



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

Report to the Joint Legislative Education Oversight Committee

LEA Assistance Program

SL2003-284, sec. 7.17

(HB 397, the 2003 Budget Bill)

Date Due: December 15, 2005

Report #17

DPI Chronological Schedule, 2005-2006

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Executive Summary

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. For the 2005-06 school year, assistance is being provided to the 16 Leandro districts that are receiving Disadvantaged Student Supplemental Funding.

1. Edgecombe County Schools
2. Franklin County Schools
3. Halifax County Schools
4. Hertford County Schools
5. Hyde County Schools
6. Hoke County Schools
7. Lexington City Schools
8. Montgomery County Schools
9. Northampton County Schools
10. Elizabeth City/Pasquotank Schools
11. Public Schools of Robeson County
12. Thomasville City Schools
13. Vance County Schools
14. Warren County Schools
15. Washington County Schools
16. Weldon City Schools

The need for assistance to schools and LEAs is likely to continue to increase as we move to a new growth model next school year and because of the increased demands brought about by the requirements of No Child Left Behind Act of 2001. The State currently does not have the capacity or resources to deliver the amount of assistance needed to address the needs in the State.

The following is recommended:

1. Continue the LEA Assistance Program and expand it to
 - Meet a No Child Left Behind requirement for states to provide assistance to LEAs not making Adequate Yearly Progress (AYP). Currently, 43 LEAs in this category are receiving limited assistance, and
 - Provide support and assistance to systems having limited staff capacity and resources to assist their own schools.
2. Provide additional funds in the future to support the growing number of LEAs requiring assistance.
3. Permit the funds supporting the LEA Assistance Program to roll over rather than revert when there is a balance at the end of the fiscal year.

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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) 2004-05

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, (b) clustering LEAs located in close proximity that have similar needs and demographics, and (c) calling upon partners such as the Center for School Leadership Development. The number of districts served will depend on the availability of resources and will be offered in the order that requests are received. The state is required by federal guidance to provide assistance upon a district's request.

I. Criteria for selecting LEAs and schools to receive assistance

Federal Eligibility Criteria:

- First Priority- LEAs with the greatest number of schools in corrective action for which an LEA has not carried its statutory and regulatory responsibilities regarding corrective action or restructuring.
- Second Priority- LEAs with the greatest number of schools identified as in need of improvement.
- Third Priority- Title I LEAs that need additional support and assistance.

State Eligibility Criteria:

A. Level I – Guided Assistance (Mandated)

- LEAs
 - entering District Improvement;
 - missing the greatest percentage of their AYP targets; and
 - having ABC composites in the lowest quintile when ranked according to all LEAs.

B. Level II – Collaborative Assistance (Voluntary)

- LEAs
 - failing to make Adequate Yearly Progress (AYP) for one year; and
 - having ABC composites in the second lowest quintile when ranked according to all LEAs.

C. Level III – Consultative Assistance (Voluntary)

- LEAs
 - failing to make Adequate Yearly Progress (AYP) and not meeting the criteria outlined in Levels I and II; and
 - having the internal capacity to develop, implement and monitor a plan to address their specific academic needs.

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 LEA's 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**
 - 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**
 - 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**
 - 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

The LEA Assistance Program (LEAAP) as developed to serve school districts in need of assistance was not implemented as written during the 2004-05 school year. The LEAAP program requires that a needs assessment be completed as an initial step in the assistance process. The findings identified through the needs assessment process are then used to develop the assistance plan for the LEA. A needs assessment was not required for the districts receiving the Disadvantaged Student Supplemental Funding (DSSF) because they were provided the targets to be addressed as well as a menu of options from which to choose researched-based strategies. The primary areas of focus for the DSSF districts are teacher recruitment and retention and reducing the number of students scoring below grade level. The districts developed action and budget plans to address the provided areas of focus. The assigned LEAAP team members provide support and assistance as the districts implement their plans.

**Districts Served by LEA Assistance Program
During the 2004-05 School Year**

1. Edgecombe	9. Northampton
2. Franklin	10. Elizabeth City/Pasquotank
3. Halifax	11. Robeson
4. Hertford	12. Thomasville City
5. Hyde	13. Vance
6. Hoke	14. Warren
7. Lexington City	15. Washington
8. Montgomery	16. Weldon City

LEAAP team members were assigned to work with the local teams. The resources available supported the hiring of twenty-nine (29) part-time contracted team members to work with the sixteen (16) districts. This averages about two persons per district. The superintendents of the districts were asked to set up a local team that included, but was not limited to the following personnel: the superintendent, the assistant superintendent or director of instruction, the finance officer, human resources director, and the testing coordinator. The LEAAP and local teams had regular meetings throughout the year to discuss progress and problem solve.

Some of the other responsibilities of the LEAAP team members include:

- attending orientation/training;
- assisting with the preparation of action and budget plans;
- monitoring the implementation of the action plan;
- reviewing and approving budget amendments before their submission;
- assisting with progress reports;
- providing support and guidance as needed by the assigned LEAs;
- attending quarterly sharing/training meetings;
- maintaining a log of activities;
- making recommendations when appropriate;
- working with LEAs on preparation of progress reports and submission of other information;
- informing DPI supervisor of any barriers or challenges that required additional support;
- making an onsite visit at least weekly;
- working to support and build capacity in the central office staff; and
- providing input into the evaluation process for these two pilot years of LEAs receiving additional funding.

Chronology of Major Activities

Date	Activity
2004	General Assembly provided \$500,000 to contract with LEAAP Team Members. A recommendation was made to double this amount, but was not granted.
July 29, 2004	Governor Easley authorized the expenditure of \$12 million to pilot the Disadvantaged Student Supplemental Funding (DSSF) Program. The eleven LEAs funded included Edgecombe County, Halifax, County, Hertford County, Hoke County, Lexington City, Northampton County, Thomasville City, Vance County, Warren County, Washington County and Weldon City.
July –August 2004	Contracted with 29 LEAAP Team Members.
August 19-20, 2004	LEAAP team member orientation/training session.
September 3, 2004	Orientation meeting with LEAAP Districts and Team Members. LEAAP team members began their work with their assigned school districts.
October 4-5, 2004	Action and Budget Plans brought to the State Board of Education for review and approval.
September 2004	Governor authorized the expenditure of an additional \$10 million to fund five LEAs, which included Elizabeth City/Pasquotank, Franklin County, Hyde County, Montgomery County, and Robeson County.
November 2, 2005	Orientation session held with the five districts and the LEAAP team members. Robeson County did not attend.
November 23, 2005	Special orientation session held for Robeson County and its LEAAP Team members. LEAAP team members began their work with this school district.
December 1-2, 2004	Action and Budget Plans for four of the five districts brought to the State Board for review and approval.
January 5-6, 2005	Action and Budget Plans for Robeson County brought to the State Board for review and approval.
January 25, 2005	LEAAP team members sharing and networking session.
February 9, 2005	At the request of the LEAAP team leader, Associate Superintendent for Curriculum and School Reform Services visited with Thomasville City Schools to see how the DSS funds were being expended and the positive collaboration that had been established between the local team and the LEAAP team.
March 2005	Progress Report submitted by the districts.
March 2005	Monthly LEAAP updates to the State Board began.
April 13, 2005	LEAAP team members meeting.
April 29, 2005	Visited Thomasville City to visit the remainder of the schools.
June 2, 2005	LEAAP team meeting.
June 14-15, 2005	Exit conferences with LEAAP team members.
June 2005	Exit survey sent to districts to complete.

Since LEAAP team members were serving the 16 DSSF districts during 2004-05, we were able to provide limited services to the forty (40) LEAs in Improvement because of No Child Left Behind. This is one of our limitations, there are many more schools and LEAs requiring assistance than there are resources available to support the need. The allocation (\$500,000) will need to increase to keep up with the annual increase in the number of schools and districts requiring assistance.

The assistance process was rewarding, but also difficult at times. Not all local personnel accept assistance or recommendations willingly. Sometimes attendance by LEAs at established meetings were not as consistent as it could have been. In 2005-06, there will be some changes in the process that will improve effectiveness and bring more accountability.

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

Effective Practices

- A formal evaluation is in process and should be completed at the conclusion of the two-year pilot.
- Practices that are identified through the evaluation process that prove to be effective in improving student achievement will be disseminated through all LEAs.
- Strategies that improved teacher recruitment and retention will also be shared
- Sharing and distribution of these practices at the end of the two-year pilot when the evaluation process is completed.

Funding/Resources

- Funds available (\$500,000) were adequate for 2004-05 because the team members did not serve an entire year, but may not be sufficient in 2005-06. The funding amount needs to be increased because the number of schools and districts needing assistance is increasing annually.
- 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 and meet the other demands for assistance.

Training Selection and Preparation

- LEAAP Teams should include persons with expertise in curriculum, accountability, finance and human resource management.
- Teams serving districts can be of variable sizes depending on the expertise of the team members, on the size of the district and the level of assistance required.
- Resources should be available to provide quality training for team members (two weeks).
- LEAAP Teams should have three to four members, depending on district size.
- Geographic location is sometimes a barrier in selecting and hiring team members.

Local Team Needs

- Local teams should have training that includes
 - Roles and responsibilities of effective central office staff members,
 - Data-driven decision making,
 - School/classroom monitoring,
 - Hold principals accountable,
 - Best practices, and
 - Team building.

V. Budget

Expenditures for 2004-2005

Contractual Services	182,646.74
Workshop/Conference	918.17
Non-Employee Transportation	61,343.73
Non-Employee Lodging	9,481.62
Postage	13.65
Printing	429.86
General Office Supplies	447.74
Educational Supplies	205.72
	255,487.23

VI. Recommendations for the continuance of this program

1. Continue the LEA Assistance Program and expand it to
 - Meet a No Child Left Behind requirement for states to provide assistance to LEAs not making Adequate Yearly Progress (AYP). Currently, 43 LEAs in this category are receiving limited assistance, and
 - Provide support and assistance to systems having limited staff capacity and resources to assist their own schools.
2. Provide additional funds in the future to support the growing number of LEAs requiring assistance.
3. Permit the funds supporting the LEA Assistance Program to roll over rather than revert when there is a balance at the end of the fiscal year.

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, and the model developed by Dr. Campbell Parrish to design one model to serve as the LEA Assistance Program. As with the Assistance Team program, refinements and minor changes are 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.

Description of the 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

☐ Level I – Guided Assistance

– LEAs

- entering District Improvement;
- missing the greatest percentage of their AYP targets; and
- having ABC composites in the lowest quintile when ranked according to all LEAs .

☐ Number of systems to be served annually

- To be determined annually based on the resources available.

▣ **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 the 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 teams of four (4) with each team having a member whose 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, and
 - submit regular reports to DPI on their work in each LEA served.
- DPI associate superintendents 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., and
 - includes the superintendent, central office staff, principals, assistant principals, school improvement team chairs, and/or school-level curriculum specialists.
- Mentors/ 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 provided 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 (Office of Curriculum and School Reform will coordinate these activities)**
 - 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
Guided Assistance Training Modules
Each Module Represents an Independent Unit of Training
(Selection will depend on the needs of the LEA)

Roles of the Central Office	Data Analysis – District and School	Framework for Developing the District and School Improvement Plan Focusing on All Subgroups Making AYP	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	Aligning PEPs to Address Student Needs
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. Once the needs of the district have been determined, a calendar of training dates will be established and provided to 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.

Suggested Abbreviated Timeline

September - October	Conduct orientation meeting with district leaders.
September -October	Conduct needs assessment or intensive data analysis.
October	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..

Level II – Collaborative Assistance (Voluntary)

☐ Service Eligibility

Level II – Collaborative Assistance

– LEAs:

- failing to make Adequate Yearly Progress (AYP) for one year: and
- having ABC composites in the second lowest quintile when ranked according to all LEAs.

☐ 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 assigned by the local superintendent.
 - LEA team membership should include the central office instructional staff, the testing coordinator and the professional development coordinator or supervisor.
 - DPI team will include consultants representing the areas of need reflected in the district data for subgroups failing to make AYP .

- **Work of the LEA Team**
 - Complete a District Data Summary Sheet and return to Associate Superintendent for Curriculum and School Reform by the designated date.
 - Identify two to three specific academic priorities to be addressed in an Action Plan.
 - Submit a copy of the completed Action Plan to the State Board of Education.
 - Establish a calendar for holding quarterly meetings.
 - Monitor the implementation of the Action Plan.
- **Work of the DPI Team**
 - Study the District Data Summary Sheet in preparation for the collaborative team work session.
 - Work with the LEA team to develop the Action Plan (set targets, align resources and professional development to support achievement of the targets, outline responsibilities of collaborative team members).
 - Attend quarterly meetings as members of the collaborative team.
 - Broker services that may be required or requested by the LEA.
 - Team members will participate 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**
 - Develop the Action Plan for subgroups failing to make AYP.
 - Meet quarterly.
 - Prepare quarterly progress reports.
- **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
 - Action 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.

Suggested Abbreviated Timeline

September - October	Conduct orientation meeting with the collaborative team (district and DPI).
September – October	Conduct sessions to examine district data and establish needs, especially academic needs.
October	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
 - failing to make 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
- Capacity and resources of DPI

☐ Service Features

- LEA assembles 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.
- LEA submits progress reports on the implementation of the plan 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 (service broker)

☐ 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

