ESEA FLEXIBILITY PART B MONITORING REPORT

DESK MONITORING INFORMATION	
State Educational Agency (SEA)	*North Carolina Department of Public Instruction (NCDPI)*
Request Approved	*May 24, 2012*
Request Amended	*October 29, 2013*
ESEA Flex Monitoring Activity	*Part B Desk Monitoring*
Monitoring Review Date(s)	*November 26 and December 16, 2013*
Exit Conference	*December 18, 2013*
Interviews Conducted	*Donna Brown, Brandon Patterson, George Hancock, Adam Levinson, Eric Moore, Michael Hickman, Pat Ashley, Alessandro Montanari, Lynne Johnson, Yvette Stewart, Susan Silver, Beverly Roberts, Tammy Howard, Lou Fabrizio, Sarah McManus, Diane Dulaney*
U.S. Department of Education (ED) Monitors	*Shevine Holeman, Sue Rigney*

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol.* In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:
- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.

- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA's implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA's work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- The NCDPI has launched a detailed communications initiative to explain the transition to college- and career-ready standards and assessments in terms of changes in test results as well as anticipated benefits for students. A variety of multi-media resources are provided at http://www.dpi.state.nc.us/ready/ .
- The NCDPI is moving towards the goal of creating individualized plans for each English language learner through intense analysis and discussions with various educational stakeholders. Discussions are being held at the NCDPI to move towards this initiative.
- The NCDPI uses an integrated approach to monitoring (where various programs are involved) of its priority and focus schools.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations

Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- NCDPI should continue to strengthen the monitoring procedures of its LEAs based on the results and recommendations of the State Auditor's Office. According to the State Auditor's Office, NCDPI staff in the Federal Title I Office did not provide consistent documentation gathering from LEAs during monitoring or provide consistent analysis of that documentation. The NCDPI Federal Title I Office has already started to engage in the corrective actions recommended by the State Auditor's Office by participating in training in the consistency of information gathering and analysis of documentation from its LEAs. ED encourages the NCDPI to continue these efforts.
- NCDPI reaches its LEAs through the regional roundtable method. Through this method, the NCDPI continually responds to the direct needs of the LEAs. ED encourages the NCDPI to continue to strengthen this method of reaching its LEAs.
- NCDPI reinstated its Parent Advisory Council after a two-year lapse. NCDPI is also working to assist LEAs to reach parents who did not always "agree" with educational decisions in North Carolina in order to gain a greater understanding of various educational issues. ED encourages the NCDPI to continue to gain understanding from parents who did

not always "agree" and continue to try to aggressively include these parents in the education of their children.