



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

LEA Assistance Program

*Session Law 2003-284, Section 7.17
(House Bill 397)*

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DPI Chronological Schedule

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301 N. Wilmington Street • Raleigh, North Carolina 27601-2825 • www.ncpublicschools.org

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Introduction

The School-Based Management and Accountability Act of 1995 authorized the selection and training of State Assistance Team members to serve schools designated by the State Board of Education as low-performing. There was a realization that just labeling schools was not sufficient. Schools that were so labeled were provided the support and guidance necessary to improve student academic performance through the work of the teams. The State Assistance Team Program has worked very well for our schools over the past six years.

Even though the State Assistance Team Program has served us well, we now have an expanded need to develop a District Assistance Program. There are two major functions of the District Assistance Program: one is to help LEAs improve their performance composite scores and the other is to assist districts not meeting the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress (AYP). The NCLB requirement that all schools and districts make Adequate Yearly Progress (AYP) will significantly increase the number of schools and districts requiring assistance. Since there are not enough resources for the State to assist an expanding number of schools, there now has to be a focus on building capacity at the district level. Enhancing and strengthening the capacity at the central office level will enable district staff to better support their own schools. District assistance will be particularly beneficial to districts with limited resources.

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Legislative Charge

Session Law 2003-284, Senate Bill 397

An act to appropriate funds for current operations and capital improvements for state departments, institutions, and agencies, and for other purposes, and to implement a state budget that enables the state to provide a sustainable recovery through strong educational and economic tools.

LEA ASSISTANCE PROGRAM

SECTION 7.17. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars (\$500,000) for fiscal year 2003-2004 shall be used to provide assistance to the State's low-performing Local School Administrative Units (LEAs) and to assist schools in meeting adequate yearly progress in each subgroup identified in the No Child Left Behind Act of 2001. The State Board of Education shall report to the Office of State Budget and Management, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the expenditure of these funds by May 15, 2004, and by December 15, 2005. The report shall contain: (i) the criteria for selecting LEAs and schools to receive assistance, (ii) measurable goals and objectives for the assistance program, (iii) an explanation of the assistance provided, (iv) findings from the assistance program, (v) actual expenditures by category, (vi) recommendations for the continuance of this program, and (vii) any other information the State Board deems necessary.

LEA Assistance Program (LEAAP)

LEAAP is designed to provide varying degrees of support, guidance and services to LEAs. The level of services is determined by their performance in the ABCs of Public Education and/or No Child Left Behind (NCLB). The primary aims are to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth. Services and assistance provided to LEAs by DPI will be extended and reinforced by (a) encouraging and promoting the partnering of LEAs to share best practices, programs and strategies and (b) clustering LEAs located in close proximity that have similar needs and demographics.

I. Criteria for selecting LEAs and schools to receive assistance

A. Level I – Guided Assistance (Mandated)

- LEAs not making Adequate Yearly Progress (AYP) and having 20% of their schools with three or more subgroups not meeting 25% or more of their targets.
- LEAs that place in the bottom ten (10) when ranked according to their performance in the ABCs of Public Education.

B. Level II – Collaborative Assistance (Voluntary)

- LEAs not making Adequate Yearly Progress (ATP) and having 15% of their schools with three or more subgroups not meeting 25% or more of their targets.
- LEAs that place in the second ten (10) (11-20) when ranked according to their performance the ABCs of Public Education,

C. Level III – Consultative Assistance (Voluntary)

- LEAs not making Adequate Yearly Progress (AYP) and not meeting the criteria outlined in Levels I and II.

II. Measurable goals and objectives of LEAAP

- An increase in the number of NCLB targets met.
- An increase in the performance of each subgroup.
- A reduction in the number of students scoring at achievement Levels I and II.
- Other objectives:
 - Assist the central office to support schools more effectively, efficiently, and equitably so that all schools are on track to make state and federal accountability goals.
 - Assist the LEA in making data-driven decisions to improve student achievement.
 - To conduct a needs assessment and provide the support and guidance needed to complete a comprehensive plan with short- and long-range goals.
 - Increase the LEAs own capacity to achieve continual district-wide student academic growth over time for all student subgroups.
 - Monitor the progress of the LEA during the implementation of the assistance plan or other support activities.

- Sub objectives include, but are not limited to developing:

Knowledge	<ul style="list-style-type: none">▪ greater understanding of the significance of planning▪ greater knowledge of best practices▪ greater knowledge of leadership and the roles of central office staff and school leaders▪ greater knowledge of the tools/processes used in monitoring instruction
Skills	<ul style="list-style-type: none">▪ increased ability to use data strategically to establish district instructional priorities▪ increased ability to align resources and other district activities to support the instructional priorities▪ increased ability to monitor instructional program
Product	<ul style="list-style-type: none">▪ a strategic plan or action plan focusing on needs in one or more of the following categories: Instruction and Accountability, Finance, Human Resources and Technology.

III. An explanation of the assistance provided

Since the fall of 2002, several LEAs have received assistance as the Agency has developed and piloted various components of the assistance program. Work with Hoke County began in the fall of 2002. Weldon City Schools was added during the fall of 2003 because it had not met Average Yearly Progress (AYP) for two consecutive years and was placed in Title I School Improvement. The superintendent of Weldon City Schools requested some assistance even before the designation was given. Edgecombe and Northampton County Schools also requested assistance for 2003-04. After our work with these systems began, we informed three other systems of their eligibility, due to their performance ranking in the ABCs of Public Education. Of the three, Bertie and Hertford Counties accepted the offer of assistance. These counties were clustered for the training session because of their similarity in demographics, needs and location.

Since the amount of funding requested to support LEAAP was tremendously reduced, a decision was made to use the resources we had as much as possible. Therefore, the Deputy Superintendent and Associate Superintendents, along with other DPI staff members, conducted the needs assessments and provided many of the services. The Deputy and Associate Superintendents developed the instrument used to guide data collection and established the procedures. In Hoke County, the process began in fall 2002 before any funds were appropriated. The needs assessment was completed in January 2003. The assessment focused on six major areas: Finances, Human Resources, Instruction and Accountability, Leadership and Technology. Following the completion of the needs assessment, the team leader for the External Team was brought on board. Her job was to take the findings of the needs assessment and develop a plan for assisting the system and guide the implementation of the plan. Three other team members were placed on contract to assist her in the implementation of the plan. The process with Hoke County was protracted because of the legalities involved. This also created a less than perfect environment to support collaboration and teamwork.

Weldon City Schools' needs assessment was conducted by the four Associate Superintendents with support from other DPI staff . This process examined the areas given above and was completed in December 2003. A joint meeting was held that included the Weldon City central office staff, the principals of Weldon City Schools, the DPI Associates and the person placed on contract to serve as leader of the External Team. The purpose of this meeting was to share the findings of the needs assessment and for the group to collaboratively establish priorities to be addressed in the assistance phase. A final meeting was held in early January 2004 to transition the process to the team leader of the External Team.

The four other systems served received District Leadership Training sessions designed to build capacity in the district leaders (superintendents, central office staff, principals, assistant principals and/or school improvement team chairs). The training was conducted by DPI staff and became very difficult to schedule because this was a responsibility added to personnel who already had full-time job responsibilities and duties. Schedules would not permit follow up visits, technical assistance and coaching. This is a weakness of the program as it currently exists. Without the follow up activities, the growth in capacity through the development of new skills and knowledge is greatly minimized. It is critically important that participants be given the opportunity to apply their learning with adequate support and encouragement. A cadre of professionals to serve as coaches and conductors of the follow up activities is greatly needed for the success of this effort. This is very similar to having Assistance Team members staying with a school throughout a school year. The coaches would work with the participants for the entire year.

The following is a chronology of the major activities or services that have been provided or attempted with each of the six (6) LEAs engaged in the district assistance program during 2002-04.

Hoke County August 2002	State Board endorsed the district assistance model (two major components: needs assessment and assistance) and authorized the piloting of the model.
September 2002	Entry conference conducted (participants included deputy and four associate superintendents from DPI, the SBE chair, superintendent and central office staff of Hoke County schools)
September 2002	Hoke County superintendent assigned a contact person for each of the areas to be examined. This person was the first line of contact for the associates and the superintendent was the contact for the deputy. They facilitated the data-gathering process.
October 2002	Data gathering began. Methods of collection included interviews, focus groups, school visits, data banks at DPI and other documents and references provided by the system.
January 2003	Needs Assessments completed (the process took several months to complete because this was an added responsibility for the deputy and the associates).
April 2003	<p>A leader for the External Team was placed on contract which marked the beginning of the assistance phase. She was also to design an assistance model for districts not doing well in the ABCs of Public Education. Concurrently, the associate superintendent for Curriculum and School Reform was developing a model for districts not making AYP two consecutive years).</p> <p>One team member was placed on contract.</p> <p>Objectives were developed for the follow-up work sessions with the Hoke County School System (HCSS) administrators regarding the implementation of the major recommendations made during the assessment phase.</p>
May – November 2003	<p>The external team continued to work with the system.</p> <p>Two additional team members were added to work with other identified needs.</p> <p>A contract with SAS Institute was executed to provide HCSS reports generated by the Educational Value Added Assessment System (EVAAS).</p> <p>A meeting was convened that included the State Superintendent, the State Board Chair, HCSS Superintendent, HCSS Local Board Chair and the Deputy Superintendent. The agenda included a discussion of the status of the assistance, how the two entities could further collaborate to accelerate the progress of students and the conclusion of the External Team's work in January 2004.</p>
December 9, 2003	A draft Exit/Status Report submitted by the Team Leader was reviewed by the HCSS Leadership Team.
January 9, 2003	HCSS received a final draft of the team's Exit/Status Report.
January 2004	Deputy superintendent visited with the Superintendent of HCSS and one of his assistant superintendents to identify broad areas where DPI and HCSS could collaborate in providing the services. The transition from External Team to DPI was complete when the Deputy Superintendent organized a Technical Assistance Team composed of DPI specialists to provide the services to address the broad areas identified. Technical Assistance Team members made visits to Hoke County to talk with key instructional leaders and formulate a specific plan of assistance aligned with the HCSS strategic plan.
February 2004	The Technical Assistance Team members, in collaboration with HCSS personnel, generated an assistance plan and have begun implementing that plan. The planning and implementation will continue throughout the school year.

Weldon City	Work with this LEA has been a very positive experience thus far (average of 15 participants).
October 2003	Orientation session was conducted with the superintendent and central office staff.
Oct.-Dec. 2003	Needs assessment completed by associate superintendents and their staffs.
December 2003	Results of the needs assessment shared with the Weldon City staff. Each associate presented the area for which he/she had responsibility. Dr. Campbell-Parrish, contracted to be the Assistance Team Leader, was asked to attend this meeting. Very import to have continuity between the team that outline the needs and the one who will provide assistance.
January 2004	Meeting conducted to finalize short- and long-term goals to be addressed by the district with the necessary assistance. Dr. Campbell-Parrish also attended and participated in this meeting. At the conclusion of this meeting, a formal transition was made to Dr. Parrish as the Team leader for assistance.
February 2004	An initial progress report was submitted in late February by Dr.Campbell- Parrish. (The associates or designated staff members will serve as resources to Dr. Parrish, if needed.) Also, a team member was added to focus on the financial area.
March 2004	Contracting process began for two additional team members. They will address the following areas: <ul style="list-style-type: none"> ▪ Community Engagement, Board of Education Development ▪ Community Engagement, Central Office Reorganization, Board of Education
March-June 2004	Periodic reports will be submitted and conferences held with Dr. Campbell-Parrish as needed.
Edgecombe County	This LEA has been positive to work with as well. Really wants some assistance. The focus of the assistance has been training to build capacity in the district leadership team (central office staff, principals, and school improvement team chairs). (Average of 65 participants)
September 2003	Spoke with Ms. Sandra Jones, Associate Superintendent for Education Program Services, to discuss needs. She made the request of us.
October 2003	Met with Ms. Jones and Dr. Marilyn Scheerer from East Carolina University to discuss collaboration of support for Edgecombe and other LEAs in the northeast part of the state. Some work is being piloted this year. We will meet at the end of the year to assess progress and see how we may possibly share with other colleges and universities.
September 2003	<u>Training sessions provided:</u>
November 2003	Functions of Central Office Staff; Leadership for Change; Diversity
December 2003	Analysis of District and School Test Data; Using the Data to Make Data Driven Decisions to Establish District and School Improvement Plans
Spring 2004	Aligning Professional Development with Instructional Priorities; Monitoring and Supporting the Schools' Instructional Programs; Coaching and Mentoring; Best Practices for Teaching EC Children Best Practices – K-8; and Best Practices, 9-12 Follow up sessions will be scheduled as needed during the remainder of the year.

<p>Northampton County</p> <p>November 2003</p> <p>November 2003</p> <p>January 30, 2004</p> <p>March 12, 2004</p> <p>March 22, 2004</p>	<p>Positive to work with. Also initiated request for DPI assistance. (Average of 35 participants.)</p> <p>Conducted several discussions with Brenda Taylor, Executive Director of Curriculum and Instruction, to get a calendar and discuss needs. Again, assistance was needed to build capacity in the district leadership so they could better support their own schools.</p> <p><u>Training session provided:</u></p> <p>Roles of Central Office; Leadership for Change</p> <p>Analysis of District and School Data; Using Data to Develop District and School Improvement Plans with follow up</p> <p>Best Practices K-8; Best Practices 9-12 (Due to inclement weather, this was cancelled and is in the process of being rescheduled)</p> <p>K-8 Best Practices</p> <p>9-12 Best Practices</p>
<p>Hertford County Bertie County</p> <p>January 2004</p> <p>January 30, 2004</p> <p>February 18, 2004</p> <p>February 19, 2004</p> <p>March 3, 2004</p> <p>March 4, 2004</p>	<p>Offer of DPI assistance in early December. Offer accepted by both superintendents.</p> <p>Conducted an orientation session with the two superintendent so acquaint them with the LEAAP program, hear them express their specific needs and discussed what services could be rendered during the second semester.</p> <p>The needs outlined were very similar for both LEAs. So, the services will be provided in a collaborative setting including the two district leadership teams. The service will focus on building capacity in the district leadership team as well as providing some instructional strategies for the high school level.</p> <p>Next steps were outlined. The superintendents were to go back and discuss a possible calendar, find a location that would accommodate both district teams in a training session and provide us this information.</p> <p><u>Training session provided:</u></p> <p>Information received and planning for the first training session and informal visits to the high school classrooms to determine specific needs of the teachers has already begun.</p> <p>Roles of Central Office; Leadership for Change; Culture of Poverty</p> <p>Data Analysis and Interpretation; Using Data to Set Instructional Priorities at the District and School Level</p> <p>Aligning Professional Development to Support Instructional Priorities; Strategies for Effectively Teaching EC Students</p> <p>K-8 Best Practices 9-12 Best Practices</p>
<p>Washington County</p>	<p>Offered assistance in early December 2003. Offer <u>declined</u>. LEA reported that it has a plan in place to address its specific needs.</p>

IV. Findings based on implementation of the various aspects of the District Assistance Program

Funding

- Funding was saved by having the four associate superintendents to conduct the needs assessments for Hoke County and Weldon City; however, this was not very efficient. The length of time needed to complete this task was extended because the associates had to fit this additional task in and around their primary Agency responsibilities.
- Four-person teams of contracted professionals are needed to assist with conducting assessments and delivering the services needed in LEAs that require Level I or Guided Assistance.
- The Agency does not have enough human resources to provide the services, technical assistance, coaching and other follow-up support required to implement an effective district assistance program statewide.

Training Effectiveness

- The assistance program is implemented best in a climate that is positive and collaborative promoting a partnership between LEA and DPI personnel.
- LEAs with the greatest needs may require support for two years or more.
- Superintendents should participate in the training sessions with their staffs.
- Training and assistance to the central office should be accompanied by services and assistance to school(s) to be most effective.

V. Budget

Expenditures for 2002-2004

Contractual Services (for two (2) LEAs)	\$85,435.66
Workshop/Conf Exp - Misc	669.75
BD/Non-Employee Transportation	673.49
Teleconference Charges	111.00
Postage, Freight & Delivery	156.22
Printing/Binding/Duplicating	61.47
General Office Supplies	6,450.00
	\$93,557.59
Projected Expenditures	
Printing/Binding/Duplicating	20,000.00
Postage, Freight & Delivery	2,500.00
Workshop/Conf. Exp. -Misc	15,000.00
	37,500.00

VI. Recommendations for the continuance of this program

- The program should be continued to provide support and assistance to systems having limited resources and capacity (very small central office staffs) to assist their own schools.
- The funding should be increased so the appropriate number of personnel can be contracted to adequately serve the needs of the designated LEAs.
- The program should be continued to meet a NCLB requirement for states to provide assistance to LEAs not making AYP.
- Permit the funds supporting this program to roll over to the next year rather than revert.

VII. Any other information the State Board deems necessary.

LEAAP was developed to support and provide assistance to LEAs with the lowest performance composites as measured by the ABCs of Public Education and to meet AYP as required by No Child Left Behind. The program developed and presented below grew out of the work with Hoke County and Weldon City. Also, six years of work with the State Assistance teams provided excellent information and experiences to help shape the LEA Assistance Program. The Associate Superintendent for Curriculum and School Reform Services was charged with the responsibility of taking all of this work, the model she developed for the Title I program along with the model developed by Dr. Campbell Parrish and design one model to serve as the LEA Assistance Program. As with the Assistance Team program, refinements and minor changes will be made along the way as experiences with the model dictate for the continuous improvement of the program. Changes can also be made based on input provided by the State Board of Education as this agenda item is discussed.

The LEAAP Assistance model in its final form is fully described on the subsequent pages. It provides for three levels of service and assistance in order to recognize and accommodate the varying levels of resources and capacity available in the LEAs.

LEA Assistance Program (LEAAP)

LEAAP is designed to provide varying degrees of support, guidance and services to LEAs. The level of services is determined by their performance in the ABCs of Public Education and/or No Child Left Behind (NCLB). The primary aims are to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth.

Objectives:

- Assist the central office to support schools more effectively, efficiently, and equitably so that all schools are on track to make state and federal accountability goals.
- Assist the LEA in making data-driven decisions to improve student achievement.
- To conduct a needs assessment and provide the support and guidance needed to complete a comprehensive plan with short- and long-range goals.
- Increase the LEAs own capacity to achieve continual district-wide student academic growth over time for all student subgroups.
- Monitor the progress of the LEA during the implementation of the assistance plan or other support activities.

Levels of District Assistance

The amount and intensity of services, guidance and support required by LEAs will vary, depending on the status of their students' academic performance and the capacity of the LEA to address its own needs effectively. This requires differentiation in the type of services offered through **LEAAP**. To better meet the needs of the LEAs and to honor the capacity of many LEAs to develop, implement and monitor their own improvement plans, three levels of assistance will be offered through **LEAAP**. A description of each of these levels of assistance will follow.

Level I – Guided Assistance (Mandated)

- ▣ **Service Eligibility**
 - LEAs not making Adequate Yearly Progress (AYP) and having 20% of their schools with three or more subgroups not meeting 25% or more of their targets.
 - LEAs that place in the bottom ten (10) when ranked according to their performance in the ABCs of Public Education.

- ▣ **Number of systems to be served annually**
 - A maximum of nine (9) LEAs.
 - Three (3) LEAs per team or less if funds are available to hire more than these teams.

- ▣ **Service Features**
 - Orientation session conducted that includes superintendent, central office staff principals, and local board members.
 - Components of the service and assistance to be provided
 - Assistance and coaching provided to key central office staff members based on the needs identified in the completed needs assessment
 - Training for the District Leadership Team (superintendent, central office staff, principals, assistant principals, school improvement team leaders and school-level curriculum specialists or coordinators, etc.)
 - Optional components:
 - Regional quarterly roundtables to include superintendents and local board members to discuss policy, student achievement issues and share ideas.

- ▣ **Service Providers/Tasks**
 - Contracted retired superintendents, associate and assistant superintendents organized into at least three (3) teams of four (4) with each team having a member who strengths and expertise are in at least one of the following areas : Finance, Human Resources, Instruction/Accountability or Technology
 - Work of the contracted team
 - conduct the needs assessment
 - provide specific feedback to the LEA regarding areas of strength and areas needing improvement
 - make recommendations and assist in the implementation of strategies to address areas needing improvement
 - develop an assistance plan
 - serve as coaches/mentors to specific central office staff members to build capacity, when appropriate
 - monitor progress and adjust activities when necessary
 - submit regular reports to DPI on their work in each LEA served
 - DPI associates will serve as resources to the contracted team
 - Training for District Leadership Team
 - conducted by DPI staff
 - training modules selected in a collaborative manner
 - runs concurrent to the activities of the contracted team
 - includes the superintendent, central office staff, principals, assistant principals, school improvement team chairs, and/or school-level curriculum specialists

- Cadre of coaches will provide follow-up services and support to enhance skill development and application
 - focus will be at school level
 - provide technical assistance, support and guidance to principals and staff
 - make onsite visits to address specific tasks
 - submit regular reports on services provided

□ **Service Provider Training**

- A training session will be provide for the contracted team members
- The DPI associate superintendents will conduct the training
- The Associate Superintendent for Curriculum and School Reform Services and staff members will provide guidance and support in the development of training modules
- The proposed cadre of coaches will receive training to address the phases for their work, format of reports, techniques to be used, team building, interpersonal relationships and coaching.

□ **Monitoring/Accountability (Associate Superintendent for Curriculum and School Reform will coordinate these activities during 2004-2005. Responsibilities may be transferred the second year)**

- Contracted Teams
 - Submit copy of completed needs assessment
 - Complete and submit assistance plan
 - Submit six-weeks progress/status reports
 - Semester meetings to review progress and process
- DPI Training Team
 - Quality of training delivery and handouts
 - Participant evaluations
- Cadre of coaches
 - Submit monthly log depicting time of onsite visits and services rendered
 - Participant evaluations
 - Quarterly meetings to discuss progress, share ideas and troubleshoot/problem solve.
- LEA measurable outcomes (presented to SBE)
 - Using the Annual Report on the ABCs of Public Education and No Child Left Behind, submit the following:
 - the increase in NCLB targets met;
 - the growth in academic performance of subgroups; and
 - the decrease in the number of students performing at Levels I and II.

Each of the training topics will be prepared as an individualized training module to be used alone or in conjunction with other modules. The LEA will work with DPI staff to tailor a training program to fit its needs by selecting the needed training topics. An LEA may also request training in areas not designated here. DPI will provide or assist in locating appropriate trainers.

**LEA Assistance Program
Proposed Guided Assistance Training Modules
Each Module Represents an Independent Unit of Training**

Roles of the Central Office	Data Analysis – District and School	Framework for Developing the District and School Improvement Plan Focusing Obtaining AYP for All Subgroups	Techniques for Monitoring and Supporting the Instructional Program at the School Level	Best Practices and Instructional Strategies for Effectively Teaching EC Students
Leadership for Change Preparing Staff for Changing Expectations – Closing the Gaps/AYP	Setting District and School Priorities Based on Data	Aligning Professional Development to Support Instructional Priorities Basics of Quality Professional Development	Curriculum Alignment and Balanced Curriculum	Best Practices and Strategies for Promoting Language Acquisition.

Culture of Poverty	Best Practices for the Elementary Level	Best Practices for the Middle School Level	Best Practices for High School	
Multiculturalism and Diversity	Effective Use of the Instructional Support Staff	School Climate and Health Services	Curriculum Integration	

The topics listed above represent some of the training needs across LEAs. A calendar of training dates will be scheduled in partnership with the LEA. Training sessions will be clustered where possible when needs and geographic locations are similar. Clustering will help decrease the number of sessions and begin healthy dialogue and sharing across LEAs that have similar concerns.

Abbreviated Timeline

September	Conduct orientation meeting with district leaders
September – October	Conduct needs assessment
Early November	Present findings to district leadership
November – mid-December	Develop assistance plan to address immediate needs
January – June	Implement and monitor assistance plan submit six weeks status report
September	Present a report at the State Board meeting on progress accomplished or the lack thereof.

Proposed Budget Available funds - \$500,000

3	Team Leaders	Up to \$42,000 each	\$126,000
9	Team Members	Up to \$40,000	\$360,000
	Materials/Supplies/Associates' Travel		\$14,000
	(\$18 - \$20 per hour)		<u>\$500,000.00</u>

Additional Funding Requested - \$500,000

(The SBE, in the biennial budget, requested \$2,000,000 to support LEAAP. Five hundred thousand dollars was awarded for 2003-04. An additional \$500,000 is being requested for the second year of the biennial. These funds will support hiring a group of coaches to provide the training, follow up and technical assistance required at the school level. The coaching and follow up are essential activities if capacity is to be enhanced and the training converted to utilization and application.)

12	Coaches	Up to \$40,000 each	\$480,000
	Materials, supplies, printing		\$10,000
	Training		<u>\$10,000</u>
			\$500,000

Level II – Collaborative Assistance (Voluntary)

- ▣ **Service Eligibility**
 - LEAs not making Adequate Yearly Progress (ATP) and having 15% of their schools with three or more subgroups not meeting 25% or more of their targets.
 - LEAs that place in the second tier ten (10) when ranked according to their performance in the ABCs of Public Education.
- ▣ **Number of systems to be served annually**
 - Depends upon ABCs and AYP results
 - Limited by the capacity of the Agency (DPI) and available resources
- ▣ **Service – Features**
 - Orientation session (district leadership, team members and possibly local board member)
 - Collaborative Team Members
 - LEA team assigned by the local superintendent
 - DPI team
 - Other collaborators could include the local community college, university system and/or RESAs
 - Quarterly meetings of the collaborative team held to check progress and make adjustments
- ▣ **Service Providers**
 - The Collaborative Team composed of staff from the LEA and DPI
 - LEA team should be cross-functional and is assigned by the local superintendent
 - DPI team will be cross-functional and include representatives from the following areas: Academic Core Courses, Limited English Proficient (LEP), Achievement Gap, Title I, Career Technical Education, Exceptional Children, Instructional Support, and Technology
 - DPI members of the team will move in and out based on the needs identified
 - DPI staff other than assigned team members as well as the State Assistance Team members could also be called upon to provide services
 - Work of the Collaborative Team
 - Set up a one-day work session to examine district and school data and establish academic priorities related to subgroup AYP
 - Identify two-three specific academic priorities to be addressed in an Action Plan
 - Develop the Action Plan (set targets, align resources and professional development to support achievement of the targets, outline responsibilities of collaborative team members
 - Submit a copy of the completed Action Plan to the State Board of Education
 - Establish a calendar for holding quarterly meetings
 - The LEA team will monitor the implementation of the action plan.
 - The DPI team leader will serve as point person to broker services that may be required of the Agency.
 - Quarterly reports written by the collaborative team will be submitted to the State Board of Education in care of the Associate Superintendent for Curriculum and School Reform Services.

- ▣ **Service Provider Training**
 - DPI team members will participate in an orientation session conducted by the Associate Superintendent for Curriculum and School Reform and other staff.
 - Collaborative Team will participate in a training session focusing on several topics.

- ▣ **Monitoring/Accountability (Associate Superintendent for Curriculum and School Reform will coordinate these activities)**
 - Collaborative Team
 - Improvement plan completed and submitted
 - Calendar of quarterly meetings established
 - Written quarterly reports submitted
 - DPI Training Team
 - Services brokered
 - Feedback from local team
 - LEA measurable outcomes (presented to SBE)
 - Using the Annual Report on the ABCs of Public Education and No Child Left Behind, submit the following:
 - the increase in NCLB targets met;
 - the growth in academic performance of subgroups; and
 - the decrease in the number of students performing at Levels I and II.

Abbreviated Timeline

September	Conduct orientation meeting with the collaborative team (district and DPI)
September – October	Conduct sessions to examine district data and establish needs, especially academic needs
Early November	Prioritize needs and prepare to develop an assistance plan
November – mid-December	Complete the assistance plan, including strategies/activities, persons responsible, timelines and evaluation measures
January	Submit a copy of the completed plan to Associate Superintendent for Curriculum and School Reform Services
January – June	Submit quarterly written progress reports beginning March 15
September	Present a report at the State Board Meeting on progress accomplished or the lack thereof.

Level III – Consultative Assistance (Voluntary)

- ☐ **Service Eligibility**
 - LEAs not making Adequate Yearly Progress (AYP) and not meeting the criteria outlined in Levels I and II
 - Have the internal capacity to develop, implement and monitor a plan to address their specific academic needs
- ☐ **Number of systems to be served annually**
 - Depends upon ABCs and AYP results
- ☐ **Service Features**
 - LEA assemble a local team
 - Local team develops a district action plan based on identified needs
 - October 1 – the local superintendent submits the plan to the local board of education and files a copy with the State Board of Education after receiving the local board's approval
 - Development of the plan could begin as soon as the district has verified its data. The October 1 submission date allows time for adjustments to be made after the official release of NCLB and ABCs data, if they are necessary
 - State Board may provide feedback, if necessary
 - LEA submits progress reports to the State Board of Education in December, March and June
- ☐ **Service Providers**
 - The local team
 - Others selected by the local team, or local leadership to assist
 - DPI liaison
- ☐ **Monitoring/Accountability (Associate Superintendent for Curriculum and School Reform Services will coordinate these activities)**
 - DPI Liaison
 - Maintain a log of telephone calls or visits to the LEA
 - Facilitate getting the locally developed plan and quarterly progress reports to the Agency for submission to State Board of Education
 - Provide quarterly update on progress and status of contacts with the LEA
 - LEA measurable outcomes (presented to SBE)
 - Using the Annual Report on the ABCs of Public Education and No Child Left Behind, submit the following:
 - the increase in NCLB targets met;
 - the growth in academic performance of subgroups; and
 - the decrease in the number of students performing at Levels I and II.

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2003**

**SESSION LAW 2003-284
HOUSE BILL 397**

AN ACT TO APPROPRIATE FUNDS FOR CURRENT OPERATIONS AND
CAPITAL IMPROVEMENTS FOR STATE DEPARTMENTS, INSTITUTIONS, AND
AGENCIES, AND FOR OTHER PURPOSES, AND TO IMPLEMENT A STATE
BUDGET THAT ENABLES THE STATE TO PROVIDE A SUSTAINABLE
RECOVERY THROUGH STRONG EDUCATIONAL AND ECONOMIC TOOLS.

The General Assembly of North Carolina enacts:

LEA ASSISTANCE PROGRAM

SECTION 7.17. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars (\$500,000) for fiscal year 2003-2004 shall be used to provide assistance to the State's low-performing Local School Administrative Units (LEAs) and to assist schools in meeting adequate yearly progress in each subgroup identified in the No Child Left Behind Act of 2001. The State Board of Education shall report to the Office of State Budget and Management, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the expenditure of these funds by May 15, 2004, and by December 15, 2005. The report shall contain: (i) the criteria for selecting LEAs and schools to receive assistance, (ii) measurable goals and objectives for the assistance program, (iii) an explanation of the assistance provided, (iv) findings from the assistance program, (v) actual expenditures by category, (vi) recommendations for the continuance of this program, and (vii) any other information the State Board deems necessary.

In the General Assembly read three times and ratified this the 30th day of June, 2003.

s/ Beverly E. Perdue
President of the Senate

s/ Richard T. Morgan
Speaker of the House of Representatives

s/ Michael F. Easley
Governor

Approved 5:18 p.m. this 30th day of June, 2003

