



## UNITED STATES DEPARTMENT OF EDUCATION

The Honorable Janet Barresi  
State Superintendent of Public Instruction  
Oklahoma State Department of Education  
2500 North Lincoln Boulevard  
Oklahoma City, Oklahoma 73105-4599

Dear Superintendent Barresi,

During the week of September 16, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the Oklahoma State Department of Education's (OSDE) 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 OSDE 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 OSDE 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 OSDE 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 Oklahoma at the time and locations of ED's onsite review. The OSDE 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 Richard Caram, Iva Owens, and Amanda Drew 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 Oklahoma.

Sincerely,



Scott Sargrad  
Acting Director  
Office of School Turnaround

Enclosure

cc: Richard Caram, Assistant State Superintendent

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
**Targeted Monitoring Review of School Improvement Grants (SIG) under**  
**Section 1003(g) of the Elementary and Secondary Education Act of 1965**  
**September 16-20, 2013**

**SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR OSDE**

<b>BACKGROUND</b>						
<b>Models</b>	<b>Number of SIG Schools Implementing the Model - Cohort I</b>		<b>Number of SIG Schools Implementing the Model - Cohort II</b>		<b>Number of SIG Schools Implementing the Model - Cohort III</b>	
Turnaround	1		0		3	
Transformation	9		3		0	
Restart	0		0		0	
Closure	0		0		0	
<b>Tier</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>
Tier I	11	10	6	1	(Priority)	(Priority)
Tier II	9	0	18	2	76	3
Tier III	24	0	98	0		

<b>MONITORING TRIP INFORMATION</b>	
<b>Monitoring Visits and Award Amounts</b>	
<b>SEA Visited</b>	Oklahoma State Department of Education
<b>Total FY 2009 SIG Allocation</b>	\$6,000,938 – 1003(g) \$33,027,611 - ARRA
<b>Total FY 2010 SIG Allocation</b>	\$6,036,413
<b>Total FY 2011 SIG Allocation</b>	\$5,626,617
<b>Total FY 2012 SIG Allocation</b>	\$5,831,254
<b>LEA Visited</b>	Butner Public Schools
<b>LEA Information</b>	Cohort 3: 3 schools awarded \$5,396,084
<b>School Visited</b>	Butner Elementary School
<b>School Information</b>	Model: Transformation Cohort: 3 School-Level Award: \$970,796
<b>LEA Visited</b>	Oklahoma City Public Schools
<b>LEA Information</b>	Cohort 1: 4 schools awarded \$14,363,954 Cohort 2: 2 schools awarded \$11,046,226 Cohort 3: 2 schools awarded \$4,425,288
<b>School Visited</b>	Centennial High School
<b>School Information</b>	Model: Transformation Cohort: 2 School-Level Award: \$5,156,754

Staff Interviewed	
➤	<b>OSDE Staff:</b> Richard Caram, Iva Owens, Amanda Drew, Sam Duell
➤	<b>Butner Public Schools Staff:</b> Bobbette Hamilton (Superintendent), Rae Lyn Hightower (Turnaround Director)
➤	<b>Butner Elementary Staff:</b> Melissa Walden (Principal), Teachers, Parents, Students, and Classroom Visits
➤	<b>Oklahoma City Public Schools Staff</b>
➤	<b>Centennial High School Staff:</b> Charmaine Johnson (Principal), School Leadership Team, Teachers, Parents, Students, and Classroom Visits
U.S. Department of Education Staff	
<b>Team Leader</b>	Carlas McCauley
<b>Staff Onsite</b>	Christina Weeter, Kim Light

## OVERVIEW OF MONITORING PROCESS

The following report is based on U.S. Department of Education’s (Department) on-site monitoring visit to Oklahoma from September 16-20, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The *School Improvement Grant (SIG) Monitoring Report* provides feedback to the Oklahoma State Department of Education (OSDE) on its progress in implementing the program effectively, and in a manner that is consistent with the SIG final requirements, 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 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 report consists of the following sections:

- **Background Information:** This section highlights significant achievements in OSDE’s implementation of the SIG grant. This section also includes a brief overview of OSDE’s structure and vision for SIG implementation.
- **Summary of OSDE’s Implementation of SIG Critical Elements:** This section provides a summary of the OSDE’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on September 16-20, 2013 or through written documentation provided to the Department.
- **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 OSDE is not in compliance with the final requirements of the SIG program and indicates required actions that the OSDE must take to resolve the findings.

## BACKGROUND INFORMATION

### Highlights of OSDE's Implementation of SIG

#### OSDE Highlights

- The SEA has a strong fiscal review process to ensure that funds are spent according to regulations but also to ensure that expenditures are research based and will directly impact student achievement.
- OSDE encourages peer-to-peer support among schools with similar demographics and needs.
- OSDE has reformed their agency culture to ensure monitoring is not just about compliance. This includes paring down the required quarterly reports to make them more concise, less burdensome, and focused on school culture, data, and instruction.

#### Butner Public Schools/Butner Elementary School Highlights

- All faculty, staff, and administrators work in the same building as a team. Specifically, the principal, superintendent, and turnaround officer all work closely together on a daily basis, which appears to have a strong positive impact on the effective implementation of the SIG plan.
- Community engagement is reportedly a strong influence on the changes taking place at the school. The superintendent invited teachers and community members to a chili dinner (with the meat donated by a local rancher) to discuss applying for SIG. Parents report being kept informed of school updates via individualized texts, emails, and phone calls with the principal. Teachers and school staff report nearly 100% attendance rates at every parent event. The school recruited community members to tutor students. The school leadership has also enlisted two local Native American tribes to provide funding and other support for school activities.

#### Centennial High School/Oklahoma City Public Schools Highlights

- Teachers report a shift in Professional Learning Communities from existing in name only at the school to having meaningful department meetings twice a week to focus on instruction.
- Centennial moved to a year-round schedule through the use of intersessions. Despite initial resistance from parents, staff worked to educate them on the benefits and staff reported increased student attendance this year.
- The school is using data in multiple ways to drive interventions. “Mini-assessments” are administered roughly every 10 day to assess content proficiency and provide appropriate academic interventions. A new student database portal includes an early warning indicator based on attendance, discipline, course failure, and prior year assessments and is color-coded to quickly identify students needing extra supports.

### OSDE Structure

The OSDE has experienced turnover of at least 6 individuals in the oversight of SIG work since implementation of the work in 2009. OSDE currently has 2 full-time staff dedicated to working on SIG implementation. These positions include the Executive Director of the Office of School

Turnaround and the School Support Consultant, with additional support from the Assistant Superintendent of School Turnaround, C3 Schools, and School Choice; a Grants Consultant; a Claims Auditor; 2 Program Specialists; and an Administrative Assistant. Until recently the SIG work was housed under the Office of Educational Support in the division of School Support/School Improvement but OSDE has undergone reorganization so SIG is now in the Office of School Turnaround, which falls under to purview of Assistant Superintendent Caram. OSDE is changing so that the whole agency is focused on school improvement. According to the OSDE, its goal for reform is to move away from being solely compliance-driven and toward building relationships with schools and districts, conducting monitoring and site visits that are more personalized and providing technical assistance. Likewise, OSDE staff report the State Title I office has also changed their compliance-driven culture to more closely mirror the Office of School Turnaround.

## SUMMARY OF OSDE'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

### Application Process

During the fiscal year (FY) 2011 competition, the OSDE made awards to LEAs in accordance with the timeline in its approved SIG application (April 26, 2012). During interviews, SEA staff reported that the SIG application process is being changed to focus more on sustainability and systemic change, and that the SEA as a whole is increasing its focus on school improvement.

The OSDE notified LEAs with SIG-eligible schools by distributing the LEA grant applications to all eligible LEAs via email and postal mail. In interviews, LEA staff stated that the OSDE supported LEAs through the application process by hosted several webinars at the beginning of each competition to provide guidance on the LEA's SIG application, budgeting, selection of the intervention model, and selection of external providers.

Since awarding the grants, the OSDE has received requests from LEAs to amend their SIG application. As part of the application amendment process, LEAs must submit a request that includes a justification for why the amendment is needed. The OSDE program and fiscal staff review the request to ensure that requests are reasonable and allowable before amendments are granted.

### Implementation

#### **Butner Public Schools/Butner Elementary School**

Butner Elementary is a rural Pre-K through 8<sup>th</sup> grade school serving 155 students, with a minority student population of 46 percent, primarily Native American. The LEA application reported a poverty rate of 82 percent and a student mobility rate of 30 percent. Students with disabilities comprise 25 percent of the school population. According to the application, a school improvement plan was initially designed and implemented during the 2010-2011 school year and revised for the 2011-2012 school year with a primary focus of improving reading and math scores. In 2012, as part of the SIG application process, the district reviewed longitudinal data in order to identify changes needed to improve performance, focusing on leadership, curriculum, human capital and student support services. Specifically, the need for increased professional development around instruction was identified, as well as the need for a change in school culture. In its approved SIG application, Butner chose the transformation model and indicated that it would continue to address academic achievement in the 2012-13 school year through the increased implementation of research-based strategies including increased learning time, differentiated instruction, providing student support, curriculum alignment, and additional time for teacher collaboration.

Interviews with staff indicated that there has been a history of high turnover in the administration at the school. The current principal and superintendent were hired in the 2011-2012 school year. As part of the SIG plan, the district created a Turnaround Officer position as well as a Data and Technology Integration Coach position. An external provider was hired to implement the Effective Schools model to align professional development with formative and summative data.

In addition, two part-time reading and math specialists and two math and reading tutors were hired. The leadership team indicated that eight existing staff also were replaced (all but one), reporting that most resigned or were reassigned due to increased accountability and academic rigor around reading and math. Signing bonuses were part of the plan included in the LEA application, but the leadership team reported that bonuses have not been used since it has not been difficult to hire new staff due to the increased professional development and use of technology under SIG that has been a significant hiring incentive. In interviews, teachers reported that they chose to work at Butner Elementary for the teamwork, positive culture and climate, and sense of community. Teachers reported that there is no formal process for mentoring new teachers but that staff stepped up to informally mentor a new teacher this year.

To support the increased focus on instruction, the leadership team reported that class periods have been repurposed and an extra 10 minutes has been added to the regular school day, along with an after school program open to all students from 3:15-5:15 with a focus on reading and math. Interactive white boards and projectors, and mobile tablet wireless carts and laptops have been purchased, along with iPads for all students. According to the leadership team, summer school, open to all students, has been extended to provide an additional 80 hours of school instruction (4 weeks, 4 hours per day). The summer program has both an academic and an enrichment component. The LEA application indicated that professional learning communities will meet weekly to review assessment data and make appropriate adjustments to instructional plans. The leadership team reported that teachers have collaboration time every day for 30 minutes, with a biweekly meeting that is focused on themes such as classroom management. According to the leadership team and interviews with teachers, the Turnaround Director works closely with staff on reviewing data. In interviews, teachers reported that there has been a significant increase in curriculum alignment and the use of data. Quarterly benchmarks are used, and progress monitoring occurs every two weeks.

According to the LEA application, the district selected the Tulsa Model for their teacher evaluation system and the McRel Model for the leadership portion of the evaluation system. Training was provided by the OSDE in the summer of 2012 and the external provider conducts on-going training on-site for school administrators and teachers. According to the leadership team, student growth is incorporated into the evaluation system and a system of rewards has been created that provides stipends based on increases in school Academic Performance Index (API) scores. The leadership team reported that their 2012 scores showed increases in every grade and subject across all subpopulations.

#### **Oklahoma City Public Schools (OCPS)/Centennial High School**

OCPS identified student proficiency in English and math, teachers utilizing the skills and practices learned during professional development in their classrooms, and family engagement as the major areas of concern Centennial High School's needs assessment.

In its application, Centennial High School indicated that it would promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students by hiring a Data Coordinator, administer benchmark exams to determine student proficiency rates and re-teach as needed to ensure all students meet the State performance benchmarks, and collaborate

with OSDE to provide at least three data reviews per school year to analyze the benchmark data. In interviews, school staff stated that they have implemented “mini-assessments” every 10 days or so to determine proficiency and provide targeted interventions, such as afterschool tutoring and other academic supports. Teachers indicated they also review attendance reports every 2-3 weeks. They said that they appreciated having a data team to provide them with the relevant data. A new early warning indicator system has also been created that helps identify students who are off track to graduate due to a lack of credits or State test scores and will be able to track interventions.

To build the capacity of teachers to utilize professional development strategies, Centennial High School planned to provide staff with ongoing, high quality, job-embedded professional development that is aligned to their needs assessment, the OCPS strategic plan, and the requirements of the Transformation Model. The professional development schedule was designed to be a continuous process that ensures seamless integration of providers and addressing the areas most in need in Year 1 of the three-year grant. Teachers expressed that they feel they are more unified in their purpose, especially in regard to how they approach their lessons and cited techniques gained through the professional development as one cause for this change. However, some teachers stated they felt that professional development provided by consultants was often “one and done” and did not provide the needed follow-through. Additionally, some teachers felt the various professional development opportunities were not cohesive and targeted in an effective way.

Finally, to address parent and community engagement the school proposed the following strategies: hiring two Behavior Interventionists to provide students with social emotional supports, holding meetings outside of the school building in partnership with community organizations and providing childcare and transportation for those in need, hosting a Parent University to provide parents with information on how to support student academic success at home, maintaining a Parent Resource Room, disseminating a school newsletter via postal mail and email, recruiting parents to provide information via the successful Alert Now system to communicate with parents, and purchasing an announcement monitor to display announcements at the main school entrance. Teachers acknowledged that they have had more parent participation than in the past but see a need to do more to engage parents and the community, particularly given the high crime and poverty in that part of the city. Parents said the school has helped them better understand the changes taking place at the school and how it relates to student achievement and appreciated the changes they’ve seen and heard about from their students. Several parents indicated they would like to have more ways to stay informed of how their students are doing in school, for example, having multiple ways to access their student’s schedule and receiving an “audit” as to whether the student is on track.

In addition to addressing the major areas of concern in the needs assessment, Centennial High School:

- hired a new principal for the first year of SIG implementation;
- implemented a new teacher and principal evaluation system;
- instituted a system of rewards for staff whose students have shown increases in achievement;
- provided on-going, job-embedded professional development for staff;

- used data to inform and differentiate instruction;
- provided opportunities for family and community engagement;
- implemented strategies to recruit, place, and retain staff; and
- increased learning time

In interviews, the school staff indicated that the Centennial High School implemented, but struggled with providing, opportunities for family and community engagement. Centennial High School did not use data to inform and differentiate instruction for special education students.

### Fiscal

The OSDE reserves 5% percent of the State's SIG allocation and uses its reservation for SEA SIG-related salaries and professional development, including contractors providing onsite technical assistance; principal and district leadership workshops and seminars; ongoing professional development for district-level personnel, principals, and teachers of schools receiving SIG funds in coordination with Marzano Research Laboratory; hosting data reviews; providing a training program for district level school improvement teams on the Ways to Improve School Effectiveness (WISE) Planning Tool; and providing training to district school improvement teams in areas such as building leadership capacity and Professional Learning Communities.

The OSDE uses a thorough budget review process to ensure that SIG funds are spent on allowable activities and are aligned with the schools' approved plans. Each school that is awarded the SIG must complete a budget through the Grants Management System (GMS). The budget must contain information regarding the allocation (including any carryover funds), details for proposed expenditures, and details for grant funded personnel. GMS ensures information on the personnel page aligns with School Personnel Records (SPR) and the Highly Qualified Teacher System, as appropriate. Two OSDE staff members review the budgets to ensure that the proposed expenditures align with the current approved grant application. Any expenditure that was not approved in the original grant application will be denied unless the LEA and school can provide justification in an amendment to the SIG Application. Once the budget is approved, the school will also use the GMS to create and submit expenditure summary reports to receive reimbursements. Two OSDE staff members review the expenditure summary reports to ensure that the expenditures align with their current approved budget.

To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff and maintain equipment and materials purchased with SIG funds, the OSDE monitors time and effort data through Title I monitoring and the equipment through their WISE tool.

### Technical Assistance

#### **OSDE**

In interviews, the OSDE stated that it is providing technical assistance to support LEAs with implementing SIG by providing onsite technical assistance with a focus on inquiry, mentoring,

and relationship building. OSDE engages the schools in discussions about the implementation using RTI and PBIS to change the culture of the school and whether the external provider is moving the school toward the implementation of State standards. OSDE also conducts data reviews that focus on data collection and use in very intentional ways. According to the OSDE School Improvement Guide the State contracts with 7 educational leadership coaches referred to as the School Support Team Leaders (SSTLs), which provide regular on-site technical assistance to school sites depending on the identified areas of need and are responsible for coordinating any additional supports the school may need from additional SEA staff.

#### **Butner Public Schools/Butner Elementary School**

The district provides technical assistance to Butner Elementary School through professional development coordinated by the district Turnaround Officer. This includes use of an external provider, reading and math specialists, and regular walkthroughs by the principal (1-3 days per week) and the Turnaround Director (1-2 days per week). The Superintendent is also present in the building on a daily basis. The Turnaround Director monitors school implementation of SIG requirements every two weeks.

#### **Oklahoma City Public Schools/Centennial High School**

LEA leadership stated that the OSDE support for SIG implementation has been accessible via phone calls and email, especially throughout the application process. In interviews the Centennial High School leadership team reported that the SEA was particularly helpful in the second year of SIG in supporting an increased focus on data and providing protocols for reviewing data.

OCPS proposed to support schools in implementing SIG by creating an alternative governance structure for schools receiving SIG funds. Whereas most schools report to the Executive Directors of Elementary or Secondary School Reform, SIG schools report to the Executive Director of School Turnaround. Because the Executive Director of School Turnaround is assigned a smaller number of schools, this structure would allow SIG schools to receive increased, intensive support from the district. This support includes regular site visits, assistance with required administrative duties related to SIG, additional resources, and assistance in removing barriers to SIG implementation.

District compliance officers help with completing reports and aligning the school improvement plan with SIG activities. The district Data Coordinator works with schools directly on analyzing and presenting data, drilling down on standards not adequately covered, and working to complement the support from the external providers.

#### **Monitoring**

In its approved application OSDE identified onsite visits by the contracted SSTLs and schools' quarterly reporting via the WISE tool as the proposed method to monitor SIG implementation. The system allows schools to describe their current level of implementation, their vision for the future, and the plan for achieving their goals through action steps. OSDE staff review the plan to ensure alignment with SIG model requirements.

OSDE staff requires each SIG school to participate in three implementation meetings throughout the course of the school year to ensure that the selected model is implemented as required. At the meeting the SEA, LEA, and school site staff discuss each model requirement in depth to determine the level of implementation.

In interviews, OCPS staff reported that the quarterly implementation meetings, data reviews, site visits, and budget reviews all feel like an ongoing and informal process. During the data reviews they can see how well they are addressing the needs of special populations. Supporting English learners and special education students were identified as more difficult for some schools. Implementation issues are addressed during the quarterly implementation meetings.

### Data Collection

The OSDE uses its WISE system, based on the Indistar platform, to collect data on SIG achievement and leading indicators from LEAs and schools. LEAs submit data to the OSDE on a quarterly basis through the WISE system. Three times a year, the LEA will submit a SIG Requirements Report that details progress toward the goals and provides supportive documentation as evidence of progress. The OSDE also has in place a process to annually review the extent to which the LEA has met its goals and to determine whether to renew an LEA's application through its School Improvement Grant Advisory Board (SIGAB), consisting of members of the Committee of Practitioners, SEA representatives, and the SSTLs. The SIGAB reviews the SIG Requirements Report, completes an "End of Year Rubric" aligned with required components of SIG implementation (e.g. evidence that the school replaced the principal, evidence that high-quality teacher and principal evaluation systems are being used, etc.). Additionally, the LEA's Turnaround Director, Principal, and Transformation Coach make a presentation to the SIGAB on the progress of student achievement and implementation efforts as part of the annual review for continuation awards.

The OSDE uses the data it collects to engage each school's three data reviews throughout the course of the school year to ensure that data is utilized to inform practice. At the data review the SEA, LEA, and school staff review benchmark data that is aligned to State standards, teacher and student attendance data, behavior data, professional development implementation data, parent involvement data, and professional learning community data. LEAs and schools analyze data and discuss observations and trends and then develop strategies related to meaningful changes in instruction.

According to EDFacts records, the OSDE has not submitted all required achievement and leading indicator data to the Department. The OSDE has not submitted any Cohort I leading indicator data for School Year 2012-13 and there are errors in the baseline indicator data for the 3 Cohort III schools.

## TECHNICAL ASSISTANCE RECOMMENDATIONS

### **1. Issue: Implementation**

According to the LEA application and conversations with staff, Butner Public Schools has partnered with the Seminole Nation and the Muscogee Creek Nation and plans to work to secure additional funding from corporate sources and establish a local alumni foundation. The leadership team described how funds already received from the tribes have assisted with transportation costs, building improvements, and some instructional programming. Staff anticipate that these partnerships will allow the district to continue many aspects of the SIG intervention model beyond the funding period of the grant; however, there does not yet appear to be a strategic sustainability plan in place.

#### **Technical Assistance Strategies:**

- Develop a strategic sustainability plan. (*Responsibility: BPS, OSDE*)
- Participate in technical assistance calls between the OSDE and BPS as needed by the OSDE. (*Responsibility: ED*)

### **2. Issue: Implementation**

According to the LEA application and conversations with staff, Butner Public Schools has a large population of Native American students (over 40 percent). However, other than a Native Pride Day, there does not appear to be a specific strategy in place for incorporating Native American culture into instructional or enrichment programs or professional development.

#### **Technical Assistance Strategies:**

- Develop a strategy for incorporating Native American culture into instructional or enrichment programs or professional development. Consult with the ED Comprehensive Center, the Native American Parent Technical Assistance Center (NAPTAC), and local tribes where appropriate. (*Responsibility: BPS, OSDE*)
- Participate in technical assistance calls between the OSDE and BPS as needed by the OSDE. (*Responsibility: ED*)

### **3. Issue: Implementation**

Several Butner parents indicated during interviews that they would like to have more ways to stay informed of how their students are doing in school, for example, having multiple ways to access their student's schedule and receiving an "audit" as to whether the student is on track.

#### **Technical Assistance Strategies:**

- Provide resources to OSDE on effective strategies for engaging parents in the school community and reform efforts. (*Responsibility: ED*)

- Develop a family and community engagement plan or set of strategies that will help Butner improve parent and community outreach and increase parent engagement in the implementation of turnaround efforts, particularly around supporting student learning in the home. (*Responsibility: BPS and OSDE*)

**4. Issue: Implementation**

Centennial High School's SIG application indicates the Leadership Team determined that the school was in need of additional parent and community engagement efforts, including home visits for parents, increased advertising of the parent resource room, meetings at locations outside the school building, and strategies to encourage male family members to be involved. According to staff interviews, while some strides have been made in increasing parental engagement this is still an area of challenge for the school.

**Technical Assistance Strategies:**

- Develop a strategic plan in collaboration with parents and/or community and tribal groups for increasing parent and community engagement. Consult with the ED Comprehensive Center and/or experts in community engagement where appropriate. (*Responsibility: OCPS, OSDE*)
- Provide focused technical assistance to the LEA to support its development of a plan for engaging community partners with the goal of helping the schools continue to strengthen family engagement beyond the SIG grant. (*Responsibility: OSDE*)

**MONITORING FINDINGS**

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
<p><b>1. Application Process</b></p>	<p>The OSDE ensures that its application process was carried out consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>No Findings</p>	<p>NA</p>
<p><b>2. Implementation</b></p>	<p>The OSDE ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>2 Findings</p>	<p>15</p>
<p><b>3. Fiscal</b></p>	<p>The OSDE ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. <i>[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]</i></p>	<p>No Findings</p>	<p>NA</p>
<p><b>4. Technical Assistance</b></p>	<p>The OSDE ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>No Findings</p>	<p>NA</p>
<p><b>5. Monitoring</b></p>	<p>The OSDE ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>No Findings</p>	<p>NA</p>

<b>6. Data Collection</b>	The OSDE ensures that data are being collected consistent with the final requirements of the SIG program. <i>[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))]</i>	No Findings	NA
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## Monitoring Area: School Improvement Grant

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

**Finding 1:** The OSDE did not ensure that Douglass Middle School replaced the principal in a school implementing the turnaround model consistent with the SIG final requirements. The OCPS did not hire the principal at Douglass Middle School within the two year period during which the regulations permit an LEA to continue a previously implemented intervention nor was it clear that the principal was hired as part of a broader reform effort.

**Citation:** Section I.B.1 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)), states an SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b) or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

**Further action required:** The OSDE must submit to ED evidence that it has reviewed the progress of all schools that received SIG funds to implement the transformation and turnaround model to ensure that any principal hired within the last two years who was retained, was retained consistent with the SIG requirement. The OSDE also must submit to ED the results of that review and the steps the OSDE will take to ensure these schools are either in compliance with the SIG requirements or indicate how it will take this into account in determining whether to continue the grant for the 2014-2015 school year.

**Finding 2:** The OSDE has not ensured that the evaluation system for teachers and principals implementing the transformation model is based in part on student achievement.

**Citation:** Section I.A.2. (d)(1)(i)(B) of the SIG final requirements states that an LEA implementing a transformation model must use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.

**Further action required:** The OSDE must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation model to determine if the principal and teacher evaluation system is in place and incorporates student growth as a significant factor. In schools that are not implementing the principal and teacher evaluation system, the SEA must provide a plan to ED for how it will assist LEAs in developing and implementing a teacher and principal evaluation system that takes into account student growth. The plan must include a timeline for implementation in the 2014-2015 school year and indicate how it will take this into account in determining whether to continue the grant for the 2014-2015 school year.