

Cross Program Consolidated Monitoring 2016-17

Cross Program Consolidated Monitoring (CPCM) focuses on indicators across common compliance strands of the following programs: Title I Part A; Title I, Part C (Migrant Education Program); Title I, Part D (Neglected and Delinquent); Title II, Part A (Improving Teacher Quality); and Title VI (Rural Education Achievement Program). Subprograms reviewed are focus schools, targeted assisted programs including Title I PreK, and homeless education programs. The local education agency (LEA)* must respond to all Findings with requested Action Needed. *In order to effectively utilize available State resources, fiscal reviews may be scheduled and conducted at a separate time from the CPCM.*

The above programs are reviewed using the following inter-related **Common Compliance Strands**:

- I. **Stakeholder Involvement (Indicators 1 through 5).** Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at both LEA and school levels.
- II. **Governance, Administration and Funding (Indicators 6 through 15).** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.
- III. **Program Quality (Indicators 16 through 27).** Programs are implemented using research-based strategies and services, highly- qualified staff, and high quality professional development, all aligned to a comprehensive needs assessment.
- IV. **Accountability and Reporting (Indicators 28 through 36).** Programs use state and other assessments to measure the achievement of intended outcomes of programs. LEA and schools publicly report and widely disseminate all required program and student accountability results.

NOTE: Because the methodology of the CPCM includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Rating Rubric			
Meets Requirements	Meets Requirements with Recommendations	Finding(s)	Not Applicable
Compliance indicator is 100% met and supported by all required evidence(s). All required documents are provided and support compliance. Interviews support documentation, processes, and implementation. Compliance is consistent at LEA and schools sampled.	Basic compliance requirements are met; recommendations are provided for improvement.	Evidence or lack of evidence show compliance indicator has not been met. Incomplete or lack of required documentation. Interviews lack understanding or support of documentation, processes, and implementation. Compliance is inconsistent at LEA and schools sampled.	The LEA is not eligible for the program. Accountability standard is not applicable. Program not elected (i.e., pre-school, private school participation).

*The abbreviation LEA (Local Education Agency) is used interchangeably with the term charter in this document.

Document Request List for On-Site Monitoring Visit and Phone-based Desk Reviews For Charter Schools

A district or charter school’s compliance with federal law can be documented by the items listed below for each of the indicators. It is not necessary to produce all of the items for a given indicator, only to provide sufficient information to demonstrate compliance. During the on-site monitoring visit or phone-based desk review, interviews with stakeholders will provide further evidence for this purpose. For any given district or charter, certain indicators listed below do not apply, and the related documents do not need to be produced. Please consult with your NCDPI program administrator for details about how to organize and produce the documents and for any questions about the monitoring process.

Strand I. Stakeholder Involvement (Indicators 1 through 5)

<p>Indicator 1. The charter school <u>consults with parents</u> who are representative of the population in the planning, implementation, and evaluation of Title I parent involvement policy and if the LEA has a Migrant Education Program (MEP), has established a parent advisory council (PAC) with whom it consults in the planning and operation of the MEP program.</p> <p><i>(Title I Part C – Section 1304(c)(3)) (Title I Part A – Section 1118(a)(1); Title I Part A - Sections 1118(a)(2)(E); 1118(c)(3); Title I Part C –Sections 1304(c)(3)(A); 1306(a)(1)(B)(ii))</i></p>	
Examples of Evidence of Compliance	Notes [for charter school staff convenience]
1A	Written communication inviting parents to participate in the planning, implementation, and/or evaluation of the parent involvement policy
1B	Roster of planning team that includes parents and/or migrant parent advisory council (PAC) if applicable
1C	<p>Dated records from meetings at which parents were involved in the planning, implementation, and/or evaluation of the LEA’s Title I parent involvement policy, such as:</p> <ul style="list-style-type: none"> - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>
1D	Other records from meetings described in 1C above, such as meeting schedules, calendars, PowerPoint presentation, newsletter or newspaper articles, brochures, fliers, handouts, etc.
1E	Schedule of activities designed to promote Indicator 1
1F	Translations into other languages, as appropriate (See Indicator 5.)
1G	Other item(s) relevant to this indicator

<p>Indicator 2. The charter school adopts a policy on parent involvement that is incorporated into the school’s Plan and describes how it will:</p> <ul style="list-style-type: none"> • Involve parents in jointly developing the school’s plan • Coordinate and integrate parental involvement strategies under Title I, Part A with other parental involvement programs • Conduct an annual evaluation of the content and effectiveness of the parental involvement policy • Use the findings of the evaluation to design strategies for more effective parental involvement. <p><i>(Title I Part A - Section 1118(a)(2))</i></p>		
Examples of Evidence of Compliance		Notes [for charter school staff convenience]
2A	The charter school’s policy on parent involvement (PI) readily available, with translations into other languages as appropriate <i>[If this material is readily available on the Internet, there is no need to provide duplicates.]</i>	
2B	Dated records from meetings at which parents were involved in the development of the charter school's plan, such as: -agendas -minutes or meeting notes -attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
2C	Other records from meetings described in 2B above, such as: -meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) -presentation materials or handouts (e.g., PowerPoints, brochures, etc.)	
2D	Communications between LEA administrators and school staff regarding LEA coordination, assistance, and support for PI activities at the schools [Not applicable to charter schools]	
2E	Records of meetings and/or trainings at which the LEA provided school staff with the coordination, assistance, or support described in 2D above	
2F	Other communications between staff and parents (sent directly or via the schools) about activities to promote their involvement with student achievement and school improvement (fliers, newsletters, message system or social media artifacts, etc.)	
2G	Results of the annual evaluation of the content and effectiveness of the PI policy	
2H	Translations into other languages, as appropriate (See Indicator 5.)	
2I	Other item(s) relevant to this indicator	

Indicator 3. Schools implement strategies to build and develop a partnership with parents to help children achieve the State’s high standards, including:

- Jointly developing with parents a school-parent compact that outlines shared responsibility
- Convening an annual meeting to inform parents about the Title I program
- Conducting parent-teacher conferences at which the compact will be discussed as it relates to student achievement
- Frequently reporting to parents on their children’s progress.

(Title I Part A – Section 1118(c)-(d))

Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
3A	School-parent compact	
3B	Dated records from annual Title I meeting(s) at which parents are informed about Title I programs, such as: -agendas -minutes or meeting notes -attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
3C	Other records from the annual Title I meeting(s) described in 3B above, such as: -meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) -presentation materials or handouts (e.g., PowerPoints, posters, brochures, etc.)	
3D	Schedule(s) of parent-teacher conferences and meetings	
3E	Samples of school-parent communications related to progress of students such as: -grade reports -report card cover letters -formative or summative assessment results -feedback on student work -behavioral reports	
3F	Translations into other languages, as appropriate (See Indicator 5.)	
3G	Other item(s) relevant to this indicator	

- Indicator 4.** Schools implement strategies to build parent capacity for supporting student learning at home, including:
- Providing parents with information and/or activities regarding the academic content standards, local and state assessments, and how to help students at home
 - Providing parents with training on literacy and using technology, as appropriate, to foster parent involvement
 - Educating teachers, pupil services personnel, principals, and other staff in the value and utility of parents as equal partners
 - Building consistent and effective communication between the home and the school.

(Title I Part A – Section 1118(e))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
4A	Dated records from any parent involvement activities or trainings to inform them about academic content standards, types or purposes of assessment, and helping students at home, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
4B	Other records of any of the activities described in 4A above, such as: - materials used in training parents - meeting invitations or announcements (e.g., emails, fliers, web-based announcements) - presentation materials or handouts	
4C	Advice or information shared via social media, newsletters, web site, brochures, or other means, in order to help build their capacity for supporting student learning	
4D	Translations into other languages, as appropriate [<i>See Indicator 5.</i>]	
4E	Other item(s) relevant to this indicator	

Indicator 5. The charter school disseminates policies, notifications and other communication to parents in a language and form that parents understand.

(Title I Part A - Section 1118; Title I Part C-Section 1304(c)(3)(B))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
5A	Items shared for Indicators 1, 2, 3, 4, 31, 32, & 36 offered to parents in other languages, as appropriate <i>[There is no need to provide duplicates of these items if they have been provided for the other indicators.]</i>	
5B	Items shared for Indicators 1, 2, 3, 4, 31, 32, & 36 offered to parents in a variety of appropriate formats such as web pages, brochures, presentations, sent-home-with-students, posters, signage, conferences, meetings, etc. <i>[There is no need to provide duplicates of these items if they have been provided for the other indicators.]</i>	
5C	Other item(s) relevant to this indicator	

Strand II. Governance, Administration and Funding (Indicators 6 through 15)

Indicators 6 through 14 do not apply to charter schools.

Indicator 15. Supplement, not supplant: The charter schools does not use federal funds to provide programs and activities that are required by state or local law, or to replace those that were previously supported by state or local funds.

(Title I Part A – Section 1120A(b)(1)(2); Title II Part A – Section 2123(b); and Title I Part C – Section 9501; Title I Part C – Section 1306 1120(b)(1)(ii); ESEA Section 5142 and 9501)

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
15A	<u>Dated records</u> from training sessions or meetings at which staff were trained, as needed, on the requirements related to this indicator, such as: - agendas - meeting minutes or notes - attendance roster or sign-in sheet indicating <u>affiliation and position of participants</u>	
15B	<u>Other records</u> related to meetings described in 15A above, such as: - meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) - presentation materials or handouts (e.g., PowerPoints, brochures, etc.) related to 15A.	
15C	Comparability documents (not applicable to charter schools)	
15D	Lead teacher schedules	
15E	Other item(s) relevant to this indicator	

Strand III. Program Quality (Indicators 16 through 27)

Indicator 16. The school team and/or other groups of stakeholders annually review and update the school plan. <i>(Title I Part A –Section 1114(b)(2))</i>	
Examples of Evidence of Compliance	Notes <i>[for charter school staff convenience]</i>
16A School plans for sample schools with: - Measurable goals and objectives - Identified Priorities/Resources - Student data - Understandable and uniform format	
16B Evidence of stakeholder review (e.g., meeting notice, SIT or PAC roster/sign-in sheets, agenda, minutes, etc.)	
16C Dated records from meetings at which parents are involved in the review and/or updating of the school's plan, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
16D Other records from meetings described in 16B above, such as: - meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) - presentation materials or handouts (e.g., PowerPoints, brochures, etc.)	
16E Other item(s) relevant to this indicator	

Indicator 17. The school conducts a comprehensive needs assessment that: <ul style="list-style-type: none"> • Uses data from multiple domains to develop school plans that contain required elements • Aligns school budget to priorities identified through the needs assessment process. <i>(Title I Part A -Section 1114(b)(1)(A-B); Title II Part A – Section 2122 (c)(1)(2))</i>	
Examples of Evidence of Compliance	Notes <i>[for charter school staff convenience]</i>
17A School level comprehensive needs assessment that identifies needs for federal funds from applicable grants	
17B Other item(s) relevant to this indicator	

Indicator 18. Schools have <u>developed comprehensive plans</u> for reforming the total instructional program.		
<i>(Title I Part A-Section 1114 (b)(2)(B))</i>		
Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
18A	School plans that include 10 schoolwide components for sample schools	
18B	Other relevant plans (AdvancEd, Migrant, HQ Plans, Comprehensive Needs Assessment, Professional Development or PD Plans, Strategic Plan, Quality Assurance Documents and Service Reports)	
18C	Other item(s) relevant to this indicator	

Indicator 19. Paraprofessionals in Title I schools meet the requirements as currently defined by NCLB.		
<i>(Title I Part A - Section 1119)</i>		
Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
19A	List of qualifications of paraprofessionals in schoolwide programs or principal attestation statement with roster of paraprofessionals in schoolwide programs	
19B	Other item(s) relevant to this indicator	

Indicator 20. The charter school provides high-quality and ongoing professional development which is grounded in scientifically-based research and is aligned with the State’s academic content standards.

- PD for teachers is designed to enable them to assist all children in meeting the State’s student academic achievement standards
- Training is provided for school, pupil service personnel, parents and other applicable persons
- PD activities are used to eliminate the achievement gap that separates low-income and minority students from other students.

(Title I Part A – Section 1114(b)(1)(D); Title I Part A – Section 1115(c)(1)(F); Title I Part C-Section 1304(c)(6)(B); Title II Part A – Section 2122(b)(1) and Section 2122(b)(2))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
20A	Records of professional development opportunities that reflect the elements of this indicator, such as: - descriptions of PD purposes, objectives, and/or intended audiences - invitations or announcements - agendas, sign-in sheets, training materials, presentation materials	
20B	Records of PD monitoring efforts, such as: - monitoring plans - samples of classroom observation protocols or other fidelity checks - timely feedback from PD participants and/or tools for collecting such feedback	
20C	Other item(s) relevant to this indicator	

Indicator 21 Schools implement plans for assisting children and youth in the transition from early childhood programs to local elementary schools and from Neglected & Delinquent institutions to schools.

(Title I Part A - Section 1115(c)(1)(D); Title I Part D – Section 1401(a)(2) Title I Part C – Section 1304(c)(4))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
21A	Transition plan/strategies	
21B	Evidence of collaboration between school and preschool programs	
21C	N&D program description including transition strategies <i>[If a description of the N&D program is currently uploaded as a related document for Title I in CCIP, there is no need to provide a duplicate here.]</i>	
21D	Evidence of MEP school readiness activities, if participating in MEP	
21E	Other item(s) relevant to this indicator	

Indicator 22. Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective and timely additional assistance.

(Title I Part A - Section 1115 (b)(1)(B); Title I Part C – Section 1304(d); Title I Part C - Section 1306(1)(a)-1306(1)(g))

Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
22A	Outline or description of the process and procedures to identify at-risk students	
22B	Dated records from meetings that included a focus on student assistance, such as: -agendas -minutes or meeting notes -attendance records or sign-in sheet indicating affiliation and position of participants	
22C	Samples of instructional support for migrant children such as Priority for Services forms	
22D	Other item(s) relevant to this indicator	

Indicator 23. The charter school demonstrates coordination and integration of Migrant Education Program with state and local services and programs.

(Title I Part A - Section 1115 (c)(1)(H)); Title II Part A – Section 2122(b)(4); Title I Part C - Sections 1301(2), 1304(b)(3), 1308(b)(2)(A); Title II Part A – Section 2122 (b)(4))

Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
23A	Description or outline of how the charter school will coordinate and integrate MEP with state and local services and programs	
23B	Records of transfer of student information and use of Migrant Student Information Exchange (MSIX) database for MEP students	
23C	Other item(s) relevant to this indicator	

Indicator 24. Using multiple, educationally-related, objective criteria, the Targeted Assistance School programs focus on children who are failing or most at-risk of failing to meet the State’s academic achievement standards. In particular, kindergarten through 2nd grade students will be selected solely on the basis of teacher judgement, interviews with parents, and developmentally appropriate measures.

(Title I Part A Section 1115 (b)(1)(B))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
24A	Description of the selection processes to rank-order students based on academic need in accordance with this indicator	
24B	Other item(s) relevant to this indicator	

Indicator 25. Children are selected for eligibility for preschool solely on the basis of teacher judgment, parent Interviews, and developmentally appropriate measures.

(Title I Part A - Section 1115(b)(1)(B))

Examples of Evidence of Compliance		Notes [for charter school staff convenience]
25A	Description of the selection processes to rank-order <u>preschool</u> students based on academic need in accordance with this indicator	
25B	Other item(s) relevant to this indicator	

Indicator 26. Targeted assistance programs are coordinated with, supplement and support the regular education program.	
<i>(Title I Part A - Section 1115(c)(1)(D))</i>	
Examples of Evidence of Compliance	Notes <i>[for charter school staff convenience]</i>
26A Dated records from meetings at which Title I-funded staff are planning or otherwise coordinating their efforts with other staff, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating affiliation and position of participants	
26B Record of school level expenditures, such as: - invoices - payroll records - substitute teacher service dates - reimbursement requests	
26D Records of parent involvement activities that increase family literacy <i>[If this has already been provided for Indicator 4, there is no need to include it here.]</i>	
26D Title I teacher schedules	
26E Other item(s) relevant to this indicator	

Indicator 27 does not apply to charter schools.

Strand IV. Accountability and Reporting (Indicators 28 through 36)

Indicator 28. Teachers routinely use data to identify strengths and weaknesses of the instructional program and use the data to plan instruction. <ul style="list-style-type: none"> Assessments are conducted on an ongoing basis and use multiple methods and sources of data. <i>(Title I Part A – Section 1111(b)(3))</i> Teachers are included in decisions regarding the use of assessments. <i>(Title I Part A – Section 1111 (b)(3); Section 1114 (b)(1)(H))</i> 		
Examples of Evidence of Compliance		Notes [for charter school staff convenience]
28A	Dated records from meetings or planning sessions at which teachers were involved in the use of data in accordance with this indicator, such as: <ul style="list-style-type: none"> agendas minutes or meeting notes attendance records or sign-in sheets 	
28B	Documentation of the use of assessments, such as: <ul style="list-style-type: none"> samples of assessments routinely used by teachers descriptions of assessment protocols, purposes, and/or types assessment calendars or schedules 	
28C	Other item(s) relevant to this indicator	

Indicator 29 does not apply to charter schools.

Indicator 30. Services to neglected and delinquent children show evidence of assessment of student progress and program evaluation. <i>(Title I Part D - Section 1431(c)(d)(1-2))</i>		
Examples of Evidence of Compliance		Notes [for charter school staff convenience]
30A	Dated records from meetings or planning sessions at which staff members were involved in the use of data in accordance with this indicator, such as: <ul style="list-style-type: none"> agendas minutes or meeting notes attendance records or sign-in sheets 	
30B	Multiple and appropriate measures of student progress	
30C	Program evaluation, results and submission	
30D	Other item(s) relevant to this indicator	

Indicator 31 does not apply to charter schools.

<p>Indicator 32. The results of the annual review of all participating schools are publicized and disseminated to teachers and other school staff, parents, students and the community.</p> <p><i>(Title I Part A - Section 1111(h)(2)(B)(E))</i></p>		
Examples of Evidence of Compliance		Notes [for charter school staff convenience]
32A	Annual <u>school report</u> and/or cover letter, as disseminated <u>to parents</u> via such means as conferences, presentations, or documents provided along with each student report card	
32B	Evidence of annual <u>school report</u> dissemination <u>to parents</u> and school staff via such means as web postings, publicly available newsletter, or news media reports	
32C	Translations into other languages, as appropriate (See Indicator 5.)	
32D	Other item(s) relevant to this indicator	

<p>Indicator 33. The LEA must ensure that each <u>Title I Focus school plan is approved, implemented, and/or evaluated annually</u> with input from various stakeholders, including the local board of education.</p>		
Examples of Evidence of Compliance		Notes [for charter school staff convenience]
33A	<p><u>Dated records</u> from board meetings or planning sessions at which Focus school plans were discussed and/or introduced to facilitate or allow input from the board, such as:</p> <ul style="list-style-type: none"> - agendas - minutes or meeting notes - attendance records or sign-in sheets 	
33B	School plan with dates of approval, review and/or revision indicated	
33C	<p><u>Dated records</u> from meetings or planning sessions, of Focus School teams or any stakeholder groups, at which plans were discussed and/or introduced to facilitate or allow input, such as:</p> <ul style="list-style-type: none"> - agendas - minutes or meeting notes - handouts, presentation materials - attendance records or sign-in sheets 	
33D	Other item(s) relevant to this indicator	

Indicator 34. Each comprehensive Focus school plan must identify how interventions will be implemented in a timely manner to improve the performance of student subgroups that are academically farthest behind. Interventions are:

- aligned to academic performance for under-performing student subgroups
- aligned to increased learning time and time for teacher planning
- supported through effective teacher training and high quality job-embedded professional development
- monitored through academic assessments with teacher input
- planned to ensure family & community engagement and support

Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
34A	School Comprehensive Needs Assessment with sample raw data	
34B	Comprehensive school plan with description of interventions in Focus Schools	
34C	Diagnostic and/or benchmark assessment results	
34D	Description of evidence-based interventions	
34E	Professional development plans, participation rosters, agendas	
34F	Classroom observation protocols	
34G	Schedules/timelines of implementing interventions	
34H	School parent involvement policy/plan	
34I	Schedule, rosters, minutes from teacher planning time (e.g., PLCs, PLTs, department meetings, etc.)	
34J	Other item(s) relevant to this indicator	

Indicator 35. The LEA provides resources for each of its Focus schools to sufficiently support the schools implementation of academic interventions.

Examples of Evidence of Compliance		Notes <i>[for charter school staff convenience]</i>
35A	Evidence of resources provided to Focus School(s) (e.g., funding, time, staff, etc.)	
35B	Other item(s) relevant to this indicator	

Indicator 36. The LEA provides parents with timely information about changes resulting from ESEA Flexibility and/or Focus School status.	
Examples of Evidence of Compliance	Notes <i>[for charter school staff convenience]</i>
36A Notification of Focus School status	
36B Translations into other languages, as appropriate (See Indicator 5.)	
36C Other item(s) relevant to this indicator	