) of data must be collected for the target group; what does each person need to do; what kinds of reports or queries will be used to verify data entry

WHO, WHAT, WHEN, WHY, HOW cont'd

WHEN – when does the collection process begin; when is the data entry deadline; when is each person or group required to have their part done; when is the data file required at the next level

WHY – Why is the data collected; why is it important; why is participation required; why is compliance necessary for this collection
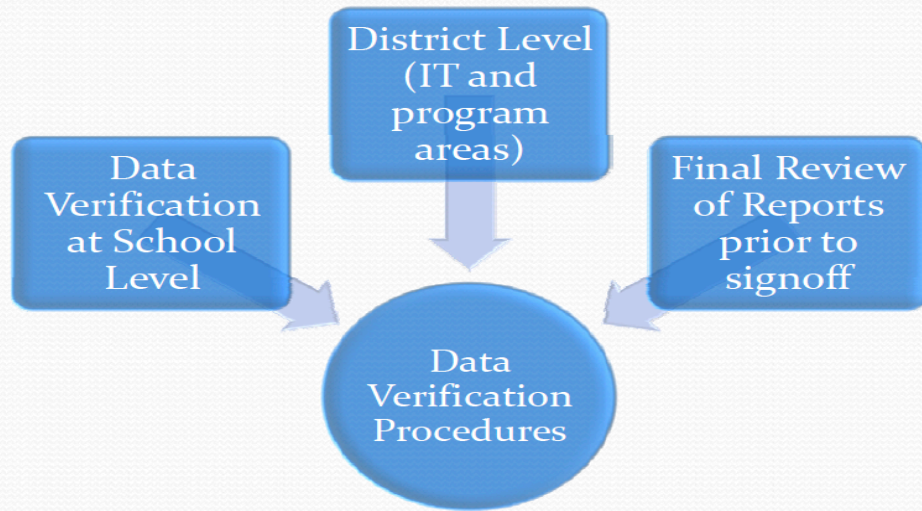
WHO, WHAT, WHEN, WHY, HOW cont'd

HOW – how will this data be used; how accessible are the people involved in the collection; how will we verify the data now and future; how will we communicate and collaborate

Best Practices

Develop a data verification process that includes verification at each stage of collection cycle

Best Practices

Checklist with Timelines

Example - Checklists with Timelines

Deadline	Item	Responsible Staff	Data Source	Data Reported To
End of Year				
June 25-27	Roll over student enrollment, registration, and scheduling data to next year	SIS Specialist	Student Information System (SIS)	N/A
July 23	Print end-of-year attendance, discipline, GPA reports sorted by grade level and building	Data Coordinator	SIS	Administrative Team
New Year				
June 25-July 13	Enroll new students and enter into SIS	Building Secretaries	Parents	
August 10-25	Enter additional new students for coming year into SIS	Building Secretaries	Registration Forms (building offices)	
August 15	Run homeroom and classroom rosters	SIS Specialist	SIS	Teachers
August 20	Roster corrections submitted	Data Coordinator	Principals	
August 23	Roster corrections entered into SIS	Building Secretaries	Principals	
August 26	School Starts			
August 26-September 15	Drop/Add period			
August 30-September 18	Enter secondary schedule changes, additional new students, and withdrawals into SIS	Building Secretaries	Drop/Add Forms (from guidance offices). Registration/ Withdrawal Forms (from building offices)	
September 20-25	Print changed rosters	SIS Specialist	SIS	Principals

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Best Practices

1. Put procedures in place
2. Check security
3. Have meetings with involved users and review data collection documentation
4. Train personnel involved in data collection
5. Meet deadlines
6. Print reports

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Programmatic Indicators

AA-10

Ranking and serving Title I schools (Sec. 1113)

What data sources does the LEA use in its calculations (Free/reduced lunch, direct certification, CEP)

EE-6

Right-to-know notice to parents regarding teacher qualifications and paraprofessional instruction (Sec. 1112(e)(1)(A))

Parents Right to Know Letter (How does the LEA notify parents of students in Title I schools that they may request information from the LEA about the professional qualifications of the student's classroom teachers)

EE-8

Parent information about teacher certification/licensing status (Sec. 1116(e)(1)(B)(ii))

School Notification (4 or more consecutive weeks by, a teacher who does not meet relevant state certification or licensure requirements)

MSIS Accreditation Edit Report

FF-1

School eligibility requirement (Sec. 1114(a)(1))

What data sources does the LEA use in its calculations (Free/reduced lunch, direct certification, CEP)

At least 40% poverty factor

HH-1

Mandatory reservation for equitable services for private school students (Sec. 1117(a)(4)(A)(i)) (Sec. 8501(a)(4))

What data sources does the LEA use in its calculations?

KK-1

Identification of children in local institutions for neglected children. ESEA Sec. 1112(B); Sec. 1113(C)(3)(ii)

Copy of source data for Annual Survey of Institutions for Neglected Children (How did the LEA identify the eligible children included on the Annual Survey?)

LL-2

Identification of children in local institutions for delinquent children. (Sec. 1113(3)(A)(iii) and Sec. 1422(a))

Copy of source data for Annual Survey of Institutions for Delinquent Children (How did the LEA identify the eligible children included on the Annual Survey?)

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MM-6

Class size reduction in schools across the entire grade span to a level that is evidence-based, if applicable (Sec. 2103(b)(3)(D)).

Class Roster and Schedule (Student Data System and MSIS)

Reduce **all** classes in the grade level (in the school) to a student-teacher ratio that is evidence-based?

Reduce all classes the **ENTIRE** school year

NN-4

Home Language Survey Compliance (Current Mississippi Guidelines for English Language Learners)

Samples of completed Home Language Surveys (students identified as EL according to MSIS)

(1) Approved Home Language Survey (2) Completed (3) Filed in permanent record

NN-5

EL exit criteria (Sec. 3121 (a)(4); Current Mississippi Guidelines for English Language Learners)

English language proficiency assessment score reports

Student records specified in the current Mississippi Guidelines for English Language Learners

Monitored status in MSIS

NN-7

Assessment participation (Sec. 1111(b)(3)(c))

MDE Assessment Reports

MSIS EL Report

NN-13

Compliance of ESEA with Immigrant funding (Sec. 3114(d)(1) & Sec. 3115(e)(1)(A-G))

Immigrant Verification

RR-1

Identification of homeless students (McKinney-Vento Act Sec. 722(g)(1)(F) and (I))

MSIS Homeless Report

Homeless Education

- Homeless Liaison – training, professional development
- Homeless Awareness
- Transportation Services
- Comparable Services
- Collaboration of services
- Needs Assessment
- Coordination of Funding
- Coordination of Programs
- Counselor Assistance (College and Career Readiness)
- Dispute Resolution

Questions/Answers

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Email Us With Questions

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