



UNITED STATES DEPARTMENT OF EDUCATION

The Honorable June Atkinson
Commissioner
North Carolina Department of Education
301 N. Wilmington Street
Raleigh, NC 27601

MAY 15 2013

Dear Commissioner Atkinson:

During the week of February 4, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) conducted a review of the North Carolina Department of Public Instruction (NCDPI) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

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

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The NCDPI has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the NCDPI to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions. Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of)

documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

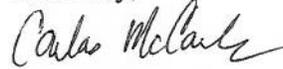
With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the NCDPI is working to address these issues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

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

The ED team would like to thank Donna Brown and her staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

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

Sincerely,



Carlos McCauley
Acting Director
Office of School Turnaround

Enclosure

cc: State SIG Coordinator

NORTH CAROLINA
Targeted Monitoring Review of
School Improvement Grants (SIG) under section 1003(g) of the
Elementary and Secondary Education Act of 1965
February 4-6, 2013

SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR NORTH CAROLINA

BACKGROUND						
Models	Number of SIG Schools Implementing the Model - Cohort I		Number of SIG Schools Implementing the Model - Cohort II		Number of SIG Schools Implementing the Model - Cohort III	
Turnaround	6		1		NA	
Transformation	16		16		NA	
Restart	1		1		NA	
Closure	1		0		NA	
Tier	Number of SIG-eligible Schools	Number of SIG-funded Schools	Number of SIG-eligible Schools	Number of SIG-funded Schools	Number of SIG-eligible Schools	Number of SIG-funded Schools
Tier I	8	6	18	10	NA	NA
Tier II	33	18	27	7	NA	NA
Tier III	769	0	311	0	NA	NA

MONITORING TRIP INFORMATION	
Monitoring Visits and Award Amounts	
LEA Visited	<i>Durham Public Schools</i>
School Visited	<i>Hillside High School</i>
Model Implemented	<i>Transformation</i>
Cohort I - FY 2009 Funding Awarded (over three years)	<i>LEA Award (for 1 SIG schools): \$1,966,153.00 Hillside High School funding: \$1,966,153.00</i>
Cohort II - FY 2010 Funding Awarded (for one year)	<i>LEA Award (for 2 SIG schools): \$7,490,796</i>
LEA Visited	<i>Guilford County</i>
School Visited	<i>Oak Hill Elementary</i>
Model Implemented	<i>Turnaround</i>
Cohort I - FY 2009 Funding Awarded	<i>LEA Award (for 1 SIG schools): \$2,864,207.00 Oak Hill funding: \$2,864,207.00</i>

(over three years)	
Cohort II - FY 2010 Funding Awarded (for one year)	<i>LEA Award (for 2 SIG schools): \$2,134,610</i>
SEA Visited	North Carolina Department of Public Instruction
Total FY 2009 SEA SIG Allocation	\$91,004,980
Total- FY 2010 SEA SIG Allocation	\$14,237,736
Total FY 2011 SEA SIG Allocation	\$14,519,231
Total FY 2012 SEA SIG Allocation	\$14,396,009
Staff Interviewed	
<ul style="list-style-type: none"> ➤ North Carolina Department of Public Instruction <i>Staff</i> ➤ <i>Durham County Staff</i> ➤ <i>Hillside High School Staff: Principal, School Leadership Team, Teachers, Parents, Students, and Classroom Visits</i> ➤ <i>Guilford County Staff</i> ➤ <i>Oak Hill Elementary Staff: Principal, School Leadership Team, Teachers, Parents, Students, and Classroom Visits</i> 	
U.S. Department of Education Staff	
Group Leader	<i>Carlas McCauley</i>
Staff Onsite	<i>Chuenée Boston and Janine Rudder</i>

OVERVIEW OF MONITORING PROCESS

The following report is based on the U.S. Department of Education’s (ED) on-site monitoring visit to North Carolina Department of Public Instruction from February 4-6, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools. The report consists of the sections described below.

The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation.

The **SIG Monitoring Report** provides feedback to North Carolina Department of Public Instruction (NCDPI) on its progress in implementing effectively, and in a manner that is consistent with the School Improvement Grant (SIG) final requirements of SIG authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 March 2012*. The report consists of the following sections:

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

- *Summary of NCDPI's Implementation of SIG Critical Elements.* This section provides a summary of the SEA's progress in implementing SIG and is based on evidence gathered during the monitoring visit on February 4-6, 2013 or through written documentation provided to ED.
- *Technical Assistance Recommendations.* This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- *Monitoring Findings.* This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

BACKGROUND INFORMATION

Highlights of NCDPI's Implementation of SIG

- The NCDPI is utilizing the Responsiveness to Instruction (RtI) as a problem solving model that addresses the needs of struggling students. The RtI is a multi-tiered framework which promotes school improvement through engaging high quality instruction. The NCDPI employs a team approach, cross-agency collaborations, to provide interventions specifically focused on improving the performance of English learners, students with disabilities, and low-achieving students.
- The NCDPI has developed a tier approach to providing technical assistance to districts and schools. The support is customized to address specific needs and is organized within three levels of support: 1. Intensive Support and Intervention; 2. Moderate Support and Intervention; and 3. Independent with General Support.

Structure and Vision

The NCDPI has two full-time staff dedicated to working on SIG implementation in the Academic Services and Instructional Support Office. These positions include the SIG Coordinator and School Transformation Coach. Additional part-time staff supporting the implementation of SIG includes Technology Support Analyst and Director of the Division of Federal Program Monitoring and Support. The officer also has five contractors assisting with various activities such as technical assistant support, monitoring, and fiscal review.

The NCDPI has completed an organizational realignment to ensure that committed leadership and the right decision-making structures are in place. The Academic Services and Instructional Support Area within the NCDPI provides extensive school, district, and regional support to low-performing and low-capacity districts coordinated through inter-agency roundtables as part of the redefined statewide system of support. The cadre of support staff includes needs assessment reviewers, regional leads, district transformation coaches, school transformation coaches, instructional coaches, and all academic services and instructional support staff to include Title I consultants. The support staff team includes distinguished teachers and principals brokers, partnerships with outside consultant groups, institutions of higher education, and regional comprehensive technical assistance centers.

The SIG program has been integrated into the SEA's overall vision for education reform. The NCDPI has been able to leverage several different strategies related to school reform and turnaround to improve outcomes in the State's persistently lowest achieving schools. Priority schools are required to implement one of the School Improvement Grant (SIG) models, or seek teacher, family, and community involvement to implement an intervention model aligned with all the turnaround principles.

SUMMARY OF NCDPI'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

The SEA made awards to LEAs in a timely manner. The LEAs did receive awards according to the NCDPI stated timelines. Each LEA with schools identified for Tier I and Tier II was notified of eligibility and provided an opportunity to submit a Letter of Intent. Priority for funding was given to LEAs submitting an LEA application to serve its Tier I and/or Tier II schools.

Upon approval of the SEAs application for SIG funds, all LEAs were provided with technical assistance on the completion of the local application. Technical assistance was offered through various venues including, Title I Regional Meetings, Regional Educational Service Agency (RESA) meetings, and webinars. The NCDPI's application process met all of the requirements of SIG.

Implementation

School Climate

Guilford County Schools (GCS); Oak Hill Elementary (OHE)

According to OHE's needs assessment, parents indicated that regular progress reports and report cards are sent home, but communication between teachers and parents is infrequent and dependent upon individual teacher's approaches. In addition, the Positive Behavioral Interventions and Supports (PBIS) were implemented in 2007-2008 school year. According to the school leadership team, even though OHE had implemented PBIS, it was not being consistently enforced. During the interview process, the school leadership team described the climate of OHE before implementation of SIG as one in which there was little to no parental involvement. This was partially due to the language barrier. More than 17 languages are represented at OHE, with a majority of students speaking Spanish. In addition, teacher moral was low. There was little to no collaboration and coordination of activities. Teachers did not meet or use planning time for structured collaboration.

The GCS indicated in its SIG application that it planned to address the identified needs by increasing family and community engagement, improving communication with parents, and ensuring the teachers have an opportunity during the extended planning time to conduct home visits to ensure alignment of expectations between the home, school and community. The school staff would also utilize community service providers, and establish partnerships to facilitate the delivery of needed services to families. Since implementation of the turnaround model at OHE, climate has improved dramatically. The school, from administrators to parents, has embraced and enforces PBIS. In addition, with the use of an RTI model of tiered interventions, a student support system was designed to meet the individual needs of each student. Specific supports

include a tailored set of prevention, intervention, and enrichment services and are coordinated by staff and school psychologist. According to the data, office referrals and out-of-school suspension have declined. In addition, family and community engagement has improved. More parents are attending school-sponsored events. Parents reported that conversations between parents and teachers are now more about instruction compared to previous years and they feel welcomed at the school. Both parents and teachers spoke highly of the back to school event in which teachers go to each child's home to introduce themselves and discuss the upcoming year.

Durham Public Schools (DPS); Hillside High School (HHS)

Hillside High School needs assessment indicated that prior to SIG implementation, tardiness, attendance, and behavior issues were major challenges and needed to be addressed systemically.. It also explained that expectations for student learning and behavior were low. During the interviews, the principal and district leadership stated that prior to SIG there was a focus on discipline without a school-wide behavior management strategy, which resulted in high incidences of suspensions and referrals. In addition, teacher moral was very low. Expectations for staff performance and behavior were sporadic at best, resulting in a staff that was disconnected and uninspired. Furthermore, communication with parents was inconsistent and dependent upon the level at which individual teachers decided to engage them.

Durham Public Schools indicated in its needs assessment that it planned to address HHS' identified needs by increasing family and community engagement; implementing a systematic approach to address attendance, tardiness, and discipline. Since implementing the transformation model, HHS staff has reported a marked improvement in student behavior, teacher attitudes and parent participation. The school's Positive Behavior Intervention and Support (PBIS) system is now enforced consistently by all staff, which has reduced suspensions, thus increasing instructional time for students. In addition, school leadership conveyed that parents and students are now more involved in academic conversations. Teachers have begun to collaborate both in the reinforcement of high expectations for students as well as with regard to curriculum planning. The relationship between teachers and leadership has significantly improved and leadership emphasizes transparency and accountability to students, teachers and parents.

Teachers and Leaders

Guilford County Schools (GCS); Oak Hill Elementary (OHE)

As a part of implementing the turnaround model in OHE, the principal was replaced before the 2010-2011 school year began. She was identified through a national search and had a proven track record of turning around a school that is at high risk for failure. She later accepted another position. The assistant principal became principal in year three.

According to the school leadership team and teachers at OHE, seventy-five percent of the teaching staff requested transfers for 2010-2011 school year. The staff that remained reapplied for their current position. The district assisted with the recruitment of additional staff. GCS had an established staffing protocol that enabled the district to identify and retain or hire the most qualified personnel for the school. Recruitment letters were sent to every teacher with high value-added data in the district. Applicants were screened and interviewed by the new principal and representatives from the Regional Superintendent's Office. A mini-teaching lesson was added to the process in year two. Teachers were also paid recruitment bonuses.

Guildford County Schools indicated that the principal/teacher evaluation system in place that includes student growth as a significant portion of the evaluation.

Durham Public Schools (DPS); Hillside High School (HHS)

The current principal was hired in February of 2012. The principal that was in place when implementation of the SIG reforms began had been at Hillside for the previous two years. Prior to leading Hillside, he was principal at one of the smaller schools, Hillside New Tech High School. The principal interviewed with the school's transformation coach, the superintendent, and all members of the district executive leadership team before being hired. Parents from Hillside New Tech were also consulted during the principal hiring process.

The school hired 38 new teachers for the 2012-2013 school year. To remain at Hillside, each teacher was instructed to resubmit their resume. The LEA provided flexibility to Hillside's principal to hire his staff. He works closely with human resources (HR) department throughout the hiring process. Candidates were asked to apply online and the principal used the HR system to review resumes. The principal then interviewed each candidate using a rubric and recommended teachers he believed was aligned to the school's vision. The school board approved the hire and the teachers committed to a three-year contract. Teachers hired to teach in tested grades and subjects receive signing bonuses as an incentive.

Monetary rewards are provided to staff for improving student achievement when whole school student growth goals are met. As a part of its reward system, at the end of the school year each teachers, administrators and classified staff will receives cash awards when the school meets growth goals. According to the principal, Hillside teachers are eligible for leadership opportunities within their department when proven effective in their current position.

Instructional Strategies and Time

Guilford County Schools (GCS); Oak Hill Elementary (OHE)

The OHE's needs analysis indicated that less than twenty-five percent of the students were proficient in reading; less than forty percent were proficient in math; and less than seventeen percent were proficient in science. To address instructional needs, OHE implemented an extended school day and year, embedded professional development, focused the use of data and formative assessments to drive instruction for mastery learning, and provided additional coaching and mentoring of teachers. These strategies are reviewed and modified quarterly. Data acquired each quarter allows staff to assess the progress being made, address any areas of need, and change strategies within the school improvement plan to target student and teacher needs. OHE school has made data-driven decision making a strong part of their vision for turnaround, conducting inquiry cycles (using data analysis and student assessments) to make adjustments to instruction, student groupings, and tiered interventions.

Oak Hill Elementary is implementing increased learning in accordance with SIG guidance. The OHE indicated in its approved SIG application that it would implement increasing learning time by forty-five minutes and the school year will be extended by 10 days for students to increase literacy and math instructional blocks. The instructional program at OHE is aligned to the North Carolina Standard Course of Study and is based on an extended school day of forty-five minutes

(or a 7.25 hour school day) which allows for extended literacy and math instructional blocks, as well as additional planning time to collaborate and create professional learning communities. In addition, students who are performing below grade level are provided additional instructional time for re-teaching, pretesting, tutoring, and other interventions.

According to the teachers, an additional 10 days for professional development was implemented. The focus of the professional development centered on whole group learning, as well as based on individual needs. Over the last two years, staff received training on the balanced literacy model, response to intervention, and common core. Teachers also noted having common planning blocks. Furthermore, the leadership team expressed establishing a core group (teachers, staff, and district and state representatives) to deliver continuous training for staff.

Durham Public Schools (DPS); Hillside High School (HHS)

Hillside High School needs assessment indicated that HHS was devoid of rigor and structure. Classrooms lacked organization, which was illustrated by little to no procedures or systems. Student engagement and expectations for student achievement were low as evidenced by very few opportunities for students to respond to higher level thinking questions, make connections to life experiences, or demonstrate their understanding through explanation or projects requiring analytical skills. The leadership team also explained that HHS did not have a clear instructional vision due to principal turnover.

According to HHS' principal, since the start of SIG implementation, course offerings have been revised to include more advance placement, grade level and classes that are of interest to students. In addition, the leadership team introduced Marzano's "Understanding by Design" as the primary framework guiding instruction. Professional development for teachers was also revamped to focus on strategic grouping and team building. Professional development is differentiated by academies. For example, freshman academy, the International Baccalaureate program and Hillside Tech High teachers all receive professional development specific to the areas in which they teach. New teachers receive support in the form of learning lunches, supplementary observations, reflection logs, and weekly conferences with their assigned mentors.

Hill High School is not implementing increased learning time in accordance with the SIG requirements. In its approved application, DPS did not expressly communicate the specific scheduling revisions that would be made to operationalize increasing learning time for students. During interviews with school staff, it was revealed that although a 5th period has been added to the school day from 2:45p.m. to 5:45p.m., the purpose is credit recovery and therefore it is not open to all students. Furthermore, a Saturday school program (SWARM) has also been implemented as a result of SIG. It is targeted to students that need behavioral intervention and not the entire student population.

New Governance Structure

Guilford County Schools (GCS); Oak Hill Elementary (OHE)

In 2009-2010, GCS developed a new structure to increase support and oversight of turnaround schools. They moved to a system of regional superintendents for four geographic regions and an enrichment region. The governance for OHE is through the Western Region Superintendent's

Office. According to the application, the regional governance removes layers of district bureaucracy by placing funding and human resources closer to the school.

Hillside High School (HHS); Durham Public Schools (DPS)

During the 2008-2009 school year, the DPS Board of Education adopted the Academic Accountability Policy 3011. Under this policy, the Central Services Support Team Model (CSSTM) was aligned to provide greater oversight and direct support to schools in DPS. Within this model, each elementary, middle and high school was placed in a performance and oversight tier based upon student achievement. Hillside is a tier I school. Each Tier I school is assigned an Area Superintendent, who is designated as the school's Acceleration Leader, to support and evaluate the school's progress in the reform model.

Fiscal

The NCDPI reserves five percent of the State's SIG allocation and uses its reservation for administration, evaluation, and monitoring of its SIG funded implementations. Funds are used to: 1) provide technical assistance to LEAs to assist with the plan development; 2) increase resources to support the application review process and monitoring requirements. 3) enhance the Consolidated Federal Data Collection system to include required SIG data reporting elements. 4) complete the evaluation process on an annual basis for each LEA receiving SIG funds. 5) increase support services for LEAs determined to have low capacity for implementing interventions; and 6) coordinate support for districts and schools with the District and School Transformation division through regional roundtables, the educator recruitment and development division, and Title I consultants.

The NCDPI funded each cohort of SIG schools in accordance with the guidance of SIG. According to the application, SIG funds would be allotted to districts committing to serve its Tier I and Tier II schools. If after funding all Tier I and Tier II schools the NCDPI determines that sufficient funds remain to approve additional LEA applications, funds would be made available to LEAs for Tier III schools. According to SEA staff, the NCDPI did not fund any Tier III schools. In addition, the NCDPI did not fund all eligible Tier I schools because some did not apply.

The NCDPI ensures that SIG funds are spent on allowable activities through the use of several established systems and reports. These systems and reports are the following:

- 1) Acronym for the Uniform Education Reporting System (UERS) – It is the legislated required accounting system specifications and processes designed to help ensure standard, accurate, reporting of accounting activity by the school systems in order to maintain uniform reporting of the use of various funds to the state.
- 2) Uniform Chart of Accounts – All LEAs are required to use this chart. It is administered and controlled at the State level.
- 3) Financial Data Collection – On a monthly basis, each LEA is required to submit all financial data which include all expenditures from state, federal and local account, detail of all checks written and all payroll records by social security.
- 4) Salary Audit – In order to ensure that personnel expenditures are appropriate, the NCDPI audits expenditures coded to certified personnel.

5) Independent Audit and Single Audit Review – A single audit is required annually by the various federal and state agencies. This requires an outside, independent auditor to come into the school system to audit their books and records in accordance with the requirements of the program. According to interviews at the LEA and SEA levels, a monitoring letter is provided electronically to the LEAs listing all the invalid codes. LEAs are required to correct all errors. In addition, the SIG coordinator reviews all documentation to ensure alignment and proper use of funds.

In addition to SIG funds, other resources being used to support the school turnaround efforts are Race to the Top (RttT) grant. In August 2010, North Carolina was awarded a Race to the Top (RttT) grant. These funds are being used to increase resources and support for professional development. In addition, school improvement funds authorized under section 1003(a) and 1003(g) of Title I of the ESEA direct funds in significant amounts to the State's lowest-achieving schools in order to turn around those schools.

Technical Assistance

In the NCDPI approved SIG application, the SEA states that it will provide customized technical assistance to LEAs and schools to ensure the selected reform models or intervention strategies are implemented with fidelity. Efforts to support specific schools are coordinated through the regional roundtables and target areas including budgeting and resource allocation aligned to specific identified needs. The objectives of support include: 1) assisting 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; 2) assisting districts and schools in making data-driven decisions to improve student achievement; and 3) conducting a needs assessment.

During the site visit, the LEAs and schools indicated that they provide ongoing district and school level support through liaisons that conduct on site coaching and post-monitoring assistance at SIG schools. The LEA and schools receive support from the Academic Services and Instructional Support Area within the NCDPI. The support staff includes needs assessment reviewers, regional leads, district transformation coaches, school transformation coaches, instructional coaches, and all academic services and instructional support staff to include Title I consultants.

Over the course of the site visit, the LEAs and schools requested additional technical assistance in the area of increased learning time, more specifically at the high school level.

Monitoring

The NCDPI plan for monitoring the implementation of the SIG program includes on-site and desk reviews for all schools in the LEA receiving SIG funds or participating in LEA-level activities provided with SIG funds. According to the SEA application, during onsite visits, the NCDPI would conduct documentation review, observation of interventions, and interviews with appropriate staff. Desk reviews would include documentation review, a comparison of the budget versus the expenditures aligned to the approved plan, and virtual interviews (e.g., phone conference, webinars, etc.) as appropriate. Monitoring would be conducted as a component of the North Carolina Statewide System of Support and in coordination with its Race to the Top grant plan.

The NCDPI has implemented its monitoring plan as specified. According to interviews at the LEA and school level, the NCDPI staff members are assigned to assist the LEA on-site throughout each of three years with ongoing need assessments, budget analysis, resource allocation, implementation of plan, and program evaluation. For LEAs, the NCDPI coordinates monitoring efforts through a three-prong roundtable structure that provides for cross-agency collaboration and coordination of both monitoring and support. Regional roundtables consisting of appropriate the NCDPI and Regional Educational Service Agency staff meet on a monthly basis to coordinate monitoring and support for districts and schools.

Data Collection /Use of Data

The NCDPI indicated in its approved SIG application that it would, through the use of Indistar, collect the following data: Number of Minutes and Types of Increased Learning Time Offered; Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; Student attendance rate; Discipline incidents; Truant; Distribution of teachers by performance level on LEA's teacher evaluation system; Teacher attendance rate; AMO targets the school met and missed; Average scale scores on State assessments in reading/language arts and mathematics (English II and Math I for high school) for all AMO subgroups; Percentage of limited English proficient students who attain English language proficiency; Dropout rate; Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes; Graduation Rate; College enrollment rates.

The NCDPI is collecting data on all SIG leading and lagging indicators. The SEA is using this data to identify LEAs and schools in need of assistance. The SEA also compiles and analyzes both quantitative and qualitative data for use by SIG schools.

TECHNICAL ASSISTANCE RECOMMENDATIONS

Issue: During interviews, LEAs and schools requested additional technical assistance in the area of increased learning time, more specifically at the high school level.

Technical Assistance Recommendations:

- Consult with national content centers to provide guidance on best practices about use of increased learning time, more specifically at the high school level. (NCDPI)
- Provide technical assistance, both via statewide meetings with participating LEAs and one-on-one with participating LEAs, to build on staff understanding of increased learning time, more specifically at the high school level. (NCDPI)

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. Application Process	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
2. Implementation	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	Finding	12
3. Fiscal	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]	N/A	N/A
4. Technical Assistance	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
5. Monitoring	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
6. Data Collection	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A

Monitoring Area: School Improvement Grant

Critical Element 2: Implementation: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

Finding 1: The NCDPI has not ensured that DPS is establishing schedules and implementing strategies that increase learning time at HHS. Although HHS has plans in its SIG application to provide more learning time for students, there is no evidence that the school day increased at HHS.

Citation: Section I.A.2(a)(1)(viii) of the final requirements stipulate as part of the turnaround model that an LEA must “establish schedules and implement strategies that provide increased learning time.” Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”(75 FR 66363 (October 28, 2010))

Further action required: The NCDPI must work with DPS and other grantees as appropriate to ensure that all schools implementing the turnaround or transformation models have significantly increased the number of school hours and that the additional time is being consistently used for instructional purposes. For each school implementing the turnaround or transformation model, the NCDPI must submit to ED documentation demonstrating the increase in learning time under the school intervention model and evidence that the time is being consistently used in accordance with the definition of “increased learning time” in the final requirements.