Room 107

Federal Program Directors Summer Institute
Federal Program Monitoring and Support Division

July 26-28, 2022

North Carolina Department of
PUBLIC INSTRUCTION

Agenda

- Welcome/Introductions/Agenda (5 min.)
- Equitable Services (35 min.)
- Break (5 min.)
- School Improvement (TSI/CSI) (30 min.)
- Innovative Partnership Grant (IPG) (30 min.)

Equitable Services:

Equitable Services Time Map

Jul   Aug   Sep   Jan   Feb   Mar   Apr   May   Jun

★ **You are here!**

Identification of eligible students for I-A, III-A, I-C, IV-B

Implementation and monitoring

Do not delay this!

Invitations (w/ RSVP)
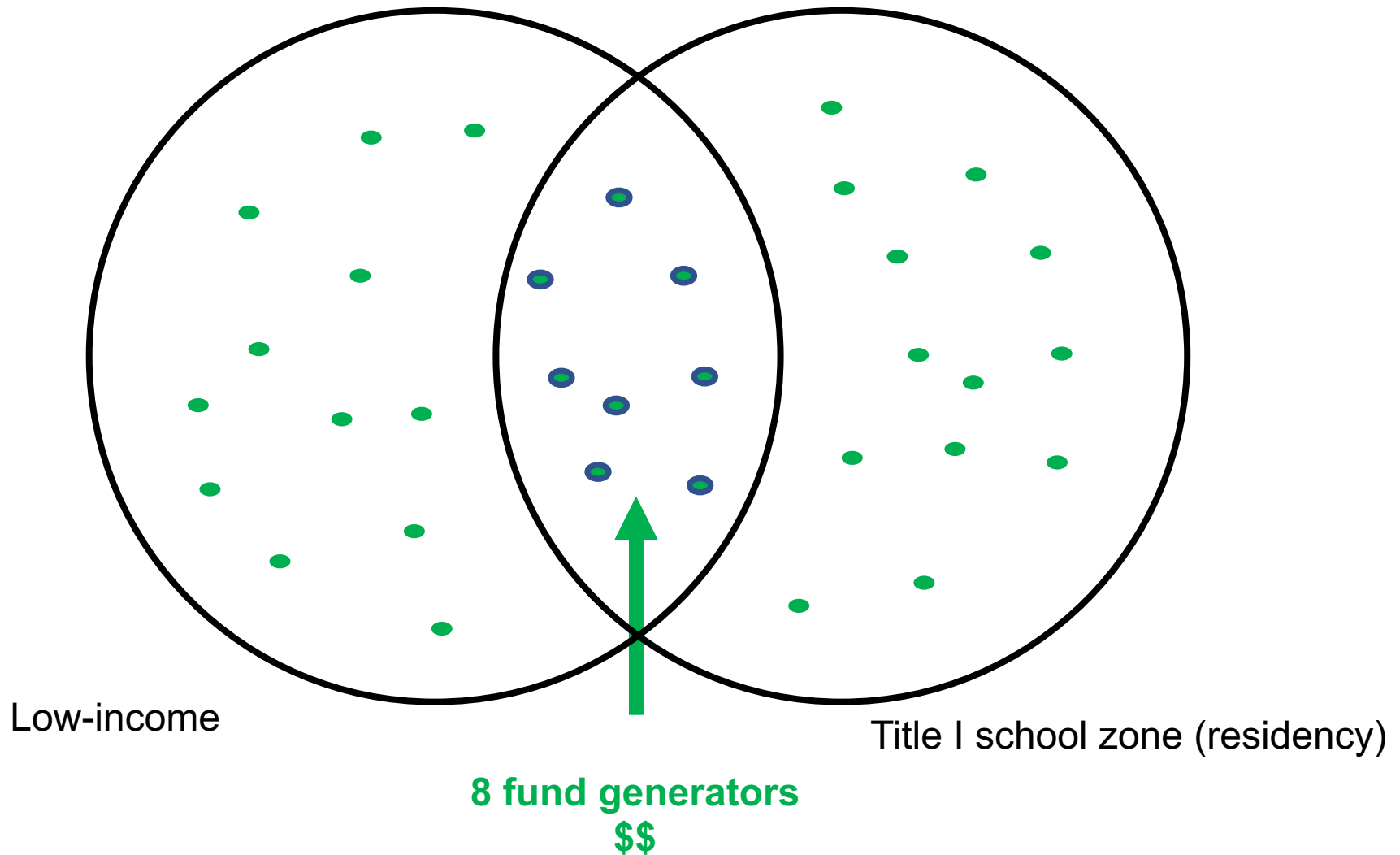
Initial Consultations

Student counts ($)

Affirmation forms/decisions

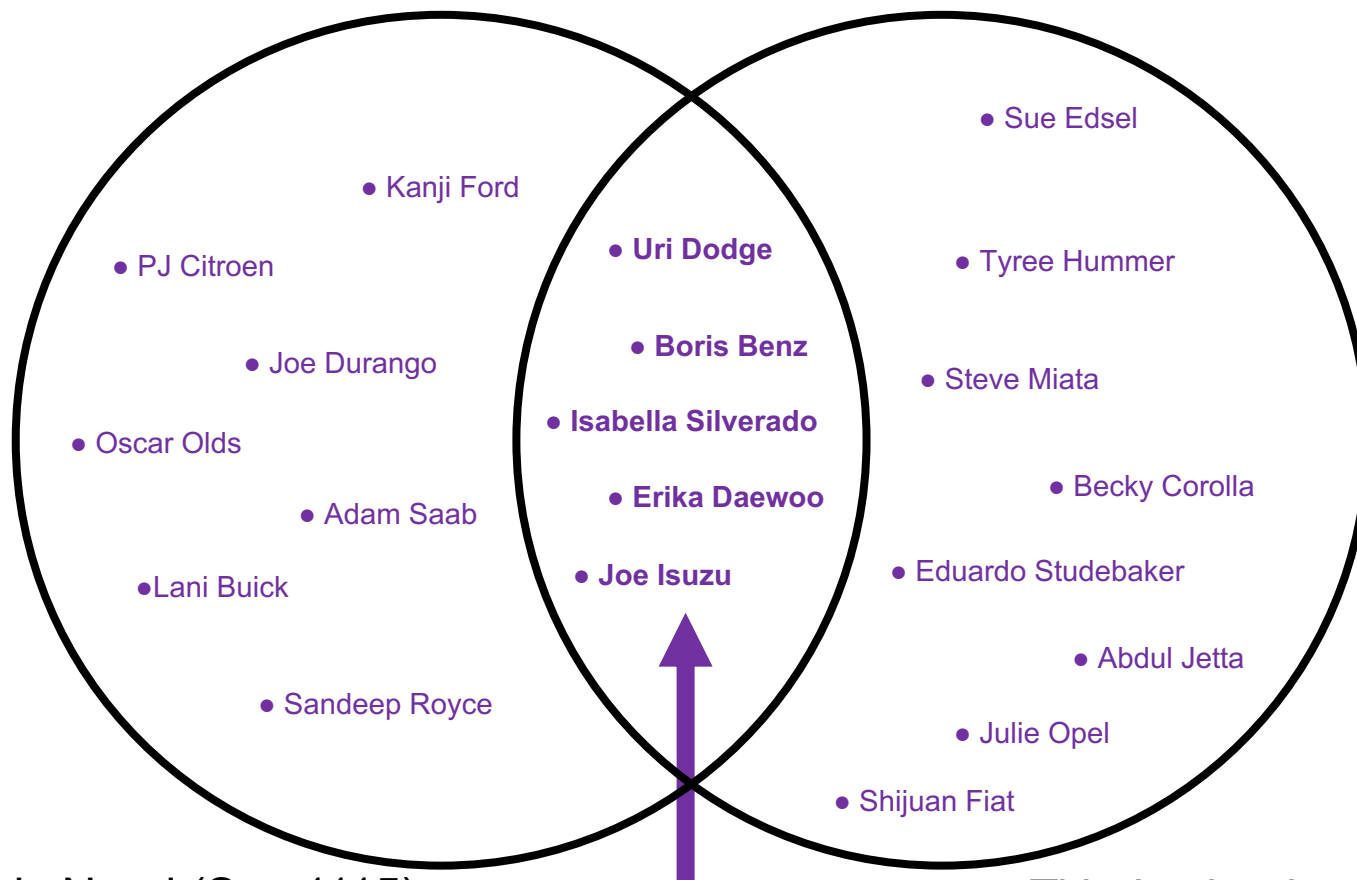**Ongoing consultations for planning, implementing & monitoring services**

Title I-A Proportionate Share

Title I-A <u>Eligibility for Service</u>

● Kanji Ford

● PJ Citroen

● Joe Durango

● Oscar Olds

● Adam Saab

●Lani Buick

● Sandeep Royce

● **Uri Dodge**

● **Boris Benz**

● **Isabella Silverado**

● **Erika Daewoo**

● **Joe Isuzu**

● Sue Edsel

● Tyree Hummer

● Steve Miata

● Becky Corolla

● Eduardo Studebaker

● Abdul Jetta

● Julie Opel
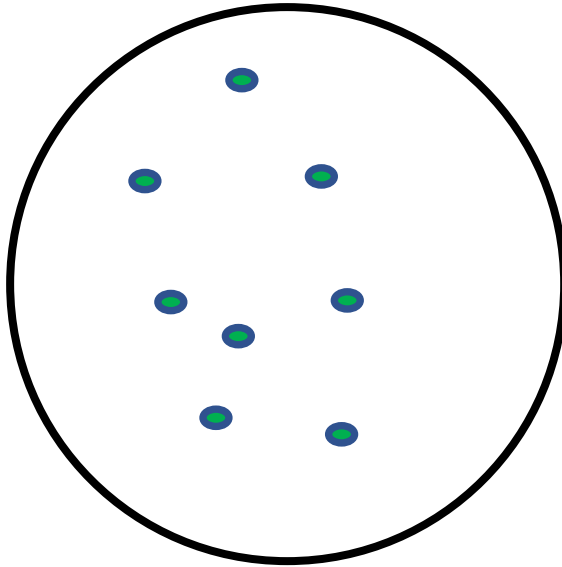
● Shijuan Fiat

Academic Need (Sec 1115)   Title I school zone (residency)

5 eligible students

Apples and Oranges in Title I-A

Determined in spring consultations

Fund generators

• Uri Dodge

• Boris Benz

• Isabella Silverado

• Erica Daewoo

• Joe Isuzu

Updated as needed during school year

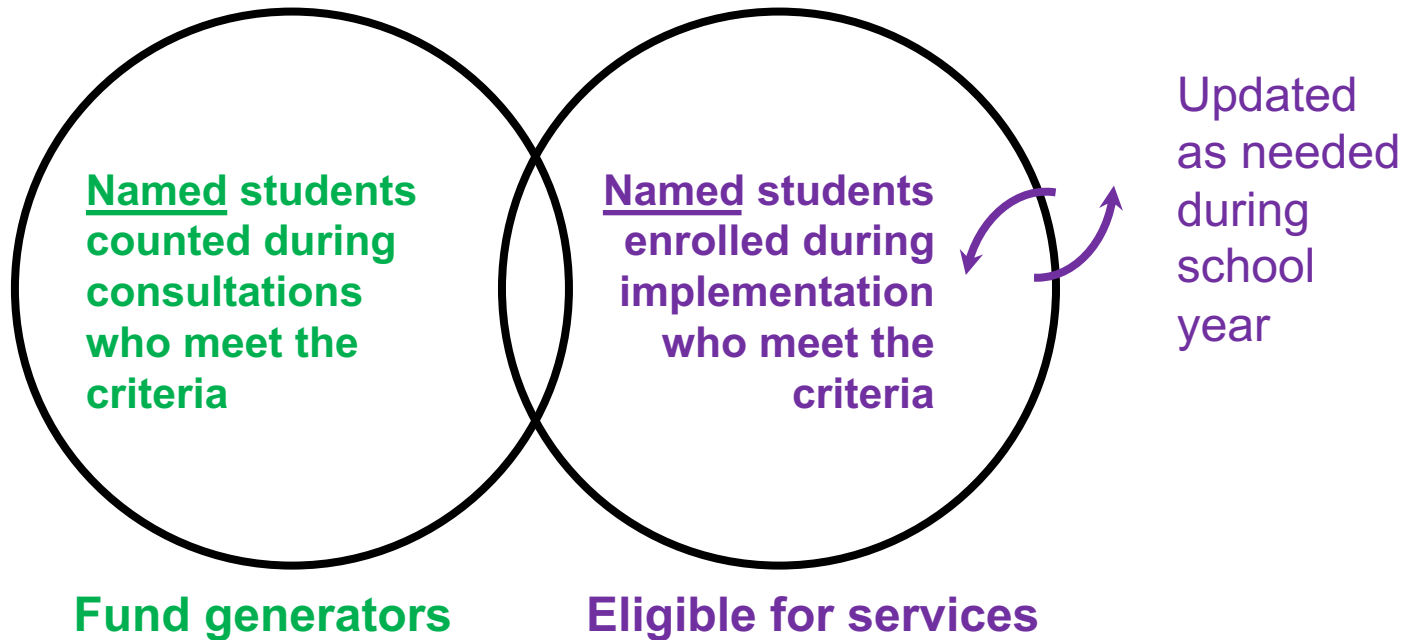**Eligible for services**
(per Section 1115)

Titles III

Students are not anonymous.
There is no residency requirement.
Overlap between generators and eligibility is not relevant.

Named students counted during consultations who meet the criteria

Named students enrolled during implementation who meet the criteria

Updated as needed during school year

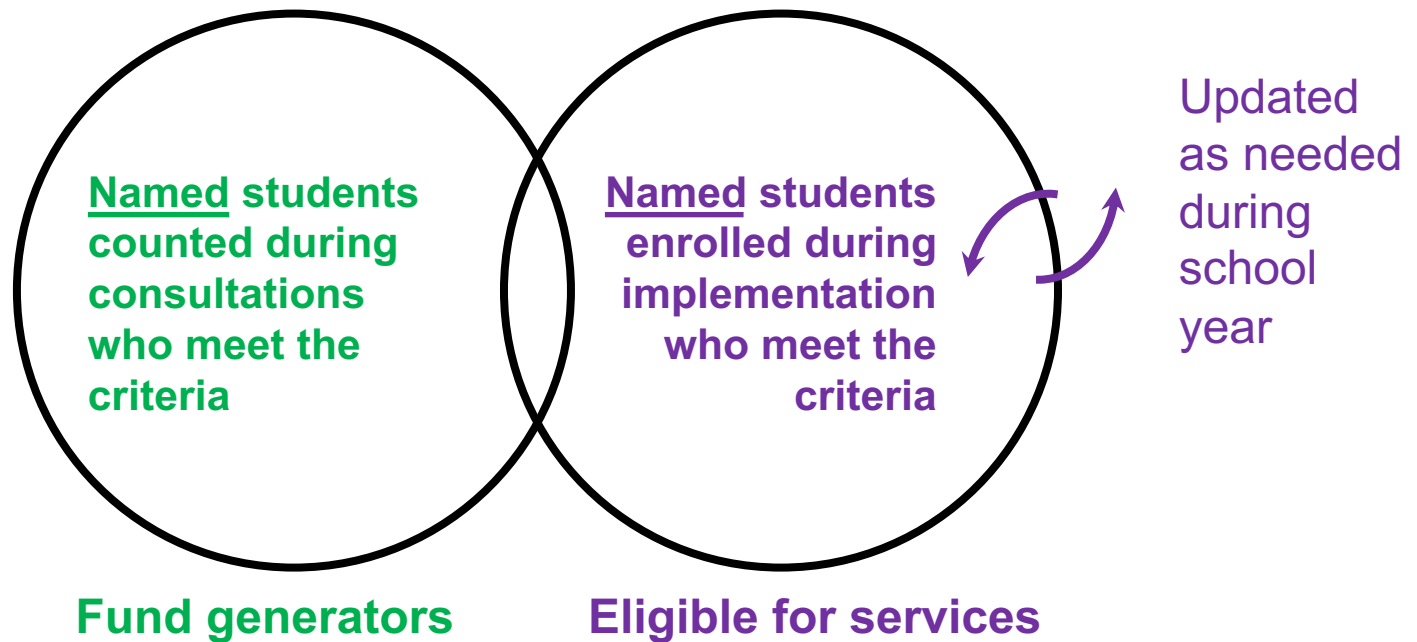**Fund generators**

Eligible for services

Titles I-C: same relationship as Title III in previous slide

Students are not anonymous.
There is no residency requirement.
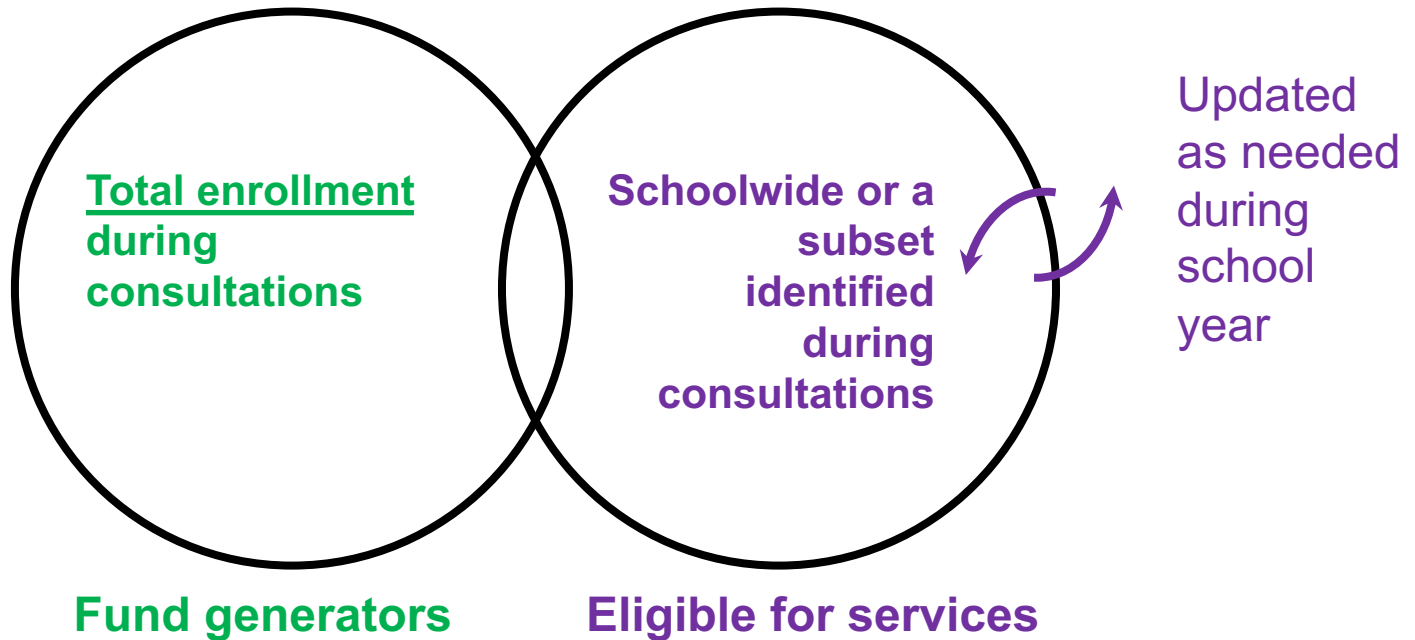**Overlap between generators and eligibility is not relevant.**

Named students counted during consultations who meet the criteria

Named students enrolled during implementation who meet the criteria

Updated as needed during school year

Fund generators

Eligible for services

Titles II

Students are not anonymous.
There is no residency requirement.
Overlap between generators and eligibility is not relevant.

Total enrollment during consultations

Schoolwide or a subset identified during consultations

Updated as needed during school year

Fund generators

Eligible for services

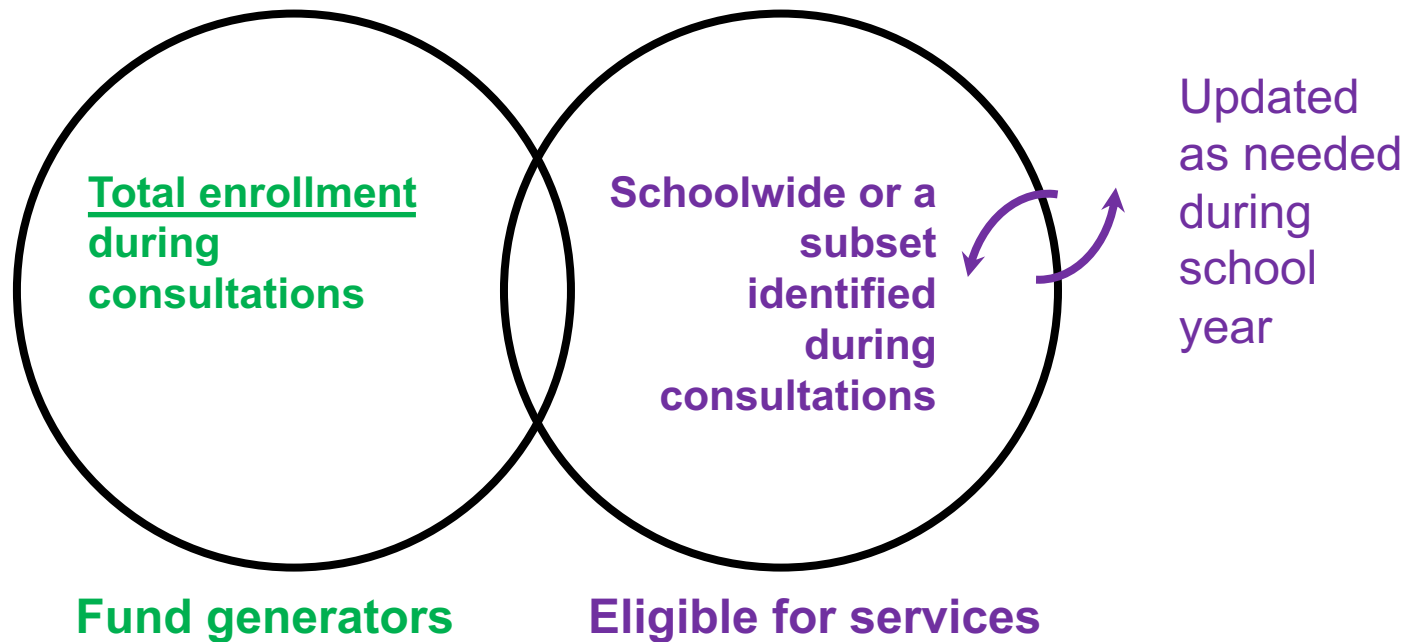North Carolina Department of
PUBLIC INSTRUCTION

Titles IV-A: same relationship as Title II in previous slide

Students are not anonymous.
There is no residency requirement.
Overlap between generators and eligibility is not relevant.

Total enrollment during consultations

Schoolwide or a subset identified during consultations

Updated as needed during school year

Fund generators

Eligible for services

Typical Services: Title I-A

Provide or support tutoring or counseling

     - district staff member
           - extra duty
           - regular salary (full-time, part-time, itinerant)
     - contractor

1% of effort for parent and family engagement

     -outreach to parents <u>of served students</u> to explain program
     -info/materials provided to parents for activities at home
     -participating or helping teachers prepare for conferences

Typical Services: Title II-A

Provide or support PD or coaching, per identified need

      -pay registration fees (invoice)
      -reimburse participants (not the school) for travel
      -contract with a vendor
      -send district staff to provide PD or coaching
      -invite staff to district events (pro-rate costs per attendance)

No Class Size Reduction allowed

Secular portion of faith-based events allowed (pro-rated per agenda)

Typical Services: Title IV-A

Types of services described by USED's Title IV-A Guidance

Supplement existing academic programs

What about the 20%-20%-15% rule?
  - Applies to district's entire PRC 108 budget
  - Does not have to be applied to each school or to the equitable services portion of the budget

Typical Services: Title III (ESL)

English language proficiency testing

Same types of supplemental services as in district schools

English language development support

Immigrant student supports

Typical Services: Title IV-B (21st CCLC)

After-school participation ("seats") offered to a specified number of private school students

Private schools included in discussion during grant application period to establish the criteria for offering seats

Typical Services: Title I-C (MEP)

Students identified as migrant by the district MEP consultant are provided services in accordance with the MEP plan.

Caveats for Equitable Services

ONLY the District may:
- ✓ Encumber funds
- ✓ Order goods & services
- ✓ Hire and contract
- ✓ Supervise, monitor
- ✓ Pay invoices
- ✓ Conduct the required inventory

Private school responsibilities:
- ✓ Identify needs
- ✓ Provide student counts
- ✓ Make staff & students available
- ✓ Engage in ongoing consultation

Caveats for Equitable Services

Set deadlines for private schools. Stick to timelines.

Stick to the purposes and allowable use for each PRC.

Monitor for effectiveness, based on identified needs.

Unspent funds remain as carryover for equitable services.

Document, document, document…

Check Your Affirmation Forms

☑ **School and district info in top two boxes (Required on each form)**

☑ **Sections A, B & C:** **-OR-** **Section D: (if no consultation)**

☑ **Section D: (if no consultation)**

☑ **Section E (Required on each form)**

☑ **One form for each school listed in directory (in-district)**
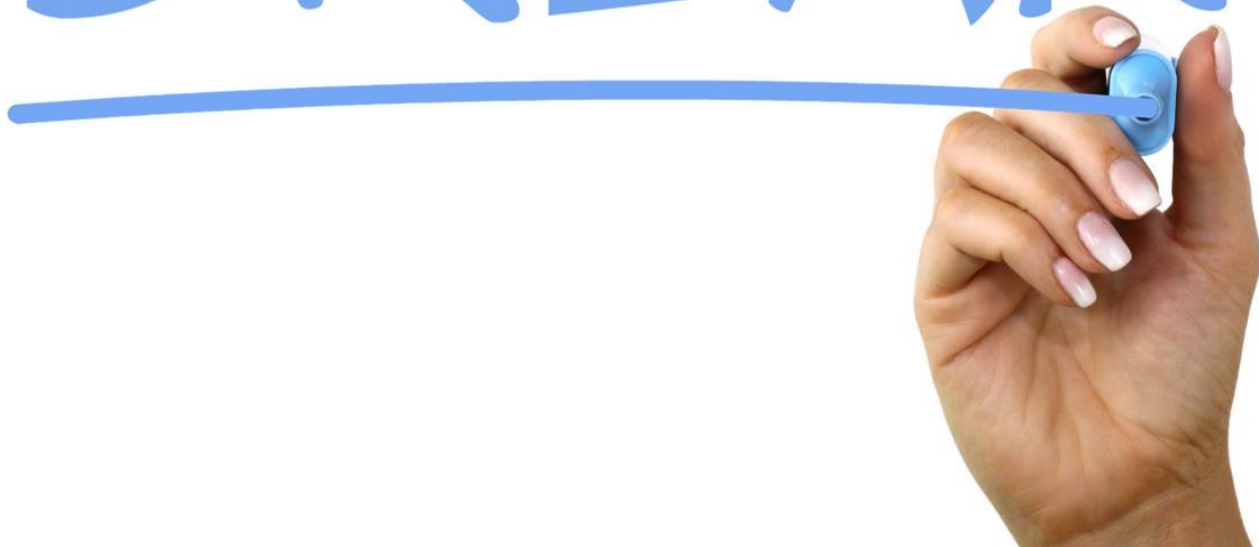**One form for any out-of-district schools invited, as needed**

But, what about..?

?

Questions, Answers, Information

- [DPI Equitable Services web page](#)
  - Series of FPMS memos
  - Other Resources from FPMS and USED

- Weekly FPMS Update (email)

- Contact me at any time!
  - Talbot.Troy@dpi.nc.gov
  - 984-236-2797

Every Student Succeeds Act School Identifications

Comprehensive Support and Improvement (CSI)

Targeted Support and Improvement (TSI)

Office of Accountability and Testing

July 2022

Designation Categories

- Comprehensive Support and Improvement Schools

  – Comprehensive Support and Improvement – Low Performing (CSI-LP)

  – Comprehensive Support and Improvement – Low Graduation Rate (CSI-LG)

  – Comprehensive Support and Improvement – Additional Targeted Support Not Exiting Such Status (CSI-AT)

- Targeted Support and Improvement Schools

  – Targeted Support and Improvement – Consistently Underperforming (TSI-CU)

  – Targeted Support and Improvement – Additional Targeted Support (TSI-AT)

Addendum to the ESSA State Plan

- The State Board of Education submitted an addendum to the Every Student Succeeds Act State plan on March 7, 2022, for relief from data requirements that have impacts from COVID-19. The addendum was approved on April 28, 2022.

  - Modify its methodology to identify schools for targeted support and improvement by specifying that the three years of data it will use to determine "consistent underperformance" are school years 2017–2018, 2018–2019, and 2021–2022 rather than the three most recent years (i.e., excluding data from school years 2019–2020 and 2020–2021).

  - Exit a school identified for Comprehensive Support and Improvement – Low Performing if it is no longer in the bottom five percent of schools in fall 2022 and has a 2021–2022 growth designation of meets or exceeds; using data from school years 2018–2019 and 2021–2022.

  - Exit a school identified for Additional Targeted Support and Improvement in fall 2022 if it either meets growth designation of meets or exceeds using two years of data from school years 2018–2019 and 2021–2022, or three years of data from school years 2017–2018, 2018–2019, and 2021–2022.

Changes to Accountability System Calculations

- From 2022 Addendum
  - Shift forward long-term goals and measures of interim progress
  - Participation rates for high school based on current year tests rather than the cohort (2021–22 only)
  - ACT composite score proficiency standard changed to nineteen
    - Based on changes by UNC System rules and aligned to state law
- Amendment change implemented after 2018–19 but prior to pandemic (Not able to apply until 2022 calculations)
  - Minimum number of students (minimum-N)
    - Thirty students are needed for an indicator to be included
      - Changed from thirty scores
    - Impact on academic achievement indicator (reading and math)
    - Applies to all students group and each subgroup of students

Comprehensive Support and Improvement - Identification

| Designation	Identification Criteria	Identification Timeline
Comprehensive Support and Improvement-Low Performing (CSI-LP)	Within the lowest 5% of Title I schools • School Performance Grade score	Every three years
Comprehensive Support and Improvement-Low Graduation Rates (CSI-LG)	Graduation rate below 66.7%	Every three years
Comprehensive Support and Improvement-Additional Targeted Support Not Exiting Such Status (CSI-AT)	Unable to exit TSI-AT	Every six years

Comprehensive Support and Improvement - Exit

Designation	Exit Criteria	Exit Timeline
Comprehensive Support and Improvement-Low Performing (CSI-LP)	2022–23 Exit Criterion: 1) Achieve above the lowest 5% of Title I served schools for the most recent and previous school year (2018–19 and 2021–22); **or** 2) Achieve above the lowest 5% of Title I served schools in the 2021–22 school year and have a growth designation of meets or exceeds.	Every four years
Comprehensive Support and Improvement-Low Graduation Rates (CSI-LG)	Graduation rate greater than 66.7% in the most recent and previous year (using data from 2020–21 and 2021–22)	Every four years
Comprehensive Support and Improvement-Additional Targeted Support Not Exiting Such Status (CSI-AT)	Same as TSI-AT in the exit year	Every four years

CSI Timeline for Identification of Schools

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
CSI-Low Performing	Identification Criteria: Perform in the lowest 5 percent of all Title 1 served schools using the NC statewide system of annual meaningful differentiation (School Performance Grades).							
	Continue services for priority schools using NC ESEA flexibility definition	Identify 2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools.	Maintain support for 2018–19 identified schools.	Exit criteria applied for 2018–19 identified schools / Identify 2022–23 CSI schools (planning year)	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria / Identify 2024–25 CSI schools (planning year)
	2022–23 Exit Criterion: 1) Achieve above the lowest 5 percent of Title I served schools for the most recent and previous school year (2018–19 and 2021–22); or 2) Achieve above the lowest 5 percent of Title I served schools in the 2021–22 school year and have a growth designation of meets or exceeds. **Exit Criteria (2023–24 forward):** Achieve above the lowest 5 percent of Title 1 served schools for the most recent and previous school year AND meet measure of interim progress for the All Student subgroup in all subjects (reading and math).							
CSI-Low Graduation Rate	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
	Identification Criteria: High schools with a four-year cohort graduation rate below 66.7 percent.							
	Continue services for priority schools using NC ESEA flexibility definition	Identify 2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools / Identify 2022–23 CSI schools (planning year)	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria / Identify 2024–25 CSI schools (planning year)
	Exit Criteria: Achieve a four-year cohort graduation rate above or equal to 66.7 percent for the most recent and previous school year.							

2022–23 Comprehensive Support and Improvement

Designation	Level of Support
Identified in 2018–19 as CSI-LP or CSI-LG and did not meet exit criteria for the 2022–23 school year	Tier 2 - This tier indicates the school will be provided additional support to implement more rigorous interventions.
Newly identified in 2022–23 as CSI-LP or CSI-LG	Tier 1 - This tier indicates the school will be provided additional support to implement interventions.

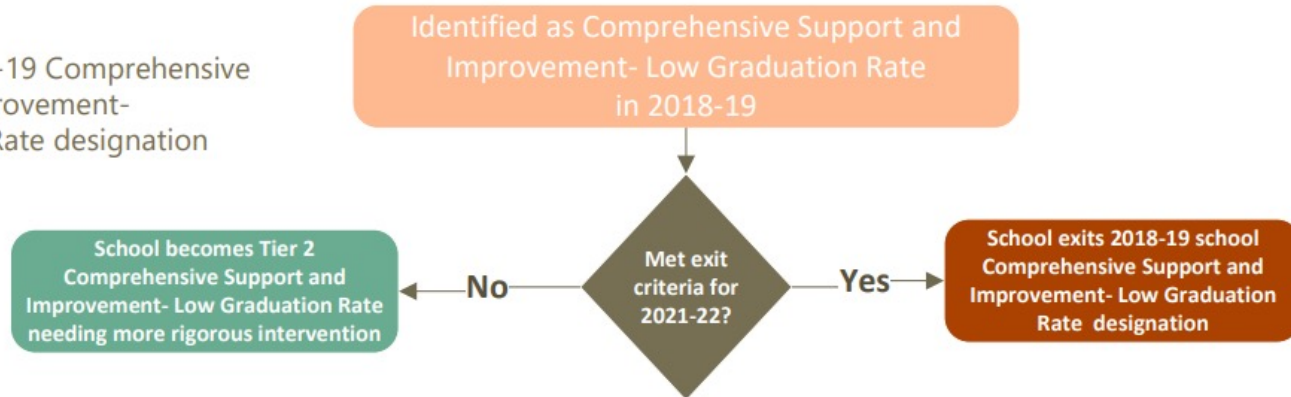**Step 1:** Exit 2018-19 Comprehensive Support and Improvement- Low Performing designation

Identified as Comprehensive Support and Improvement- Low Performing in 2018-19

School becomes Tier 2 Comprehensive Support and Improvement- Low Performing needing more rigorous intervention

No ← Met Exit Criteria for 2021-22? → **Yes**

School exits 2018-19 school Comprehensive Support and Improvement- Low Performing designation
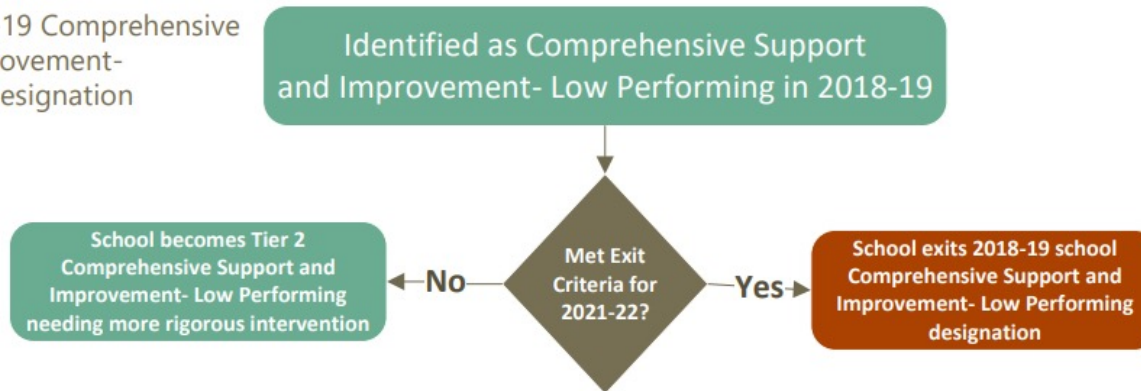
Step 2: Identify all 2022-23 Comprehensive Support and Improvement- Low Performing schools

All Title One Schools

School not identified as Comprehensive Support and Improvement- Low Performing

No ← Bottom 5% of Title One Schools? → **Yes** → Is school currently identified as Tier 2?

No School is identified as Tier 1 and will receive intervention

Yes School is identified as Tier 2 and will receive more rigorous intervention

Step 1: Exit 2018-19 Comprehensive Support and Improvement- Low Graduation Rate designation

Identified as Comprehensive Support and Improvement- Low Graduation Rate in 2018-19

Met exit criteria for 2021-22?

No → School becomes Tier 2 Comprehensive Support and Improvement- Low Graduation Rate needing more rigorous intervention

Yes → School exits 2018-19 school Comprehensive Support and Improvement- Low Graduation Rate designation

Step 2: Identify all 2022-23 Comprehensive Support and Improvement- Low Graduation Rate schools

All High Schools

Graduation Rate Below 66.7%?

No → School not identified as Comprehensive Support and Improvement- Low Graduation Rate

Yes → Is school currently identified as Tier 2?

No → School is identified as Tier 1 and will receive intervention

Yes → School is identified as Tier 2 and will receive more rigorous intervention

Targeted Support and Improvement - Identification

Designation	Identification Criteria	Identification Timeline
Targeted Support and Improvement-Consistently Underperforming Subgroups (TSI-CU)	2022–23 Identification Criteria: One or more of the same subgroup(s) with a designation of "F" (School Subgroup Performance Grade) for the most recent and previous two years. (For the fall 2022–23 identification 2017–18, 2018–19, and 2021–22 data will be used.)	Annually
Targeted Support and Improvement-Additional Targeted Support (TSI-AT)	Subgroup(s) performance grade is at or below the highest CSI-LP identified school, and the school's subgroup(s) is identified as TSI-CU in the identification year.	Every three years

2022–23 Targeted Support and Improvement - Additional Targeted Support

Designation	Cohort Status
Identified in 2018–19 as TSI-AT and did not meet exit criteria for the 2022–23 school year.	Cohort 1 - This cohort is implemented to track exit year only
Identified in 2022–23 as TSI-AT	Cohort 2 - This cohort is implemented to track exit year only

Targeted Support and Improvement - Consistently Underperforming Subgroups - Exit

Exit Criteria	Exit Timeline
2022–23 Exit Criteria: Achieve a letter grade of "D" or higher (School Subgroup Performance Grade) for previously identified subgroup(s) in the most recent and previous year. (For the 2022–23 fall exit, 2018–19 and 2021–22 data will be used.)	Annually

Targeted Support and Improvement - Additional Targeted Support Exit

Exit Criteria	Exit Timeline
2022–23 Exit Criterion: Identified subgroup(s) achieve a three-year growth designation of meets or exceeds (using 2017–18, 2018–19, and 2021–22 data); **or** Identified subgroup(s) achieve a two-year growth designation of meets or exceeds (using 2018–19 and 2021–22 data); **or** Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and mathematics; **or** There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification, and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.	Every three years then reviewed annually for next three years.

TSI Timeline for Identification of Schools							
	2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**

TSI-Consistently Under Performing

2022-23 Identification Criteria: One or more of the same subgroup(s) with a designation of "F" on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous two years. (For the fall 2022-23 identification 2017-18, 2018-19, and 2021-22 data will be used.)

Identification Criteria (2023-24 forward): One or more of the same subgroup(s) with a designation of "F" on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous two years.

2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
Continue services for focus schools using NC ESEA flexibility definition	Watch list (modified identification criteria)	Identify Consistently Underperforming subgroup schools	Due to COVID-19 impact, schools were not identified or exited	Due to COVID-19 impact, schools were not identified or exited	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
					Exit Criteria applied for 2018-19 identified schools	Exit Criteria applied for 2022-23 identified schools	Exit Criteria applied for 2023-24 identified schools

2022-23 Exit Criteria: Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year. (For the 2022-23 fall exit, 2018-19 and 2021-22 data will be used.)

Exit Criteria (2023-24 forward): Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TSI-Additional Targeted Support	**Identification Criteria:** Schools where any subgroup's performance is less than the top CSI identified school's All Students subgroup total score and have been identified as schools with one or more consistently underperforming subgroups for the identification year. For the 2022-23 identification, the pool is all schools whose subgroup's performance is less than the top CSI identified school's All Student's subgroup and the school's subgroup(s) is TSI-CU for the current year.							
	N/A	Identify 2018-19 TSI schools using 2017-18 score	Maintain TSI Identification	Maintain TSI Identification	Maintain TSI Identification	Maintain TSI Identification of 2018-19 identified schools unable to exit	Maintain TSI Identification of 2018-19 identified schools unable to exit and 2022-23 identified schools	Move to CSI-Additional Targeted Support not exiting such status (schools identified in 2018-19 unable to exit, Title One served schools only)
						Identify 2022-23 TSI schools using 2021-22 data		Identify 2024-25 TSI schools using 2023-24 data
						Exit Criteria applied for 2018-19 identified schools	Exit Criteria applied for 2018-19 identified schools	Exit Criteria applied for 2018-19 and 2022-23 identified schools
	2022-23 Exit Criterion: 1) Identified subgroup(s) achieve a three-year growth designation of meets or exceeds (using 2017-18, 2018-19, and 2021-22 data); or 2) Identified subgroup(s) achieve a two-year growth designation of meets or exceeds (using 2018-19 and 2021-22 data); or 3) Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and mathematics; or 4) There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification. **Exit Criterion (2023-24 forward):** 1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher; or 2) Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math; or 3) There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.							

Timeline

- August 26

  - The Office of Accountability and Testing provides all complete preliminary audit files and internal reports to public school units. The Office of Accountability and Testing provides preliminary embargoed audit files until the September State Board of Education meeting.

- August 31

  - CSI and TSI designation lists will be released at the September State Board of Education meeting.

- August 31

  - Accountability reports as well as the business rules surrounding accountability calculations will be available on the Office of Accountability and Testing website.

QUESTIONS

Contact Information

- Curtis Sonneman
    - curtis.sonneman@dpi.nc.gov

- Jaime Denny
    - jaime.denny@dpi.nc.gov

Innovative Partnership Grant (IPG)

IPG Standard Operating Procedure

Overview of IPG

To provide additional fiscal resources and technical support, North Carolina offers IPGs on a competitive basis to CSI schools with the goal of improving student achievement. This competition provides additional fiscal resources, technical assistance, and regular school visits, as allowed under current Pandemic restrictions (see Note 1), to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

IPG Key Components of Implementation

I. Implementation of Stakeholder Engagement

Demonstrate ongoing engagement of families and the community

Review ongoing activities to
- (a) engage families and
- (b) the community

IPG Key Components of Implementation

II. Implementation of School Improvement Strategies

Ensure the evidenced-based strategies are implemented as planned

Review PSU/school processes and timelines for
- (a) oversight
- (b) support for the implementation of evidenced-based strategies for school improvement within IPG.

IPG Key Components of Implementation

III. Implementation of Ongoing Monitoring Process

Establish procedures to ensure that evidenced based strategies are implemented as planned.

Review PSU/schools processes and procedures for
- (a) monitoring
- (b) impact of evidence-based strategies through quantitative/qualitative data.

IPG Key Components of Implementation

IV. Performance Monitoring of Partner Organization

Ensure that partner organizations maintain high quality services and are accountable for performance and measurable outcomes.

Review of processes and timelines for

- (a) ensuring quality of services
- (b) accountability for performance
- (c) measurable outcomes

IPG Key Components of Implementation

V. Data Tracking and Reporting

Submit data tracking logs on leading indicators of improvement

Review data submission of progress on leading indicators

IPG Key Components of Implementation

VI. Fiscal Accountability

Ensure that grant funds are expended in a timely manner in accordance with approved budgets and in compliance with applicable local, state, and federal laws.

Review budgets and expenditures

IPG Key Components of Implementation

VII. Sustainability Efforts

Implement strategies to sustain school improvement efforts after the grant funding ends

Review ongoing efforts to implement sustainability plan

- .

Budget Reviews

- Period of availability begins July 1st and ending September 30th of the following year.

- NCDPI will conduct budget and amendment reviews periodically

- NCDPI may require expenditure reports periodically to compare actual expenditures to budgets and amendments to ensure that schools are on track to expend funds in a timely manner.

School Improvement Plan Review

- **School Improvement Teams (SITs) are expected to meet a minimum of two times each month.**

- **Documents and plans in NCStar will be reviewed by NCDPI staff periodically throughout the implementation of the IPG project.**

- **The expectation is that district staff will provide "Coaching Comments" on a quarterly basis, at minimum and NCDPI will provide coaching comments twice per year.**

NCDPI Site Visits

- **Site visits are conducted throughout IPG implementation and provide an opportunity to discuss the status of school improvement efforts.**

- **Staff in the FPMS Division will conduct site visits a Twice per year in the fall and the spring.**

NCDPI Technical Assistance and Support

Technical assistance and support activities create opportunities to answer questions, facilitate discussions, and exchange ideas and information for program improvement.

- Community of Practice (CoP) in collaboration with UNC-G SERVE RC6
- IPG Convenings twice per year
- Webinars to ensure a common knowledge base
- Listserv messages and newsletters
- Ongoing communication through emails and phone calls

IPG Monitoring Visits/TSQRs

Monitoring of IPG programs is accomplished through Targeted School Quality Reviews (TSQRs).

- **TSQRs will be conducted each year of the grant implementation.**

Contact will be made by:

Yasmeen Robbins -

Yasmeen.Robbins@dpi.nc.gov

Consuela Richardson -

Consuela.Richardson@dpi.nc.gov

IPG Yearly Calendar Overview

Fall 2022

- **Problem of Practices**
- **IPG Convening**
- **Lunch & Learn**
- **Collaborative Sessions**
- **NCDPI Site Visits**

Spring 2023

- **Problem of Practices**
- **IPG Convening**
- **Lunch & Learn**
- **Collaborative Sessions**
- **NCDPI Site Visits**

2022-2023 IPG Required NCDPI Documentation

- **20 Day Tracker Report**

- **Partner Implementation Plan**

- **Partner Implementation Report**

- **IPG Executive Summary**

- **IPG Renewal Application**

- **IPG Budget Planning Worksheet(s)**

Questions

Contact Information

Contact Information

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Contact Information

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