

Assisting Schools and Districts: Implementing the ABCs of Public Education and No Child Left Behind

Curriculum and School Reform Services
NC Department of Public Instruction
Fall 2006



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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 well for our schools since the implementation of the ABCs of Public Education in the 1996-97 school year.

The passage of the No Child Left Behind Act (NCLB) in January 2002 brought to the forefront the need to identify another set of schools eligible for additional support. These schools were Schools in Title I School Improvement. The greatest amount of support was provided for those moving into corrective action and missing the greatest percentage of their Adequate Yearly Progress (AYP) targets. The number served by State Assistance Teams varied according to the number of schools designated as low-performing because these schools were top priority for the State Assistance Teams.

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 NCLB requirements for Adequate Yearly Progress (AYP). The NCLB requirement that all schools and districts make 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.

In 2005-06, another component of assistance has been identified by Judge Howard Manning, who has focused on struggling high schools in the State. These high schools have been brought to the forefront by Judge Manning as he spotlights the high schools that have not demonstrated that their students have the opportunity to obtain a sound basic education. These schools have ABCs performance composites below 70% and some have consistently performed below 55%. Governor Easley has taken a lead role in addressing the needs of these schools by calling for Turnaround Teams. Members of these teams serve as coaches with the principals at the individual schools to address specific needs and assist them with a planning process that leads to restructuring to improve the effectiveness of the schools. The principals of a special set (17) of these schools participated in a special two-week Leadership Institute held in the summer of 2006. The schools will get continual support and guidance throughout the school year. The assistance efforts will be coordinated by the Coordinator for High School Improvement.

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SCHOOL-LEVEL ASSISTANCE

Assistance to schools is mandated in both the ABCs of Public Education, the state's accountability system that was established by the School-Based Management and Accountability Act of 1995, and in No Child Left Behind Act, the federal law that mandates national accountability. The number of schools served on an annual basis under each program depends upon the availability of resources.

THE ASSISTANCE PROCESS FOR SCHOOLS

Schools designated to receive assistance because they have been identified as low-performing by the State Board of Education in response to the ABCs of Public Education will be served by the State Assistance Teams. The teams remain at the school for an entire school year and provide services on a daily basis. Their work is guided by the state statute that outlines the responsibilities of the teams. It involves completing a needs assessment that includes the evaluation of certified staff members. The findings from the needs assessment provide the focus for the year. The State Assistance Team, working collaboratively with the school improvement team, examine the findings and adjust the school improvement plan to reflect the findings, and the revised plan directs the work of the school staff and the State Assistance Team.

Title I schools in School Improvement receive assistance from teams that is similar to that received by low-performing schools identified under the ABCs. One important difference, however, is that in Title I Schools in School Improvement, the certified staff are not formally evaluated. The teams do, however, conduct a global assessment of the strengths and weaknesses of the instructional program. The team's other activities will be the same as those prescribed by state statute for low-performing schools.

Other schools in Title I School Improvement may receive technical assistance upon request. They also may be provided professional development through workshops, planned instructional institutes and participation in relevant state sponsored conferences that focus on best practices.

MEASURABLE GOALS AND OBJECTIVES FOR SCHOOL ASSISTANCE

- An increase in the number of NCLB targets met
- Making growth goals
- Improvement in the performance of each subgroup
- An increase in the number of students scoring at achievement Levels III and IV

Other team objectives:

- Assist the school in making data-driven decisions to improve student achievement
- Increase the school's own capacity to achieve continual student academic growth over time for all student subgroups
- Enhance the staff's knowledge and delivery of best practices
- Build the skills of beginning, marginal, and lateral entry teachers and administrators

ELIGIBILITY CRITERIA

STATE CRITERIA

First Priority– K-12 schools designated as low-performing because they that failed to make expected growth and had less than 60% of their students scoring proficient

Second Priority– The ten schools in the tier just above the schools that are designated as low-performing

FEDERAL CRITERIA

First Priority– Title I Schools in School Improvement that are in *Corrective Action*

Second Priority– Title I Schools in their second year of Title I School Improvement

Third Priority– Title I Schools in their first year of Title I School Improvement

DESCRIPTION OF SCHOOL CATEGORIES

STATE ACCOUNTABILITY- ASSISTANCE TO LOW-PERFORMING SCHOOLS	ASSISTANCE TO LOW PERFORMING HIGH SCHOOLS	TITLE I SCHOOLS IN SCHOOL IMPROVEMENT
<p>State Assistance Teams provide services daily for an entire school year</p> <p>Orientation Session held for superintendents and principals of the designated schools</p> <p>Teams carry out responsibilities spelled out in statute which includes the formal evaluation of certified staff</p> <p>Teams may request assistance from DPI to address a specific need</p> <p>Reports submitted include: the needs assessment, monthly status reports, and an annual report</p> <p>LEA personnel provide feedback on the performance of the teams</p> <p>Teams participate in an annual exit conference</p>	<p>Turnaround Assessment Team sent to assess and identify key findings</p> <p>Coach provided to structure, support and monitor immediate change</p> <p>Ensure that a Framework for Immediate Action to address needs of students is put in place</p> <p>Ensure that action steps for implementation are underway</p> <p>Monitor the implementation and related student outcomes</p> <p>Provide support through brokering services and counsel</p> <p>Assist in developing a technology plan that supports and enhances Framework for Immediate Action that will specifically support 21 st Century teaching and learning</p> <p>Work with district leadership and staff to build capacity for success (i.e. policy issues, resource allocation, personnel decisions, professional development)</p> <p>Professional Development for School Leadership in 21 st Century (PEP as partner)</p> <p>Professional Development for teachers in content, methodology, interpersonal relationships and use of technology to support 21 st Century teaching and learning</p> <p>Establish an affiliation with research-based high school redesign model</p>	<p>Schools will be served by DPI staff in a regional configuration based on the eight service regions</p> <p>Title I consultant assigned to each region</p> <p>Professional development will be the primary service (content, curriculum alignment, best practices, etc.)</p> <p>Content specialists and Career and Technical Education (CTE) staff assigned to a region</p> <p>Additional support for specific subgroups will be provided by Exceptional Children's staff, English as a Second Language staff, and the Raising Achievement and Closing Gap Sections</p> <p>External partners</p> <p>Four specialists to assist with reading and math needs are requested</p>

CONSEQUENCES FOR SCHOOLS IN TITLE I SCHOOL IMPROVEMENT

YEAR	GENERAL FACTS	CONSEQUENCES/REQUIREMENTS
1	School did not make AYP	LEA should provide additional support
2	School did not make AYP	LEA should provide additional support
	Schools Enter Year 1 of School Improvement after not making AYP for two consecutive years	
3	Entering year 1 of school improvement	<p><u>The school must:</u></p> <ul style="list-style-type: none"> Develop a school improvement plan addressing its shortcomings (see below) and submit plan to DPI by <u>November 30</u> Offer school choice* <p><u>The LEA must:</u></p> <ul style="list-style-type: none"> Send notice to parents of students who attend the school explaining (a) why the school was identified (b) what support is being provided by the LEA and SEA, and (c) how parents can get involved in the school Include a copy of this notice when the school's improvement plan is submitted to DPI Provide all students in the identified school (s) with the option to transfer to another public school within the LEA that has not been identified for improvement <p><u>The State Education Agency (SEA) must:</u></p> <ul style="list-style-type: none"> Provide technical assistance in developing the improvement plan, if requested

* In 2006-07, seven school districts are *participating* in a pilot program to offer *Supplemental Educational Services* in lieu of choice in Title I schools entering Year 1 of School Improvement

THE IMPROVEMENT PLAN

The plan must be developed within three months after identification – November 30 of the year of the announced status, and the plan must cover a two-year period.

Developing the improvement plan:

- Analyze the school's achievement data. Identify the subgroups that did not make AYP
- For each subgroup not making AYP, identify the area(s) (reading and/or mathematics) to be addressed
- Identify the students in these subgroups who are still not at grade level and in what area(s)
- Establish the critical instructional objectives to be addressed in the plan based on this data analysis
- Identify research-based strategies that address the established instructional objectives to include in the plan
- Include the following federal mandates:
 - How the school will commit at least 10% of its Title I, Part A allocation to professional development activities for each year it is identified;
 - How students will be provided with additional learning time, through options including before-school, after-school, or summer school sessions; and
 - How the school will incorporate scientifically based research into its academic program

YEAR	GENERAL FACTS	CONSEQUENCES/REQUIREMENTS
4	Year 2 of school improvement (after 3 years of not making AYP)	<p><u>The school must:</u></p> <ul style="list-style-type: none"> • Continue to offer public school choice • Offer supplemental educational services to students from low-income families <p><u>The LEA must:</u></p> <ul style="list-style-type: none"> • Provide annual notice to the parents of eligible students that supplemental services are available • Keep confidential the identity of any student who is eligible for, or receiving, supplemental services without the written permission of the parent of the students • Allow parents to choose a provider from the list maintained by the state. Provide assistance to parents only upon request • Not predetermine that all of its supplemental services will be provided by a specific provider • Enter into an agreement with the providers that includes specific information on individualized student achievement goals, how parents will be notified of progress, how payments will be made to the provider, and how the student's privacy will be protected • Spend up to 20% of its Title I allocation for the provision of supplemental services and transportation for school choice. • The 20% must be spent as follows: <ul style="list-style-type: none"> – An amount equal to 5% must be used to provide, or pay for transportation for school choice; – An amount equal to 5% must be used to provide supplemental educational services and an amount equal to 10% can be divided up between these two uses <p><u>The SEA must:</u></p> <ul style="list-style-type: none"> • Select providers to go on an approved list of providers for distribution to LEAs • Monitor the quality and effectiveness of the services offered <p><u>Parents must:</u></p> <ul style="list-style-type: none"> • Select the provider of supplemental services who will provide services to their student <p><u>Supplemental Service providers must:</u></p> <ul style="list-style-type: none"> • Protect the individual student's privacy • Notify parents of their students' progress • Carry out the conditions spelled out in the agreement between LEA and provider

5	Year 3 school improvement (corrective action – after 4 years of not making AYP)	<p><u>The School must:</u></p> <ul style="list-style-type: none"> • Continue to offer public school choice • Continue to offer supplemental educational services to students from low-income families • LEA must impose one of the following corrective actions: <ul style="list-style-type: none"> – Replace the school staff who are relevant to the failure to make AYP – Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP – Significantly decrease management authority at the school level – Appoint an outside expert to advise the school of its progress toward making AYP, based on its revised school plan – Extend the school year or school day for that school; – Restructure the internal organizational structure of the school
6	Year 4 of school improvement (Planning for Restructuring – after 5 years of not making AYP)	<p><u>The School must:</u></p> <ul style="list-style-type: none"> • Continue to offer public school choice • Continue to offer supplemental educational services to students from low-income families • Develop a plan for alternative governance <p>The LEA must continue technical assistance</p>
7	Year 5 of school improvement (Restructuring, or alternative governance – after 6 years of not making AYP)	<p><u>The School must:</u></p> <ul style="list-style-type: none"> • Continue to offer public school choice • Continue to offer supplemental educational services to students of low-income families • The LEA must continue to offer technical assistance and implement one of the following alternative arrangements: <ul style="list-style-type: none"> – Reopen the school as a public charter school; – Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP; – Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school – Turn the operation of the school over to the state, if permitted under state law and agreed to by the state; or – Any other restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve academic achievement in the school. The actions taken must have substantial promise of enabling the school to make AYP.

DISTRICT-LEVEL ASSISTANCE

LEA ASSISTANCE PROGRAM (LEAAP)

LEAAP is designed to provide varying degrees of support, guidance and services to districts. The level of services is determined by district 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's leadership for positive change and continual growth. Services and assistance provided to districts by DPI will be extended and reinforced by (a) encouraging and promoting the partnering of districts to share best practices, programs and strategies (b) clustering districts 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 provided to the ten districts in Tier I or Guided Assistance with the greatest need. These districts will be approved and designated by the State Board of Education. The remaining districts will fall into the voluntary assistance categories and will be offered services in the order that requests are received. The number received will depend upon the available resources. The State is required by federal guidance to provide assistance upon a district's request.

MEASURABLE GOALS AND OBJECTIVES OF LEAAP

- An increase in the number of NCLB targets met
- An improvement in the performance of each subgroup
- An increase in the number of students scoring at achievement Levels III and IV.

Other team objectives:

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

Subordinate 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 the 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 |

DISTRICT-LEVEL ASSISTANCE ELIGIBILITY CRITERIA

- First Priority –*
- a. Federal: Districts entering corrective action and having the greatest percentage of schools in Title I corrective action
 - b. State: Districts with ABCs composites in the bottom 20% (23 districts) when ranked according to all districts
- Second Priority –*
- a. Federal: Districts entering corrective action with the second greatest percentage of schools in Title I corrective action or in school improvement for two or more years
 - b. State: Districts having ABCs composites in the second set of 23 districts (24-46) from the bottom when ranked according to all districts
- Third Priority –*
- a. Federal: Title I districts in year 1 or 2 of district improvement with the greatest percentage of schools in Title I school improvement
 - b. State: Districts with ABCs composites in the third set of 23 LEAs (47-69) from the bottom when ranked according to all LEAs

DESCRIPTION OF DISTRICT CATEGORIES

<u>DISTRICTS RECEIVING DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)</u>	<u>DISTRICTS IN TITLE I DISTRICT IMPROVEMENT</u>	<u>ASSISTANCE TO DISTRICTS OF LOW PERFORMING HIGH SCHOOLS</u>
<p>A review team of three (3) will provide support and monitoring</p> <p>Review action and budget plans and give technical assistance</p> <p>Meet with the local leadership team to monitor how effectively the action plan is being implemented</p> <p>Review budget amendments</p> <p>Monitor the use of EVAAS at the local level</p> <p>Make recommendations for improvement</p> <p>Submit monthly progress reports on the LEA's work</p> <p>Broker services when necessary</p>	<p>LEAAP team members will serve 10-12 Systems</p> <p>Participate in training to include sessions such as team-building, interpersonal skills, coaching and mentoring, data analysis, making data driven decisions, effective planning, etc.</p> <p>Actively participate in the initial orientation-work session</p> <p>Work with local leadership teams to establish an intervention plan which will focus on academic growth and subgroup performance</p> <p>Take an active role in the implementation of the intervention plan</p> <p>Broker services</p>	<p>State leadership (SBE, State Superintendent, DPI) establish sense of urgency</p> <p>Obtain commitment of local education and community leaders</p> <p>Establish accountability for local superintendent and board of education</p> <p>Provide coaches</p> <p>Leverage partners for support (i.e., New Schools Project, Model Teacher Consortium, NCAE, PEP, Teacher Academy, etc.)</p>

<p>Conduct quarterly meetings that focus on sharing, problem-solving, and professional development</p> <p>Meet on a regular basis with Associate Superintendent to plan and share progress reports</p>	<p>Share best practices</p> <p>Attend and participate in the quarterly meetings</p> <p>Partner with DPI staff to conduct regional professional development sessions</p> <p>Provide feedback to the review team on any barriers or special issues</p> <p>Submit monthly progress reports</p>	
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DESCRIPTION OF THE TIERS 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 tiers of assistance will be offered through **LEAAP**. A description of each of these tiers of assistance will follow.

TIER I – GUIDED ASSISTANCE (MANDATED)

- **Districts:**
 - Districts entering corrective action and having the greatest percentage of schools in Title I corrective action
- ▣ **Number of districts to be served annually**
 - Ten (10) districts with the greatest need based on established criteria may be more or fewer depending on the resources available designated by the State Board of Education
- ▣ **Service Features**
 - Orientation – data session conducted that includes superintendent, central office staff, principals, and local board members.
 - Components of the service and assistance to be provided include:
 - Assistance and coaching provided to the central office staff members based on the subgroup needs identified as a result of the data-analysis session
 - Training for the District Leadership Team (local board chair, superintendent, instructional supervisor, Title I director, EC director, ESL coordinator, personnel coordinator and testing coordinator) which may also include principals
 - Roles assigned to participate as members of the Local Team may vary based on the organization of a district's central office
 - Professional development for critical need areas as identified using ABCs and/or NCLB data
 - Onsite assistance and collaborative work with the assigned LEAAP Team members
 - Quarterly meetings/professional development sessions
 - Development of an assistance plan
 - Implementation of the plan and ongoing monitoring
 - Optional component:
 - Regional quarterly roundtables to include superintendents and local board members to discuss policy, student achievement issues and to share ideas



Service Providers/Tasks

- Contracted retired superintendents, central office staff and school level administrators and staff organized into teams of two-three persons with strengths and expertise in the areas of Finance, Human Resources, Instruction/Accountability or Technology
- Work of the LEAAP Team
 - participate in a two-week training program
 - participate in the orientation-data work session with the local teams
 - collaboratively work with local team to determine areas of strength and areas needing improvement
 - work with the local team to develop an assistance plan
 - keep the district focused on its data-supported instructional priorities based on AYP targets (subgroup needs)
 - 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 the work in each LEA served
- DPI associate superintendents, Title I staff, EC staff, ESL staff, curriculum consultants, chiefs and directors will serve as resources for the LEAAP team members
- Training for district leadership team
 - conducted by DPI staff and other external partners, institutions or organizations
 - training topics selected in a collaborative manner
 - includes the superintendent, central office staff, principals/assistant principals of schools in corrective action, school improvement team chairs, and/or school-level curriculum specialists
- LEAAP Review Team will provide follow-up services and support to enhance skill development and application
 - provide technical assistance, support and guidance to the local and LEAAP teams
 - make onsite visits to address specific tasks
 - monitor the implementation of the assistance plan
 - keep the Associate Superintendent informed of areas that require special attention



Service Provider Training

- required two-week training session for LEAAP team members
- quarterly meetings/professional development sessions
- training will include the phases of the team's work, format of reports, data-driven decision making, techniques to be used, team building, interpersonal relationships and coaching



Monitoring/Accountability (Office of Curriculum and School Reform will coordinate these activities)

- Local team members
 - attendance and participation in the orientation–data session
 - submission of complete assistance plan
 - submission of monthly reports that provide implementation progress on the components of the assistance plan (copies to local and State Board chairs)
 - assessment based on the review team's monitoring visits
 - attendance and participation in required quarterly meetings
 - feedback from LEAAP team members
 - feedback from external partners providing services
 - demonstrated improvement in the listed measurable objectives

- LEAAP Teams
 - participation with the local team in the Orientation-Data Work session
 - submission of the assistance plan
 - submission of monthly progress/status reports with copies going to the local board chair and the State Board Chair
 - attendance and participation in the required quarterly meetings
 - demonstrated improvement in the listed measurable objectives
 - feedback from the local team members and the review team
- DPI Professional Development/Support Team
 - Quality of training delivery and handouts
 - Participant evaluations
- District Measurable Outcomes (presented to SBE)
 - using the annual report on the ABCs of Public Education and NCLB, submit the following:
 - the increase in the number of NCLB targets met
 - the improvement in academic performance of subgroups and
 - the increase in the number of students performing at Levels III and IV

LEA ASSISTANCE PROGRAM TRAINING FOR TIER I DISTRICTS

Training topics will be determined based on the identified needs of individual districts and will be data driven. Some factors that will be used this determination include: alignment and delivery of the *Standard Course of Study* in the classrooms, academic achievement of subgroups, district dropout and/or graduation rates, quality of personalized education plans (PEPs), and knowledge of research practices.

The LEAs will work with the LEAAP teams to tailor a training program to fit the identified needs. Professional development sessions will be held quarterly for the entire leadership group and will be variably scheduled for school leadership and core teachers (9-12) and language arts and mathematics teachers (3-8). The sessions will be conducted by the DPI staff along with external partners such as the Appalachian Regional Comprehensive Center, and the Teacher Academy and the N.C. School of Science and Mathematics.

Training sessions will also be clustered by region 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 and schools that have similar concerns.

TIER II – COLLABORATIVE ASSISTANCE (VOLUNTARY)

☐ **Service Eligibility**

- Districts:
 - entering corrective action with the second greatest percentage of schools in Title I corrective action or in school improvement for two or more years
 - having ABCs composites in the second set of 23 districts (24-46) from the bottom when ranked according to all districts

☐ **Number of systems to be served annually**

- Depends upon ABCs and AYP results
- May be limited by the capacity of the Agency (DPI) and available resources

☐ **Service – Features**

- Districts request assistance as a voluntary act
- Orientation session (district leadership, team members and possibly local board member)
- Collaborative team members
 - District team or contact assigned by the local superintendent
 - DPI staff
 - Other collaborators may include the local community college, university system and/or RESAs
- Quarterly meetings of the collaborative team are held to check progress and make adjustments

☐ **Service Providers**

- The Collaborative Team composed of staff from the district and DPI
 - district team should be cross-functional and is assigned by the local superintendent
 - district 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
 - District contact (if not a team) should be the superintendent and/or the instructional leader in the district
- Work of the District Team or Contact
 - Complete a District Data Summary Sheet and return to Associate Superintendent for Curriculum and School Reform by the designated date
 - Identify the three specific lowest achieving subgroups and the struggling schools
 - Submit a copy of the completed Assistance Plan to the State Board of Education
 - Establish a calendar for holding visits/meetings with the review team
 - 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
 - Establish the subgroup priorities to be addressed in the Assistance Plan
 - Work with the district team to develop the Assistance Plan (set targets, align resources and professional development to support achievement of the targets, outline responsibilities of collaborative team members)
 - Keep Review Team informed of progress and attend meetings as requested

- Broker services that may be required or requested by the district
- Call upon DPI staff other than assigned team members as well as the State Assistance Team members to provide services as needed
- Monitor implementation of the Assistance Plan
- Work of the Collaborative Team (Local and DPI Teams)
 - Develop the Assistance Plan for subgroups failing to make AYP
 - Meet at least 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
- Training will be tailored to fit the needs of the districts and will be delivered in regions, clusters or for individual districts

▣ **Monitoring/Accountability (Associate Superintendent for Curriculum and School Reform will coordinate these activities)**

- Collaborative Team
 - Assistance plan completed and submitted
 - Calendar of quarterly meetings established
 - Written quarterly reports submitted
- DPI Training Team
 - Services brokered
 - Feedback from local team and training participants
- District 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 increase in the number of students performing at Levels III and IV.

TIER III – CONSULTATIVE ASSISTANCE (VOLUNTARY)

▣ **Service Eligibility**

- Districts
 - that are in year one or two of district improvement with the greatest percentage of schools in Title I improvement
 - with ABC composites in the third set of 23 districts (47-69) from the bottom when ranked according to all districts
 - having 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

- District requests assistance voluntarily
- District assembles a local team
- Local team develops a district action plan based on identified subgroup needs
- 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
- District 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
 - Maintains a log of telephone calls or visits to the district
 - Facilitates getting the locally developed plan and quarterly progress reports to the Agency for submission to State Board of Education
 - Provides quarterly update on progress and status of contacts with the LEA
- District 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 improvement in academic performance of subgroups; and
 - the increase in the number of students performing at Levels III and IV.

CONSEQUENCES FOR DISTRICTS IN LEA IMPROVEMENT

YEAR	GENERAL FACTS	CONSEQUENCES/REQUIREMENTS
1	District did not meet targets in the same subject in each of three grade spans	LEA focuses resources on making AYP
2	District did not meet targets in the same subject in each of three grade spans	LEA focuses resources on making AYP
	Districts enter Year 1 of LEA Improvement after not meeting target goals in the same subject or other academic indicator in each of three grade spans (3-5; 6-8; and high school) for two consecutive years	
3	Year 1 of District Improvement The district must develop an improvement plan where it essentially tries to address its shortcoming and make AYP on its own. The plan must be developed and submitted within three months (November 30).	<p>LEA - The improvement plan must do the following:</p> <ul style="list-style-type: none"> • incorporate scientifically based research strategies to strengthen the core academic program • identify actions appropriate to the reason the district did not meet its targets • Devote 10% of the district's Title I, Part A funds to professional development (but not at the expense of funds used for training teachers to become highly qualified) • Include specific measurable achievement goals and targets for each subgroups • Include the possibility of extending the school day or year • Try to involve parents in the improvement • Specify responsibilities of the state and district, including the technical assistance to be provided by the state <p>SEA</p> <ul style="list-style-type: none"> • Provide technical or other assistance, if requested, in developing the improvement plan, or work with schools needing improvement
4	Year 2 of District Improvement	<p>SEA</p> <ul style="list-style-type: none"> • Continue to provide technical assistance
5	Year 3 of District Improvement	<p>SEA</p> <ul style="list-style-type: none"> • Initiate corrective action • Inform parents of the district's status • Institute corrective action consistent with state law and include one of the following: <ul style="list-style-type: none"> – Deferring program funds or reducing administrative funds – Institute and fully implement a new curriculum that is based on state and local academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff. The new curriculum must offer substantial promise of improving educational achievement of low-achieving students – Replacing the district personnel who are relevant to the failure to make adequate yearly progress

		<ul style="list-style-type: none"> — Removing particular schools from the jurisdiction of the LEA and establishing alternative arrangements for public governance and supervision of those schools — Appointing a receiver or a trustee to administer the affairs of the LEA in place of the superintendent and school board — Abolishing or restructuring the LEA — Allowing students to attend a school in another district and providing for their transportation
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A HISTORY OF SPECIAL ASSISTANCE EFFORTS AT THE DISTRICT LEVEL

DISTRICTS

- 2002-2003 Hoke County – The first system to have a team to work with the superintendent and central office staff because of an order in the Leandro case. The overall process was led by the Deputy Superintendent at DPI. The needs assessment was led by the four state associate superintendents at DPI and covered the areas of Finance, Human Resources, Curriculum, and Accountability and Technology. They were assisted by other DPI staff members. An LEA Assistance Team (LEAAP) Leader was contracted to lead the assistance phase. The Team Leader selected contractors to help with the assistance process, which received mixed reviews.
- Weldon City – Served as a pilot site with the team leader in Hoke County worked with Weldon to pilot some of the features of the evolving LEAAP process. The conditions in this district were calmer, more positive, out of the eyes of the press, and free of the legalities involved in the Leandro case. Working with this District proved to be very positive and productive. The experience helped the team leader and the Associate Superintendent shape and refine the LEA Assistance Program for use in the state.
- 2003-2004 Hoke County – The Deputy Superintendent served as the liaison to the Hoke District and used DPI staff to provide limited assistance. Over time, the situation improved considerably and became very positive.
- Weldon City – Designated as the first LEA to enter LEA Improvement because it had not met its AYP targets for two consecutive years. The Associate Superintendents at DPI conducted a needs assessment and reported to the staff. The LEAAP Team leader participated with the Associates, the Weldon City Superintendent, and Central Office Staff in this process, which provided a smooth transition from being fact-finders to assistance providers. The team leader and a contracted member of the team, along with State Assistance Team members, served the district throughout the year with very positive results. This experience permitted further revision of the overall LEA Assistance Program, outlined previously in this document.
- 2004-2005 Funds (\$500,000) had been set aside by the General Assembly for contracting with LEAAP Team members
- Governor Easley provided in excess of \$22 million to support the sixteen districts that were designated to receive Disadvantaged Student Supplemental (DSS) funds. The sixteen systems, sometimes referred to as the DSSF districts, had to prepare Action and Budget Plans supported by the additional funds and other district resources. Both plans had to be reviewed and approved by the State Board of Education. The sixteen districts began participation in a two-year pilot. The General Assembly provided the funding for the second year of the pilot (2005-06).

The LEAAP as designed could not be used specifically in the work with the DSSF districts because these districts were to focus on teacher recruitment and retention along with a reduction in the number of students scoring below grade level. They also received a list of best practices that were approved by the State Board from which they could choose. The LEAAP team members were asked to provide support, make recommendations, ensure that the action plans were implemented, and that the budgets were spent appropriately.

Part-time LEAAP Team members were placed on contract to work with the designated districts. Most of the LEAAP team members and their systems worked well together in this new endeavor. Some of the support provided included:

- Support from LEA Assistance Team members throughout the year
- Periodic meetings to share information
- Awareness of professional development providers such as the Teacher Academy and the Principal's Executive Program.

The evaluator of the pilot program met with the LEAAP team leaders and members of the local teams to discuss the evaluation process. Later, a meeting was held with the entire group to provide specifics of the evaluation process and to respond to any questions.

2005-2006 The sixteen districts enter their second and final year of the pilot.

High Schools

2005-2006 Judge Manning calls for the state to provide support and assistance to 92 high schools that have performance composites of less than 60%. Included in this group are ten high schools in Charlotte-Mecklenburg. The Governor has taken special interest in seeing that the high schools get the assistance they need.

Legislative Mandates for Assistance

STATE

SCHOOL LEVEL

§ 115C-105.38. Assistance teams; review by State Board.

- (a) The State Board of Education may assign an assistance team to any school identified as low-performing under this Article or to any other school that requests an assistance team and that the State Board determines would benefit from an assistance team. The State Board shall give priority to low-performing schools in which the educational performance of the students is declining. The Department of Public Instruction shall, with the approval of the State Board, provide staff as needed and requested by an assistance team.
- (b) When assigned to an identified low-performing school, an assistance team shall:
 - (1) Review and investigate all facets of school operations and assist in developing recommendations for improving student performance at that school.
 - (2) Evaluate at least semiannually the personnel assigned to the school and make findings and recommendations concerning their performance.
 - (3) Collaborate with school staff, central offices, and local boards of education in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to alleviate problems and improve student performance at that school.
 - (4) Make recommendations as the school develops and implements this plan.
 - (5) Review the school's progress.
 - (6) Report, as appropriate, to the local board of education, the community, and the State Board on the school's progress. If an assistance team determines that an accepted school improvement plan developed under G.S. 115C-105.27 is impeding student performance at a school, the team may recommend to the local board that it vacate the relevant portions of that plan and direct the school to revise those portions.
- (b1) Report to the State Board of Education if a school and its local board of education are not responsive to the team's recommendations. A copy of that report shall be made available to the local board, and the local board shall have an opportunity to respond. Notwithstanding G.S. 115C-36 and other provisions of this Chapter, if the State Board confirms that the school and local board have failed to take appropriate steps to improve student performance at that school, the State Board shall assume all powers and duties previously conferred upon that local board and that school and shall have general control and supervision of all matters pertaining to that school until student performance at the school meets or exceeds the standards set for the school. The State Board may, as it considers appropriate, delegate any powers and duties to that local board or school before the school meets or exceeds those standards.
- (c) If a school fails to improve student performance after assistance is provided under this section, the assistance team may recommend that the assistance continues or that the State Board take further action under G.S. 115C-105.39.
- (d) The State Board shall annually review the progress made in identified low-performing schools. (1995 (Reg. Sess., 1996), c. 716, s. 3; 2002-178, s. 7.)

DISTRICT LEVEL

LEA ASSISTANCE PROGRAM

SECTION 7.24. Of the funds appropriated to the State Public School Fund, the State Board of Education shall use five hundred thousand dollars (\$500,000) for the 2005-2006 fiscal year and five hundred thousand dollars (\$500,000) for the 2006-2007 fiscal year 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, 2006, and by December 15, 2007. 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. These funds shall not revert at the end of each fiscal year but shall remain available until expended for this purpose.

FEDERAL

SCHOOL LEVEL

For School Assistance:

NCLB Sec. 1116 (b)

- (14) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- The State educational agency shall—
- (A) make technical assistance under section 1117 available to schools identified for school improvement, corrective action, or restructuring under this subsection consistent with section 1117(a)(2);
 - (B) if the State educational agency determines that a local educational agency failed to carry out its responsibilities under this subsection, take such corrective actions as the State educational agency determines to be appropriate and in compliance with State law;

DISTRICT LEVEL

For District Assistance:

NCLB Sec. 1116 (c)

- (9) STATE EDUCATIONAL AGENCY RESPONSIBILITY—

- (A) TECHNICAL OR OTHER ASSISTANCE— For each local educational agency identified under paragraph (3), the State educational agency shall provide technical or other assistance if requested, as authorized under section 1117, to better enable the local educational agency to—
 - (i) develop and implement the local educational agency's plan; and
 - (ii) work with schools needing improvement.
- (B) METHODS AND STRATEGIES—Technical assistance provided under this section by the State educational agency or an entity authorized by such agency shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, in implementing the parental involvement activities described in section 1118 and the professional development activities described in section 1119.

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

POLICY IDENTIFICATION

Priority: High Student Performance

Category:

Policy ID Number: New Policy

POLICY TITLE: District Assistance Program

CURRENT POLICY DATE:

OTHER HISTORICAL INFORMATION:

STATUTORY REFERENCE:

ADMINISTRATIVE PROCEDURES ACT (APA) REFERENCE NUMBER AND CATEGORY:

***** Begin Policy *** (Do not tamper with this line)**

The District Assistance Program 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 Act (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 the Department of Public Instruction (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 School of Mathematics and Science, and the Teacher Academy. The number of districts served will depend on the availability of resources.

I. Criteria for selecting Districts and schools to receive assistance

Eligibility Criteria:

First Priority

- a. Federal: LEAs entering corrective action and having the greatest percentage of schools in Title I corrective action.
- b. State: LEAs with ABC composites in the bottom 20% (23 LEAs) when ranked according to all LEAs.

Second Priority

- a. Federal: LEAs entering corrective action with the second greatest percentage of schools in Title I corrective action or in school improvement for two or more years
- b. State: LEAs having ABC composites in the second set of 23 LEAs (24-46) from the bottom when ranked according to all LEAs.

Third Priority

- a. Federal: Title I LEAs in year one or two of district improvement with the greatest percentage of schools in Title I school improvement.
- b. State: LEAs with ABC composites in the third set of 23 LEAs (47-69) from the bottom when ranked according to all LEAs.

II. District assistance tiers

A. Tier 1 – Guided Assistance

- Districts that meet the first priority criteria.
- State Board of Education designates these districts for service.
- LEA Assistance Team Members will provide the core service.
- Non-negotiable: The participation of a local leadership team (local board chair, superintendent, instructional supervisor, Title I director, EC director, ESL coordinator, personnel director and testing coordinator) which may also include principals.
- Roles assigned to participate as members of the Local Team may vary based on the organization of a district's central office.

B. Tier 2 – Collaborative Assistance

- Districts that meet the second or third priority criteria.
- District may request assistance as a voluntary act.
- State Board has discretion to designate assistance when it isn't requested by the LEA.
- The Department staff and other external partners will be the service providers.

C. Tier 3 – Consultative Assistance

- Districts that meet the second or third priority criteria.
- Districts having the internal capacity to develop, implement, and monitor a plan to address their specific academic needs.
- District may request assistance as a voluntary act.
- DPI staff member or other party will be designated to serve as point person to broker the assistance process.

III. Measurable goals and objectives of the District Assistance Program

- An increase in the number of NCLB targets met.
- An increase in the performance of each subgroup.
- An increase in the number of students scoring at achievement Levels III and IV.
- 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.
 - Provide the support and guidance needed to complete an intervention plan with short-range goals and to consider 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 intervention plan or other support activities.

IV. Professional Growth

- Regional and in-district sharing sessions
- Leadership training for principals
- Training sessions for Local Leadership Teams
- Curricular and instructional sessions for core teachers
- Training for the LEA Assistance Team members
- Other training as needs dictate

V. Monitoring and Accountability

- Execution of an intervention plan focused on improving academic growth for all students and the achievement of subgroups that are below proficiency.
- Monthly progress reports collaboratively completed and submitted by the local and LEAAP teams or by the districts if receiving Collaborative or Consultative help.
- Monitoring visits will be conducted by the LEAAP Review Team and DPI staff.
- Periodic progress reports will be provided for the State Board of Education.
- Selected superintendents will be asked to share with the State Board their districts' progress or concerns.
- Progress will be determined by the results demonstrated on the measurable goals and objectives are assessed.

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

POLICY IDENTIFICATION

Priority: High Student Performance

Category:

Policy ID Number: New Policy

POLICY TITLE: Policy Defining No Child Left Behind Corrective Actions for Districts in LEA Improvement

CURRENT POLICY DATE:

OTHER HISTORICAL INFORMATION:

STATUTORY REFERENCE:

ADMINISTRATIVE PROCEDURES ACT (APA) REFERENCE NUMBER AND CATEGORY:

*** Begin Policy *** (Do not tamper with this line)

Background

Under the No Child Left Behind Act of 2001 (NCLB), districts that fail to make Adequate Yearly Progress (AYP) for two consecutive years enter LEA (Local Education Agency) Improvement. Adjustments approved by the State Board of Education and the U.S. Department of Education for North Carolina require that LEAs that miss any target – not necessarily the same target – in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years enter District Improvement.

NCLB also requires that districts must make AYP for two consecutive years in order to exit “District Improvement.” Adjustments made for North Carolina allow an LEA to make all targets in any of the three grade spans in the subject identified for District Improvement for two consecutive years (does not have to be the same grade span) in order to exit improvement status.

Corrective Action

If the district does not make all targets in any one of the three grade spans (not necessarily the same grade span) in the same subject identified for district improvement for two additional (not necessarily consecutive) years, the State Board of Education (SBE), in collaboration with LEA representatives, shall inform parents of the district’s status; and institute Corrective Action, including one or more of the following:

- Defer program funds or reduce administrative funds;
- Align instruction with and fully implement the *North Carolina Standard of Course of Study*, including providing appropriate professional development;
- Replace LEA personnel if the SBE determines that such action is necessary to allow the LEA to make AYP;
- Remove a school from the jurisdiction of the LEA and establish an alternate governance structure for the school;
- Dissolve the local board of education and establish an alternate governance structure to oversee the school district;
- Restructure the LEA;
- Encourage LEAs to work out agreements that will permit students to attend a public school in another LEA provided that the receiving school must not be in school improvement at the time of the transfer. The agreement should also cover how transportation will be handled.

SBE Option to Delay Corrective Action

The SBE may delay corrective action if:

- the LEA makes AYP for one year during the time the LEA is in District Improvement; or
- the failure to make AYP is due to exceptional circumstances beyond the control of the LEA.

DISTRICT ASSISTANCE PROGRAM Request for Assistance

Directions: Districts in school improvement as identified through No Child Left Behind (NCLB) accountability and meeting the criteria previously identified are eligible to request assistance for any given school year. Assistance requests should be supported by the district's data. The requests should be submitted following the release of district Adequate Yearly Progress (AYP) results. The form on which to request assistance is given below.

LEA _____

LEA Contact _____

Title _____

Phone # _____

E-mail Address _____

Assistance Requested:

_____ Curriculum Alignment

_____ Researched-based or best practices

_____ Subgroup performance

_____ Professional development (leadership)

_____ Professional development (accountability areas)

_____ Other _____

Rationale for request(s) based on district data sources:

DISADVANTAGED STUDENTS SUPPLEMENTAL FUNDING (DSSF)

Menu of Required Strategies

Each of the identified LEAs will complete and submit to the State Board of Education an Action Plan, a Professional Development Plan, and an accompanying Budget Plan. These documents should reflect the strategies being implemented and how the DSSF funding, along with other resources, will be used to support the identified strategies. All selected strategies should focus on:

- improving the performance of students scoring at Levels I and/or II in the schools that need extra support because of high teacher turnover
- large numbers of students who haven't reached proficiency
- a record of less than adequate performance
- rapid turnover in principals, etc.

Local boards of education should approve the plans prior to submission to the State Board.

The LEA Plans should address the following areas:

- Recruiting and retaining teachers, using the Teacher Working Conditions (TWC) Survey as a tool
- Improving student academic performance in all accountability grades and subjects

Menu of required strategies from which LEAS may select:

1. Data-Driven Decision Making
2. Needs Assessment based on LEA data sources
3. Educational Value Added Assessment System (EVAAS)

Recruiting and Retaining Teachers

(35% or less of the total DSS funding may be used for this objective. LEAs may also use low wealth funding to support this objective).

1. Generic across –the-board bonuses are not acceptable
2. Teacher Supplements
3. Signing bonuses
4. Performance-based bonuses for special groups of teachers (i.e., teachers of 3rd graders move the greatest percentage of their students one of more achievement levels)
5. Implementing a job fair for recruiting purposes
6. Administering the Teacher Working Conditions Survey and using the feedback results

Personnel

1. Class size reduction for a specific or grade-level subject
2. Support for beginning or lateral entry teachers
3. Support for special instructional programs (i.e., Project Achieve, Learning Bridges, Positive Behavior Support, Schools Attuned, IMPACT, etc.)

Professional Development Activities

1. Research-Based and Best Practices (in-school and after-school programming)
2. Content training
3. Curriculum alignment
4. Differentiated instruction
5. The Culture of Poverty
6. Cultural Competence
7. Developing and Refining Personalized Education Plans (PEPs)
8. Test-Item Writing Skills
9. EVAAS training

Implementing Personalized Education Plans (PEPs)

1. Implement for all students in grades 3-8 who are scoring at Levels I and/or II in reading and/or mathematics
2. Implement the PEPs prepared for incoming 9th graders
3. Implement PEPs for 10th graders scoring at Level I and/or II on End-of-Course (EOC) Exit exams

Extending Instructional Time

1. Tutorial Programs
2. Transportation and other related costs for after-school programs, Saturday Academies and/or summer programs

Instructional Materials, Supplies and Equipment (resources that are aligned to the delivery and assessment of the instructional program)

DISTRICTS RECEIVING DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)

District Action Plan

LEA _____

LEA Team Leader _____

Subgroup Failing to make AYP _____

Areas to Address _____

Measurable objective(s)	Strategies	Person(s) Responsible	Recipients or Participants	Time line	Resources	Desired outcomes	Evaluation Measures

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING

Budget Plan

Improvement Objective: _____

	NEEDED TO IMPLEMENT STRATEGY			
Strategy(ies)	DSSF Funds	Local Funds	State Funds	Federal Funds
Total				

(Duplicate this form as often as necessary)

Overall Total \$

Superintendent _____ **Date** _____

Local Team Leader _____ **Date** _____

Approval Signatures

LEAAP Team Leader _____ Date _____

Associate Superintendent, Curriculum & School Reform

Date

State Finance Officer _____ **Date** _____

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING (DSSF)**

Budget Amendment Form

Directions: When a budget amendment is necessary, complete the following information and submit. The final amendments for a given school year should be postmarked no later than May 15. Amendments will not be accepted or processed after this date. Within 10 business days or less, a decision should be rendered and sent to the requesting LEA. This form may be duplicated as often as is necessary.

1.a. The current budgetary request:	Funds currently allocated:
1.b. The budgetary request written to reflect the change being requested:	Funding change:
1.c. Rationale for the change:.	

Finance Officer _____ **Date** _____

Superintendent _____ **Date** _____

LEAPP Team Chair _____ **Date** _____

