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

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<tr>
<th>Commitment to Positive Outcomes</th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>Menu of Options</td>
<td>Allows LEAs/schools at each level the abilities to select support services that are evidence-based and address their needs.</td>
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Guiding Principles for unified system of support to North Carolina LEAs

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

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<tr>
<th>Sense of Clarity</th>
<th>Maintain Local Control</th>
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<tr>
<td>Establishes clear expectations and reports progress on a sequence of ambitious school improvement benchmarks that focus on equity and excellence.</td>
<td>Creates authentic engagement with the LEA, school, families and community members focused on continuous improvement through flexible and collaborative efforts.</td>
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Guiding Principles for unified system of support to North Carolina LEAs

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

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<th>Alignment to State Legislation &amp; ESSA</th>
<th>Accountability for Outputs</th>
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<td>Integrates school improvement efforts through intentional planning that ensures state and federal compliance and results in continuous progress.</td>
<td>Gathers actionable data and information during implementation that informs what is working and what is not working.</td>
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What do we call this kind of CHANGE?
NC Continuous School Improvement “Logic Model”

A Series of Innovative and Accountable Interventions

STATEWIDE SYSTEM OF SUPPORT
North Carolina Department of Public Instruction: Superintendent Mark Johnson

RECURRING LOW-PERFORMING SCHOOL OPTIONS

NC Reform Models
- Transformation
- Restart
- Turnaround
- School Closure

[OR]

District Self-Directed Intervention

Up to 4 Years
Planning & Implementation

Expectations Not Met
Mandates & Monitoring
Fiscal Requirements & Reporting

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

Whole School, Whole Community, Whole Child

Intensive Rigorous Interventions

Educator Support Services

Continuous Improvement with Interventions

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

I-Zone Models

I-Zone Models

Whole School, Whole Community, Whole Child

STATEWIDE SYSTEM OF SUPPORT
NC Continuous School Improvement “Logic Model”
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NC Reform Models
- Transformation
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RECURRING LOW-PERFORMING SCHOOL OPTIONS

[OR]

District Self-Directed Intervention

A 4–6 Year Timeline to Meet Expectations

Educator Support Services
Continuous Improvement with Interventions
Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child
What feedback do you have?

Small Work Groups
What happens if REFORM EFFORTS are not improving student achievement?
NC Continuous School Improvement “Logic Model”

A Series of Innovative and Accountable Interventions

STATEWIDE SYSTEM OF SUPPORT
North Carolina Department of Public Instruction: Superintendent Mark Johnson

Expectations Not Met
Mandates & Monitoring

Educator Support Services
Continuous Improvement with Interventions
Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child
Governance & Oversight:

✓ Academic Standards
✓ Best Instructional Practices
✓ Curriculum
✓ Human Capacity (Teacher Quality)
✓ Student Assessments (Formative)
✓ School Restructuring & Organization
What happens if Mandates & Monitoring are not improving student achievement?
NC Continuous School Improvement “Logic Model”
A Series of Innovative and Accountable Interventions

STATEWIDE SYSTEM OF SUPPORT
North Carolina Department of Public Instruction: Superintendent Mark Johnson

- **RECURRING LOW-PERFORMING SCHOOL OPTIONS**
- **Expectations Not Met**
- **Fiscal Requirements & Reporting**
- **A 4–6 Year Timeline to Meet Expectations**
- **Intensive Rigorous Interventions**

**Educator Support Services**
**Continuous Improvement with Interventions**
**Whole School, Whole Community, Whole Child**

**Fiscal Requirements & Reporting**
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
So what are our most rigorous intervention options?
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RECURRING LOW-PERFORMING SCHOOL OPTIONS

Intensive Rigorous Interventions
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

Whole School, Whole Community, Whole Child

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

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RECURRING LOW-PERFORMING SCHOOL OPTIONS

Intensive Rigorous Interventions
A 4–6 Year Timeline to Meet Expectations

Educator Support Services
Continuous Improvement with Interventions
Intensive Rigorous Interventions

Whole School, Whole Community, Whole Child

SBE may appoint an Interim Superintendent and suspend any of the powers and duties of the Local Board of Education
Targeted Support for High Impact
NCSBE May:

✓ 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

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