

**Federal Program Monitoring and Support Division**  
**Cross Program Consolidated Monitoring Report**  
 Transylvania County

Summary	Programs Monitored
LEA Code: 880	YES Title I-A
LEA contact: Dr. Jeremy Gibbs	NO Title I-D
NCDPI lead: Alex Charles	YES Title II-A, Improving Teacher Quality
Visitation date: 3/15/2018	YES Title III, Part A
Report date: 4/2/2018	YES Title IV-A
Findings: 0	NO Migrant Education Program
Recommendations: 4	NO Rural and Low Income Schools
	NO Small Rural School Achievement

Cross Program Consolidated Monitoring (CPCM) focuses on 41 elements across four common compliance strands of the following programs: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Migrant Education Program; Rural and Low Income Schools; and Small Rural School Achievement.

**Common Compliance Strands**

The applicable programs are reviewed using the following inter-related compliance strands:

- I. **Stakeholder Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at both LEA and school levels.
- II. **Governance, Administration and Funding.** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.
- III. **Program Quality.** 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.** 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

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

The rating for each element is listed in the tables on the following pages.

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**Strand I: Stakeholder Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluation programs at the district and school levels.

	Element	Rating	Date Findings Resolved (DPI use only)	Final Status (DPI use only)
1	Development, Evaluation & Review of the District Parent and Family Engagement Policy	Meets Requirements		
2	Contents and Dissemination of the District Parent and Family Engagement Policy	Meets Requirements		
3	The School Parent and Family Engagement Policy	Meets Requirements		
4	Information to Parents about Instruction at their Children's School	Meets Requirements with Recommendation		
5	Building Capacity for Parent Engagement	Meets Requirements with Recommendation		
6	Information to Parents about Qualifications of Teachers and Paraprofessionals	Meets Requirements		
7	Development, Review and Revision of School Plans (for both Schoolwide Programs and Targeted Assistance Schools)	Meets Requirements		
8	Notification and Consent of Parents Regarding Mental Health Assessment or Service (Title IV-A)	Meets Requirements		
9	Understandable Language and Format of Information Disseminated to Parents	Meets Requirements		

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**Strand II: Governance, Administration and Funding.** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.

	Element	Rating	Date Findings Resolved (DPI use only)	Final Status (DPI use only)
10	The Use of Funds for Eligible Attendance Areas and Students	Meets Requirements		
11	The Use of Federal Funds to Supplement Not Supplant	Meets Requirements		
12	Development and Revision of the District Plan	Meets Requirements		
13	Implementation of the District Equity Plan	Meets Requirements		
14	District Monitoring and Support of Participating School Plans	Meets Requirements		
15	Notification and Consultation for Equitable Services to Private School Children	Meets Requirements		
16	Provision of Equitable Services to Private School Children	Not Applicable		
17	Service to Eligible Homeless Children and Neglected or Delinquent Students	Meets Requirements		
18	Program Requirements for Locally Operated Facilities for Neglected, Delinquent or At-Risk Children and Youth	Not Applicable		
19	Youth in Transition from Neglected and Delinquent Institutions	Not Applicable		
20	Youth in Transition from Early Childhood Programs	Meets Requirements		
21	Service to Migratory Children	Meets Requirements		
22	Collaboration with State or Local Child Welfare Agencies	Meets Requirements		

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**Strand III. Program Quality.** Programs are implemented using research-based strategies and services, highly- qualified staff, and high quality professional development, all aligned to a comprehensive needs assessment.

Element		Rating	Date Findings Resolved (DPI use only)	Final Status (DPI use only)
23	Plans for Schoolwide Programs	Meets Requirements		
24	Identification of Students at Targeted Assistance Schools	Not Applicable		
25	Dissemination of English Language Development Standards	Meets Requirements with Recommendation		
26	Procedures to Identify Students for English Language Proficiency Testing	Meets Requirements		
27	Activities to Enhance Instruction for English Learners and Immigrant Children and Youth	Meets Requirements with Recommendation		
28	Language Fluency of Teachers	Meets Requirements		
29	Certification and Licensure Requirements of Teachers and Paraprofessionals	Meets Requirements		
30	Professional Development	Meets Requirements		
31	Coordination and Integration of Migrant Education Program	Not Applicable		
32	Alignment with MEP State Service Delivery Plan	Not Applicable		
33	Reduction of Overuse of Discipline	Meets Requirements		

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**Strand IV. Accountability and Reporting.** 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.

	<b>Element</b>	<b>Rating</b>	<b>Date Findings Resolved (DPI use only)</b>	<b>Final Status (DPI use only)</b>
<b>34</b>	Annual Report Cards for the District and Schools	Meets Requirements		
<b>35</b>	Information Shared with Parents Regarding Achievement Level and Growth	Meets Requirements		
<b>36</b>	Testing Transparency	Meets Requirements		
<b>37</b>	Evaluation of Migrant Education Program	Not Applicable		
<b>38</b>	Evaluation of Programs for Neglected, Delinquent and At-Risk Children and Youth	Not Applicable		
<b>39</b>	Approval, Evaluation and Contents of Focus School Plans	Not Applicable		
<b>40</b>	Focus School Plan Implementation	Not Applicable		
<b>41</b>	Resources for Focus Schools	Not Applicable		

**Report Narrative**

**April 2, 2018**

**Strand I: Element 4 – Information to Parents about Instruction at their Children’s School**

Meets Requirements with Recommendation: Transylvania County Schools has established compliance with sections 1116(c)(4), 1116(d), and 3115(c)(3) of the Every Student Succeeds Act (ESSA) of 2015. Evidence provided included meeting schedules, agendas, sign-in sheets, presentation materials, and minutes. A school specific School / Parent compact was provided for Title I schools, however it was disseminated and discussed for compliance and not parent engagement. It is recommended that the protocols regarding the dissemination of the School / Parent Compact are revisited to ensure that parent engagement is priority.

**Strand I: Element 5 – Building Capacity for Parent Engagement**

Meets Requirements with Recommendations: Transylvania County Schools has established compliance with sections 1116(e) and 3115(c)(3) of ESSA. Documentation provided includes evidence of parent engagement activities (agendas, feedback, sign-in sheets, conferences). The evidence indicates that English Learner (EL) families are engaged by the school in parent engagement events offered by the school / district. It is recommended to continue to build on the family engagement work done by the ESL teacher and the ESL Tutor to build the capacity of EL parents to help meet the needs of their children.

**Strand III: Element 25 – Dissemination of English Language Development Standards**

Meets Requirements with Recommendations: Transylvania County Schools has established compliance on section 3115(c)(1)(A) and 3115(c)(2)(B) of ESSA based on documentation provided. Evidence indicates that the district has a process for sharing the English Language Development (ELD) standards with English Language (EL) and content teachers who work with EL students. Additionally, in observations, the ELD standards were observed in EL classrooms, but were inconsistent in regular education classrooms. It is recommended that Transylvania County Schools build greater capacity of all staff working with ELs by providing professional development including the ELD standards and the NC WIDA Modules.

**Strand III: Element 27 – Activities to Enhance Instruction for English Learners and Immigrant Children and Youth**

Meets Requirements with Recommendations: Transylvania County Schools has established compliance on section 3115(c)(1), 3113(e)(1)(A-G), and 3116(b)(1) of ESSA based on documentation provided. The documentation provided includes evidence the district has a LIEP, feedback gathered through a parent survey in English and Spanish, the professional development provided by the district’s English Language teacher, and the participation of the district in an EL Consortium. It is recommended to continue to build on the family engagement work done by the ESL teacher and the ESL Tutor; it is also recommended to have a district-led professional development initiative possibly through using the EL Support Team to build out the capacity for all staff on working with ELs.