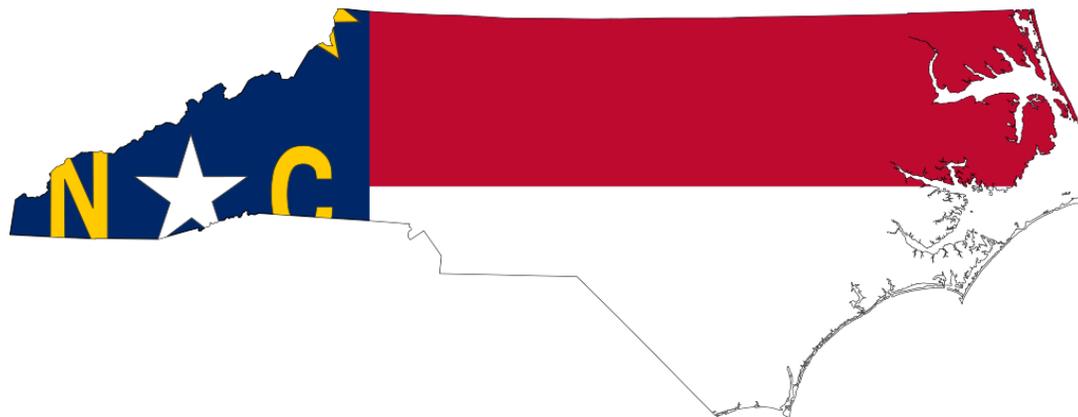




Public Schools of North Carolina

North Carolina Reform Models



Presentation for NC State Board of Education on May 1, 2018

Facilitators: Dr. Maria Pitre-Martin, Dr. Nancy Barbour, Dr. James C. Ellerbe &
ESS Co-Facilitators



Agenda

- NC State Board of Education Vision, Mission & Goals
- Educator Support Services(ESS) Purpose & Outcome
- Guiding Principles for NC Reform Models
- **DRAFT** NC Continuous School Improvement “Logic Model”
- **DRAFT** Educator Support Services: Reform for Recurring Low-Performing Schools (Graphic Flowchart)
- Questions & Answers



NC State Board of Education

Vision:

Every public school student, through access to needed resources and rigor, will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Mission:

The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

SBE Goals:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Goal 5: Every student is healthy, safe, and responsible.



EDUCATOR SUPPORT SERVICES (ESS) PURPOSE & OUTCOME

PURPOSE: The purpose of Educator Support Services is to implement the Statewide System of Support through levels of service that: (1) foster continuous improvement in North Carolina's lowest performing public schools & districts; (2) provide opportunities for educator recognition and advancement.

OUTCOME: Develop and align systems, processes and procedures to provide a unified system of support to North Carolina LEAs.





Guiding Principles for unified system of support to North Carolina LEAs

Guiding Principles are tenets, standards, beliefs, ethical ideas, creeds or systems of belief that direct us throughout our continuous improvement process.

Commitment to Positive Outcomes – Uses data to make decisions that will best serve all students in mastering the knowledge and skills necessary for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Menu of Options – Allows LEAs/schools at each level the abilities to select support services that are evidence-based and address their needs.



Guiding Principles for unified system of support to North Carolina LEAs

Guiding Principles are tenets, standards, beliefs, ethical ideas, creeds or systems of belief that direct us throughout our continuous improvement process.

Sense of Clarity – Establishes clear expectations and reports progress on a sequence of ambitious school improvement benchmarks that focus on equity and excellence.

Maintain Local Control – Creates authentic engagement with the LEA, school, families and community members focused on continuous improvement through flexible and collaborative efforts.



Guiding Principles for unified system of support to North Carolina LEAs

Guiding Principles are tenets, standards, beliefs, ethical ideas, creeds or systems of belief that direct us throughout our continuous improvement process.

Alignment to State Legislation & ESSA – Integrates school improvement efforts through intentional planning that ensures state and federal compliance and results in continuous progress.

Accountability for Outputs – Gathers actionable data and information during implementation that informs what is working and what is not working.

An aerial photograph of a desert landscape. In the center-left, there is a large, circular crater with a dark interior and a light-colored rim. The surrounding terrain is arid and brown, with some smaller, shallow depressions scattered across it. The text "What do we call this kind of CHANGE?" is overlaid on the right side of the image in a white, italicized font.

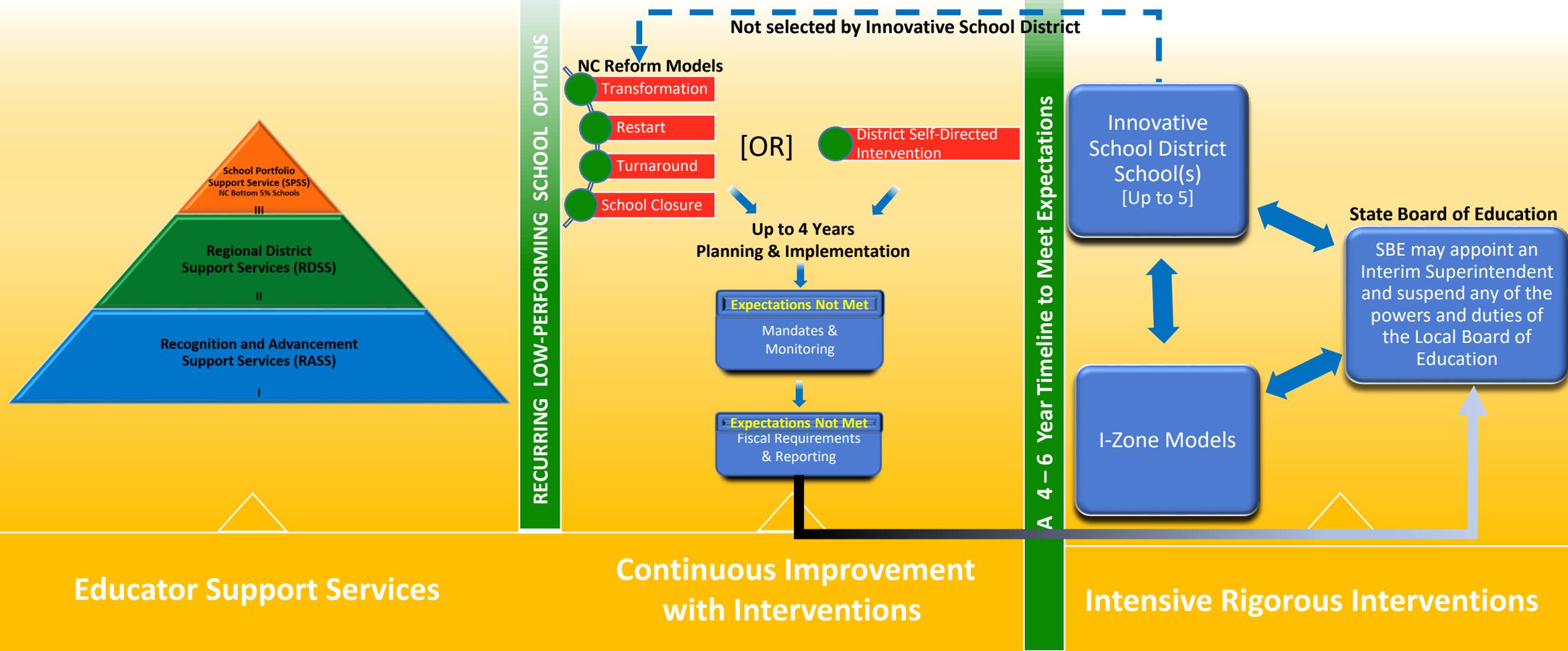
*What do
we call this
kind of
CHANGE?*

NC Continuous School Improvement "Logic Model" **DRAFT**

A Series of Innovative and Accountable Interventions

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



Educator Support Services

Continuous Improvement with Interventions

Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child

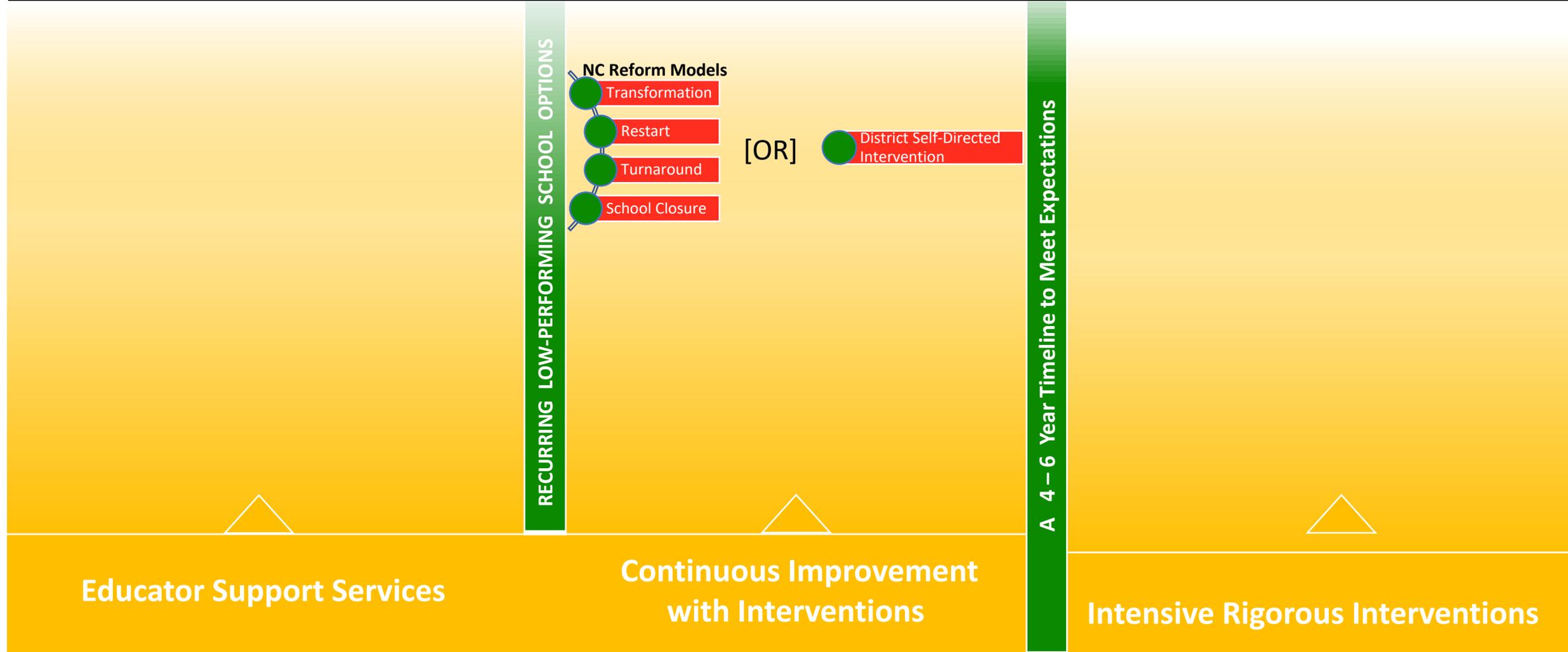
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

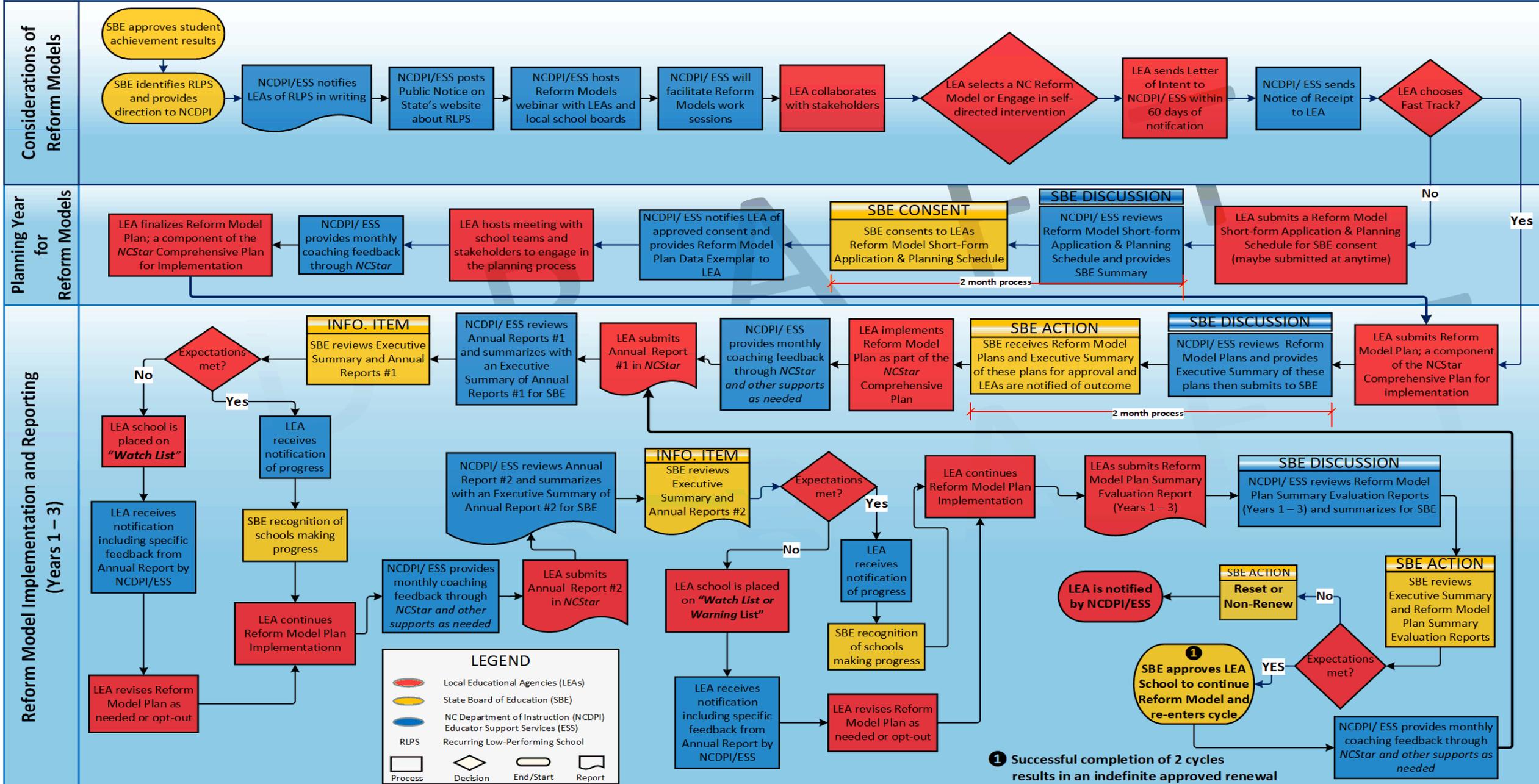
North Carolina Department of Public Instruction: Superintendent Mark Johnson



Whole School, Whole Community, Whole Child

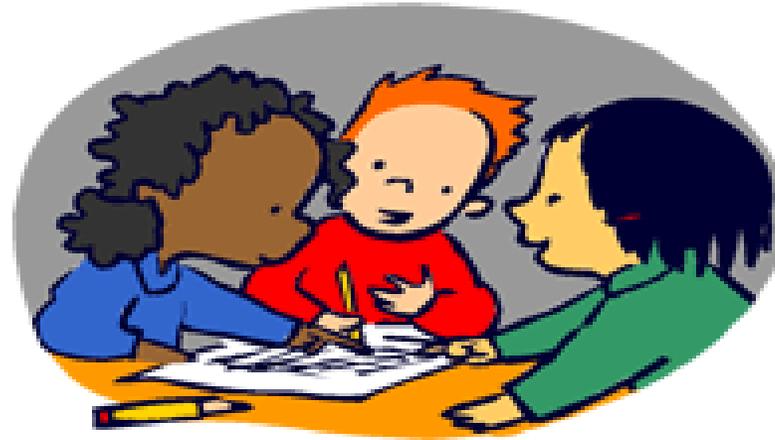
DRAFT Educator Support Services: Reform for Continually Low-Performing Schools (Graphic Flowchart) DRAFT

G.S.115C – 105.378



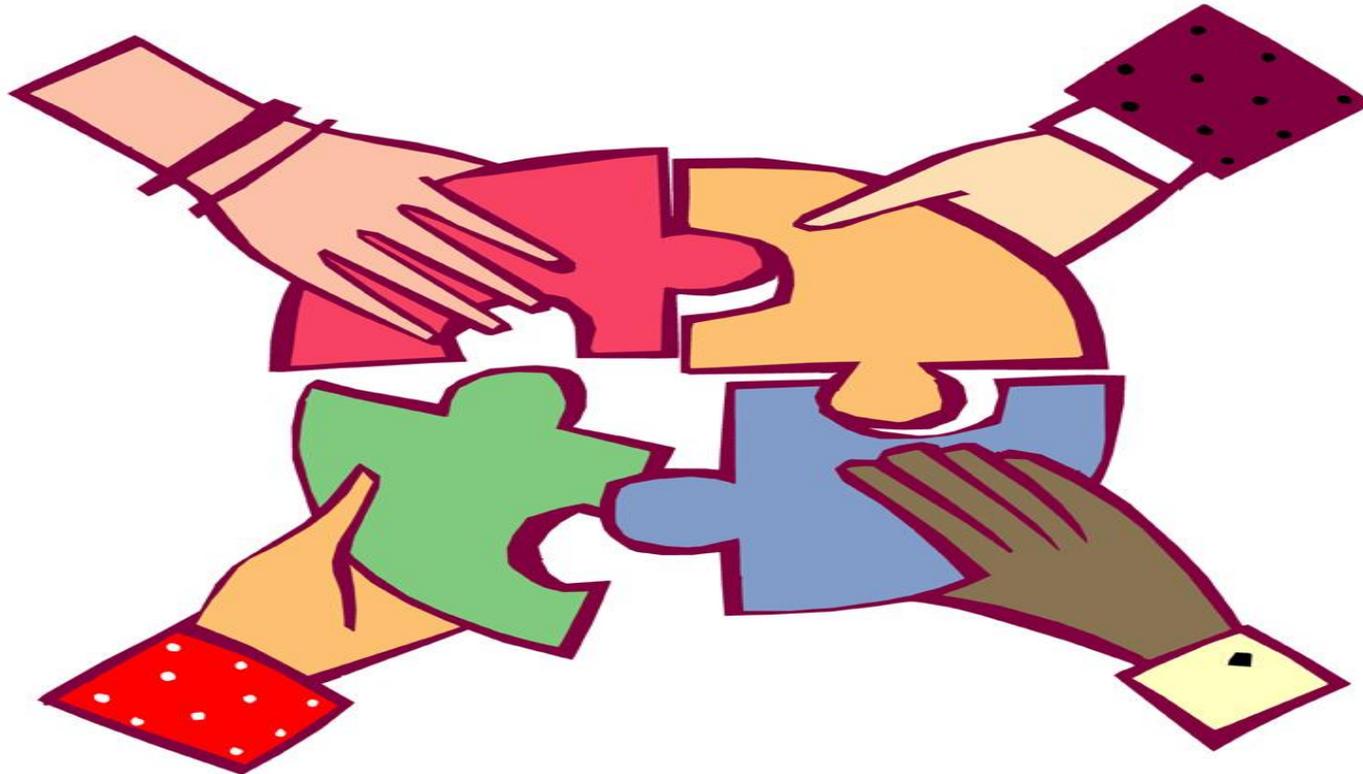


What feedback do you have?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Small Work Groups



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-SA](#)

What happens if REFORM EFFORTS are not improving student achievement?

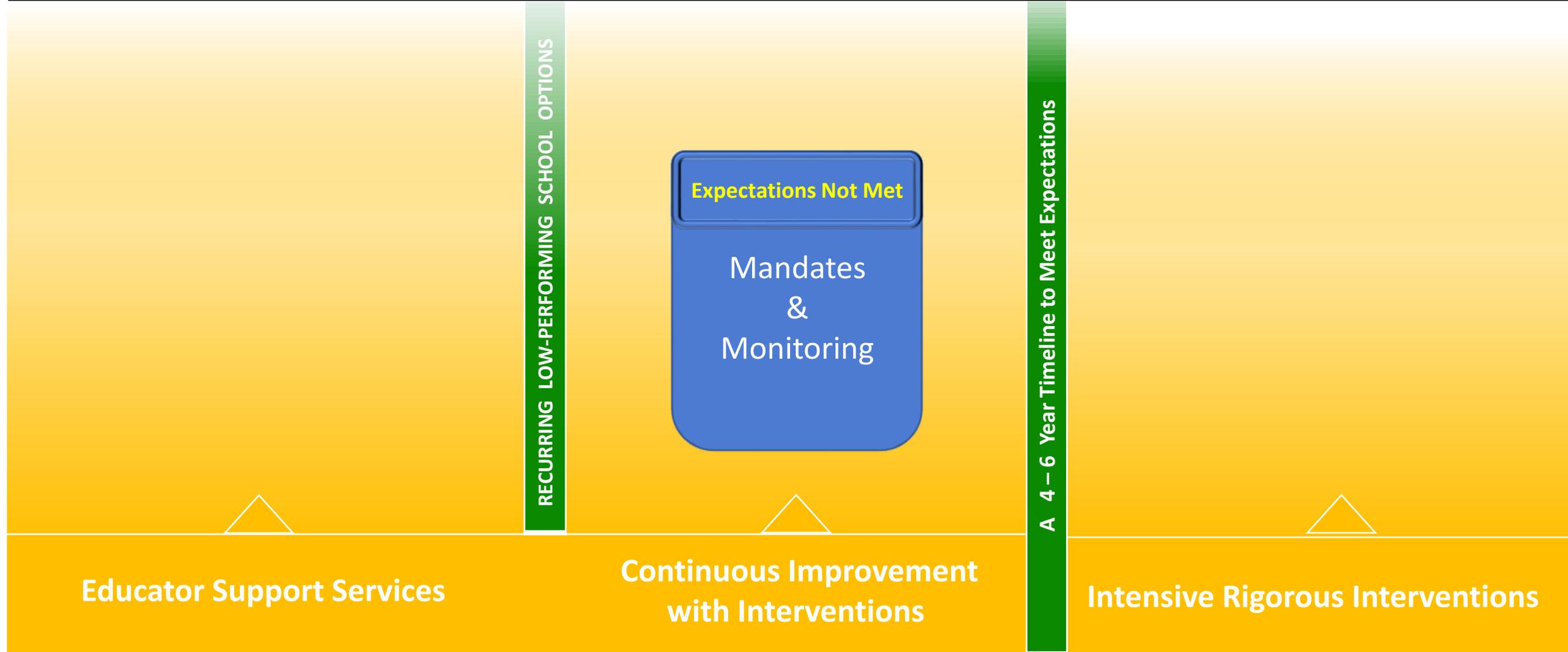
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



Whole School, Whole Community, Whole Child



Governance & Oversight:

- ✓ **Academic Standards**
- ✓ **Best Instructional Practices**
- ✓ **Curriculum**
- ✓ **Human Capacity (Teacher Quality)**
- ✓ **Student Assessments (Formative)**
- ✓ **School Restructuring & Organization**

Expectations Not Met

Mandates
&
Monitoring



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

What happens if Mandates & Monitoring are not improving student achievement?

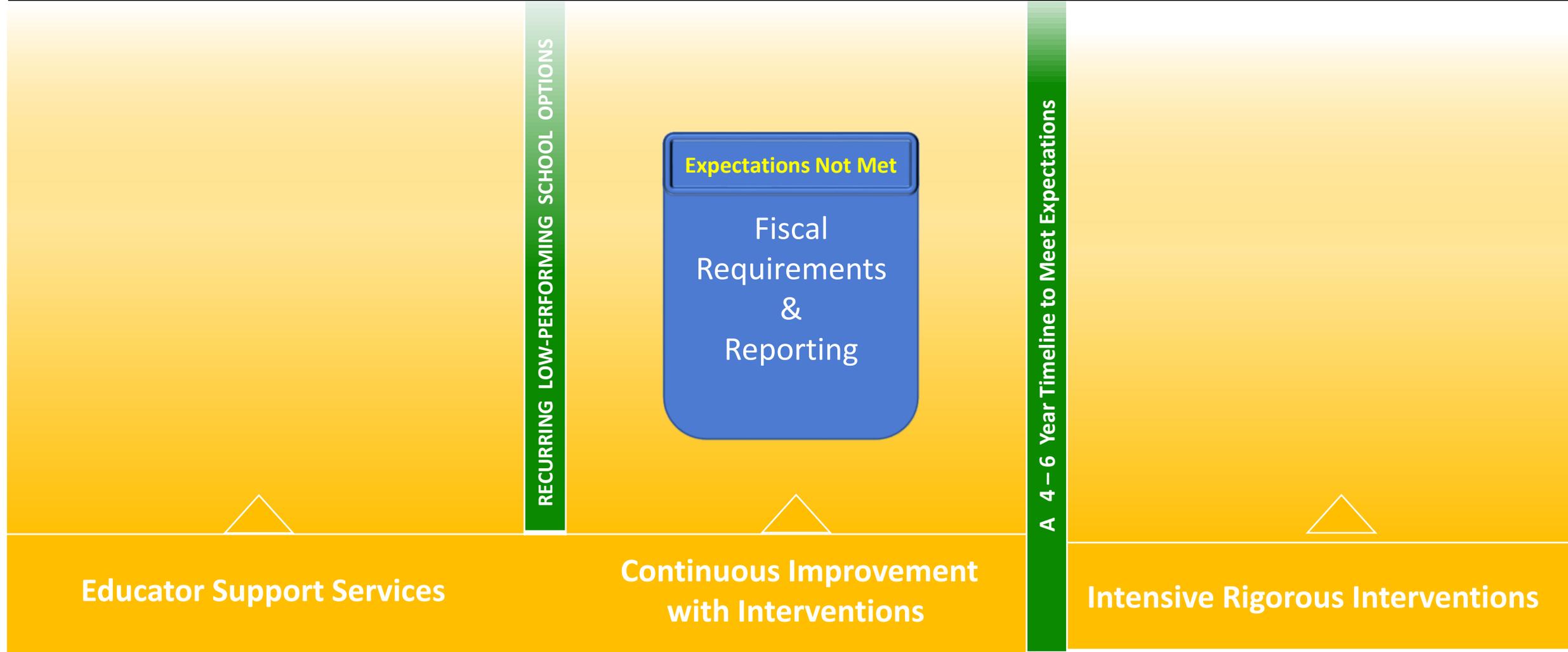
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



Whole School, Whole Community, Whole Child



Administer, Implement & Oversee State/Federal Funding and Programs (Impact and Efficiency)

- ✓ **Sense of urgency for improvement**
- ✓ **Use & Monitoring of State Funding**
- ✓ **Use & Monitoring of Title I Funding**
- ✓ **Use & Monitoring of Title II Funding**
- ✓ **Technical Assistance Approach**
- ✓ **Research & Evidenced-based Practices**
- ✓ **Reporting Accountability Outcomes to SBE**

Expectations Not Met

Fiscal
Requirements
&
Reporting



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

So what are our most rigorous intervention options?

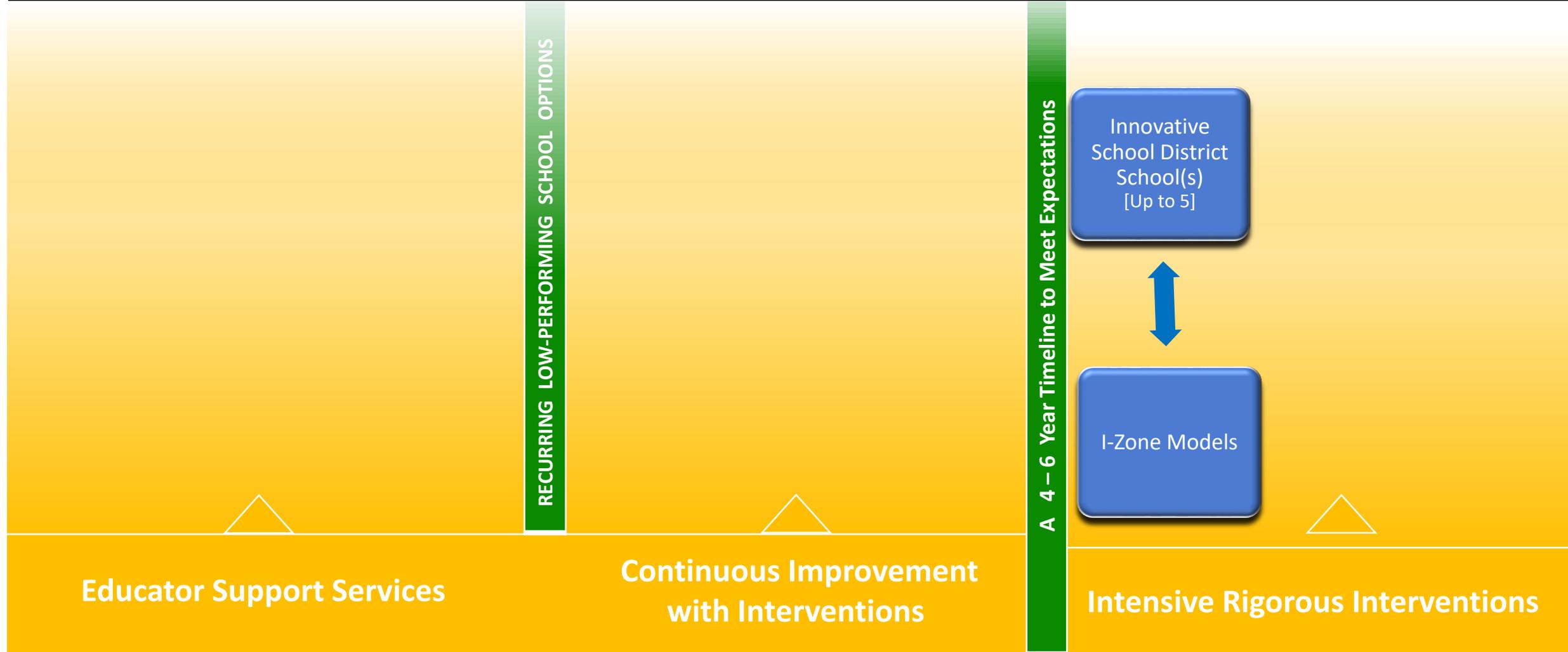
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



RECURRING LOW-PERFORMING SCHOOL OPTIONS

A 4-6 Year Timeline to Meet Expectations

Innovative School District School(s)
[Up to 5]



I-Zone Models

Educator Support Services

Continuous Improvement with Interventions

Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child



G.S. 115C-105.39. Dismissal or Removal of Personnel; Appointment of Interim Superintendent

C. State Board may appoint an interim superintendent in a local school administrative unit:

- (1) Upon the identification of more than half the schools in that unit as low-performing under G.S. 115C-105.37; or
- (2)finding that the superintendent ...has hindered that school's ability to improve

D. In the event the State Board has appointed an interim superintendent and the State Board determines that the local board of education has failed to cooperate with the interim superintendent or has otherwise hindered the ability to improve student performance ..., the State Board may suspend any of the powers and duties of the local board of education... The State Board shall perform all of these assigned powers and duties for a period of time to be specified by the State Board.

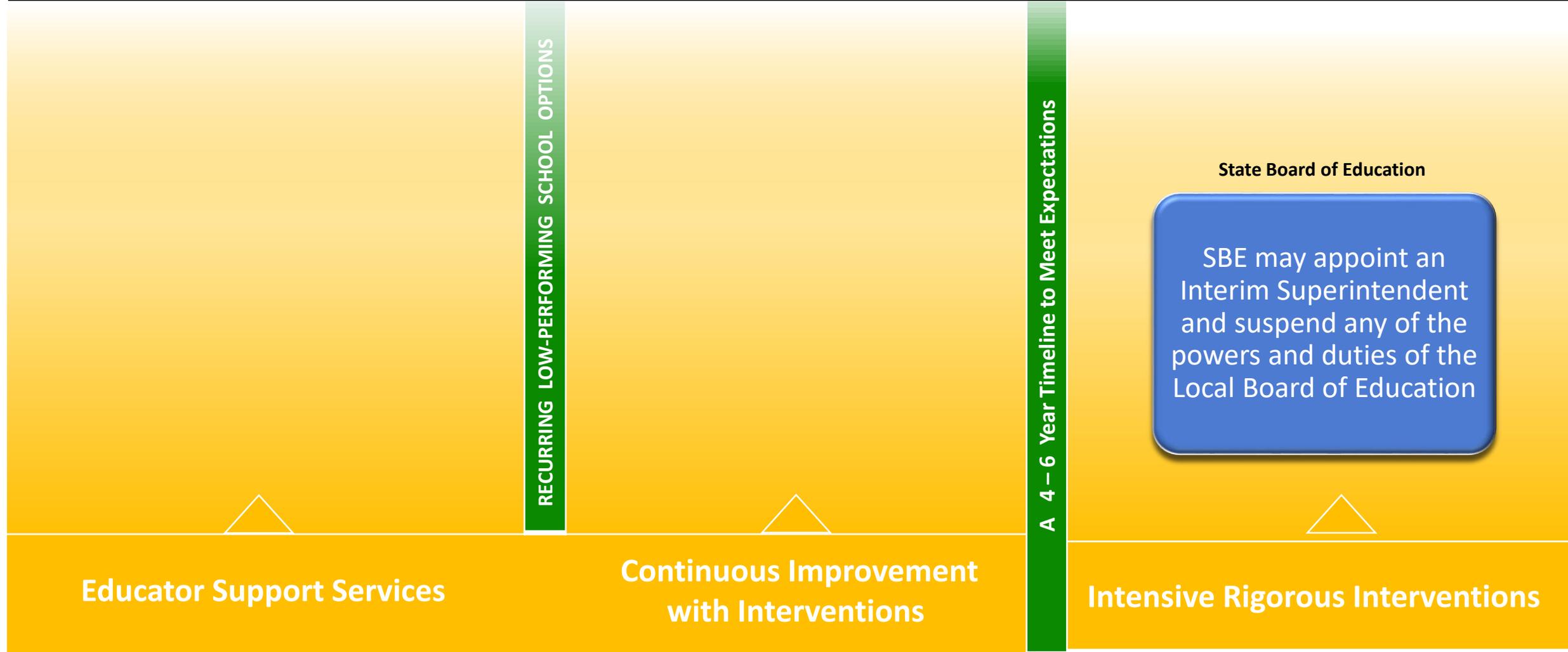
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



RECURRING LOW-PERFORMING SCHOOL OPTIONS

A 4-6 Year Timeline to Meet Expectations

State Board of Education

SBE may appoint an Interim Superintendent and suspend any of the powers and duties of the Local Board of Education

Educator Support Services

Continuous Improvement with Interventions

Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child



Targeted Support for High Impact NCSBE May:

SBE may appoint
an Interim
Superintendent
and suspend any
of the powers and
duties of the Local
Board of
Education

- ✓ **Driving the successful realization of the state's vision/mission**
- ✓ **Re-enforce statutes and policies to leverage the highest impact with a focus on expertise, time and resources**
- ✓ **ISD**
- ✓ **I-Zone Model**
- ✓ **Interim Superintendent**
- ✓ **Local Board of Education Control**
- ✓ **State Turnaround Team**

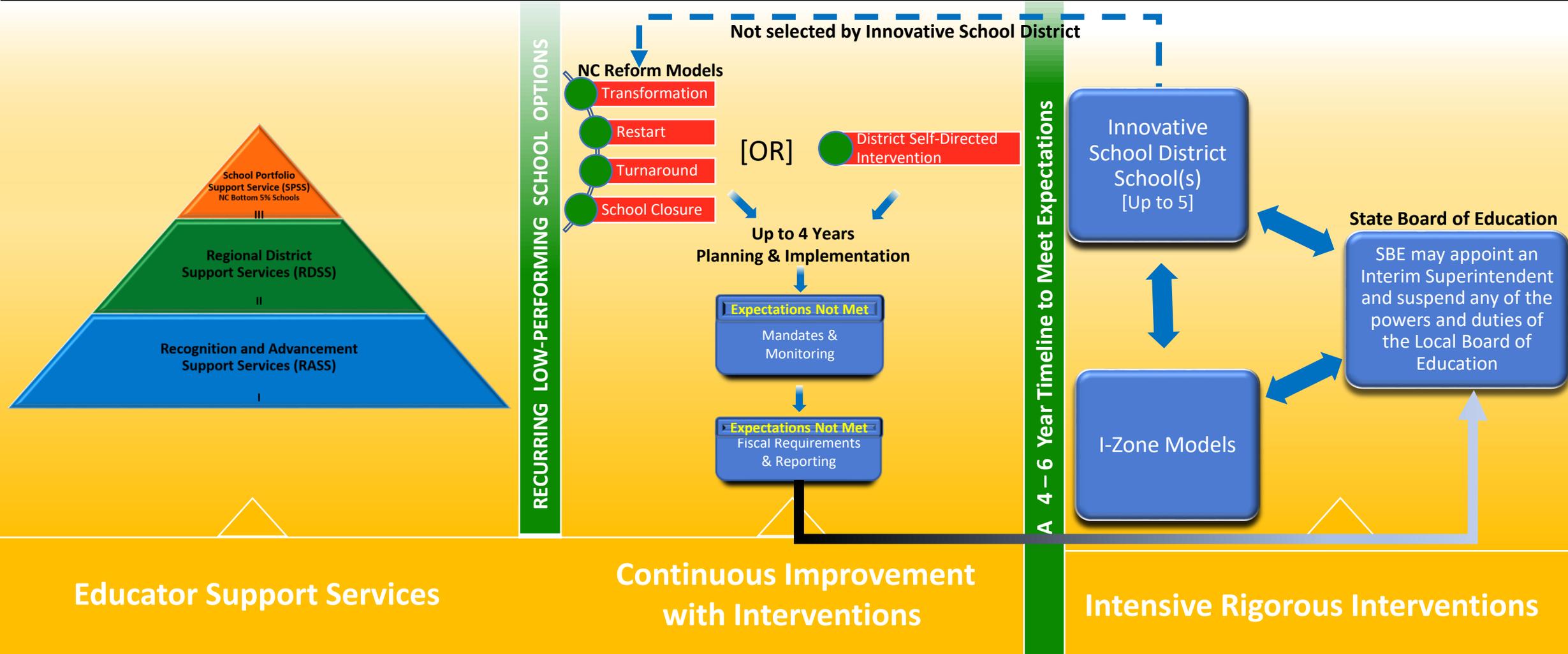
NC Continuous School Improvement "Logic Model"

A Series of Innovative and Accountable Interventions

DRAFT

STATEWIDE SYSTEM OF SUPPORT

North Carolina Department of Public Instruction: Superintendent Mark Johnson



Whole School, Whole Community, Whole Child



QUESTIONS & ANSWERS



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-SA](#)