



Public Schools of North Carolina

District & Regional Support Theory of Support Update

State Board Meeting
November 4, 2020

SBE Strategic Plan

Goal I – Eliminate opportunity gaps by 2025

Goal II - Improve school and district performance by 2025

Goal III – Increase educator preparedness to meet the needs of every student by 2025

[SBE Strategic Plan](#)



District & Regional Support Mission

To provide support to districts and schools through partnerships that result in every child having equitable access to a meaningful, sound basic education.





Supporting low-performing schools & districts requires the coordination of services across the department and is not just the work of one division.



Time and intensity of services is relative to need as expressed by school and/or district data and diagnostic tools



Uniformity in procedures, processes, and communication is important



Adoption of innovative ideas and strategies for improvement are valued and encouraged.



Services must be equitable



Research-based effective practices provide the foundation for school and district improvement planning



Services to recurring and chronically low-performing schools and districts should be prioritized



Building school and/or district capacity is essential to sustained improvement and involves professional learning, coaching, and modeling

Fundamental Principles of District & Regional Support



Historical Staffing

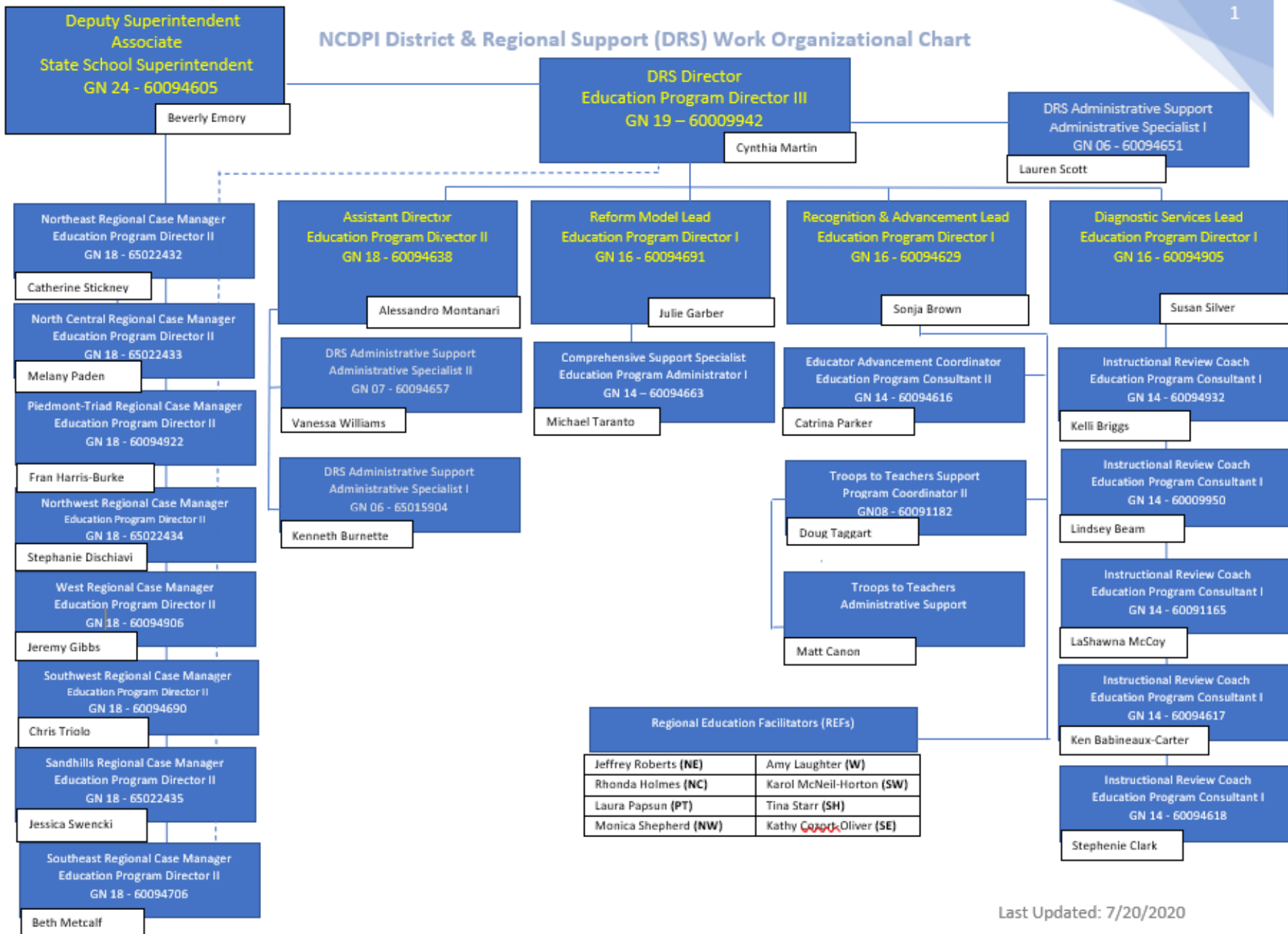
Race to the Top			
Capacity	RTT	Post-RTT	Present
DST	144	55	n/a
EE	49*	28	n/a
Total	193	83	
Post RTT - July 2017 Reduction			
DST & EE Merger			
ESS	n/a	56	n/a
July 2018 Reduction			
DRS	n/a	n/a	32**

*Excludes 13 Contractors

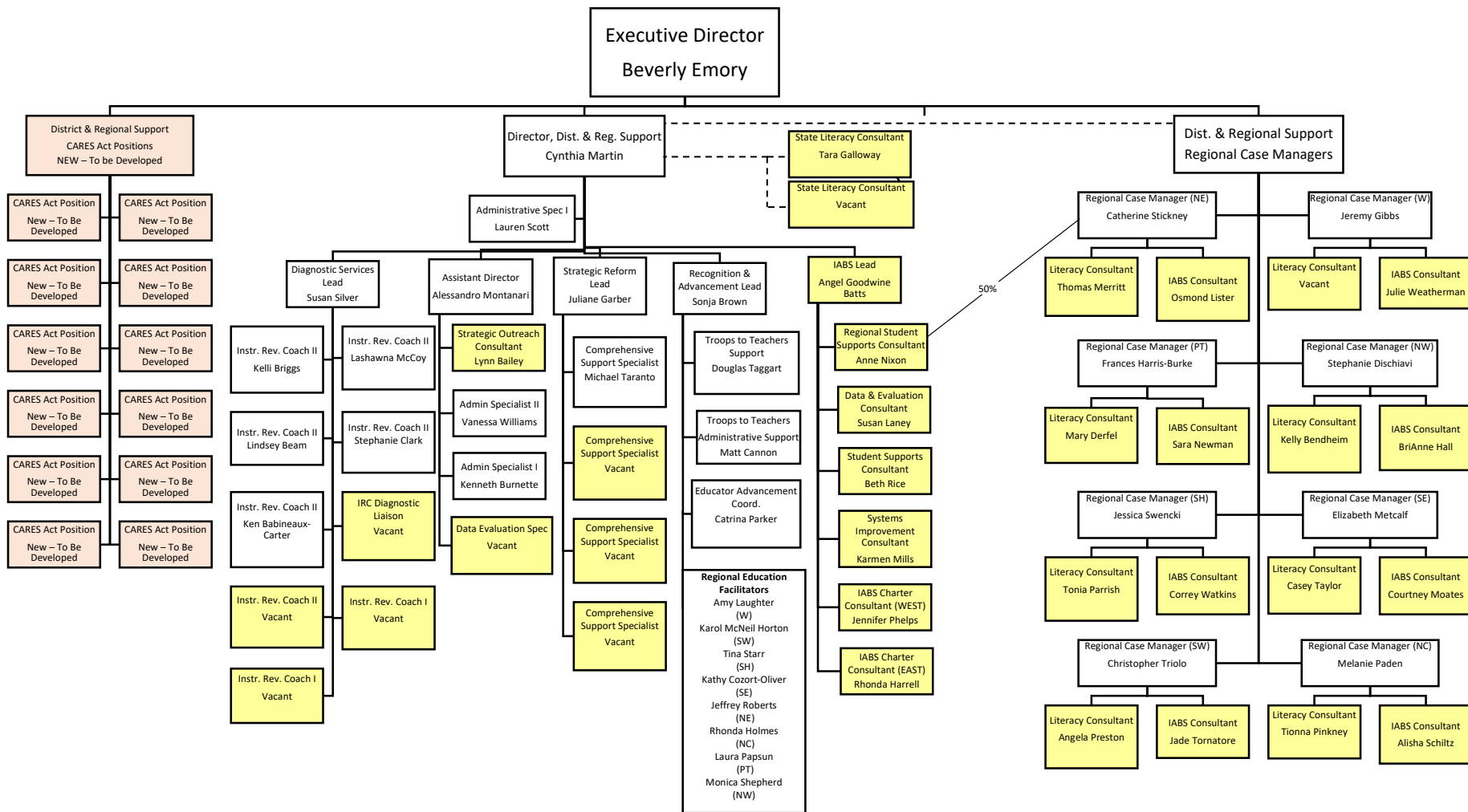
**Includes 16 Regional FTE (8 DPI Regional + 8 FTE Teachers on Loan (TOL))



NCDPI District & Regional Support (DRS) Work Organizational Chart



Executive Director,
Leandro Execution
District and Regional Support





Statewide Services:

Services with established systems and procedures across the agency designed to support all Public School Units.



Diagnostic Services:

Services that provide evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes.



Strategic Reform:

Services offered to support and monitor recurring low performing schools who have elected one of the four reform models to strategically address areas of improvement.



Intensive Interventions:

Services offered to chronically low-performing schools and districts that require a collaborative partnership to identify and remedy root cause(s), develop highly focused incremental action steps with performance measures and clear monitored plans for improved governance.





Statewide Services:

Services with established systems and procedures across the agency designed to support all Public School Units.





NCStar

**National Board
Certification**

BT SUPPORT

**Troops 2
Teachers**

**TAs to
Teachers**

**Teacher of the
Year Program**

**Principal of the
Year Program**

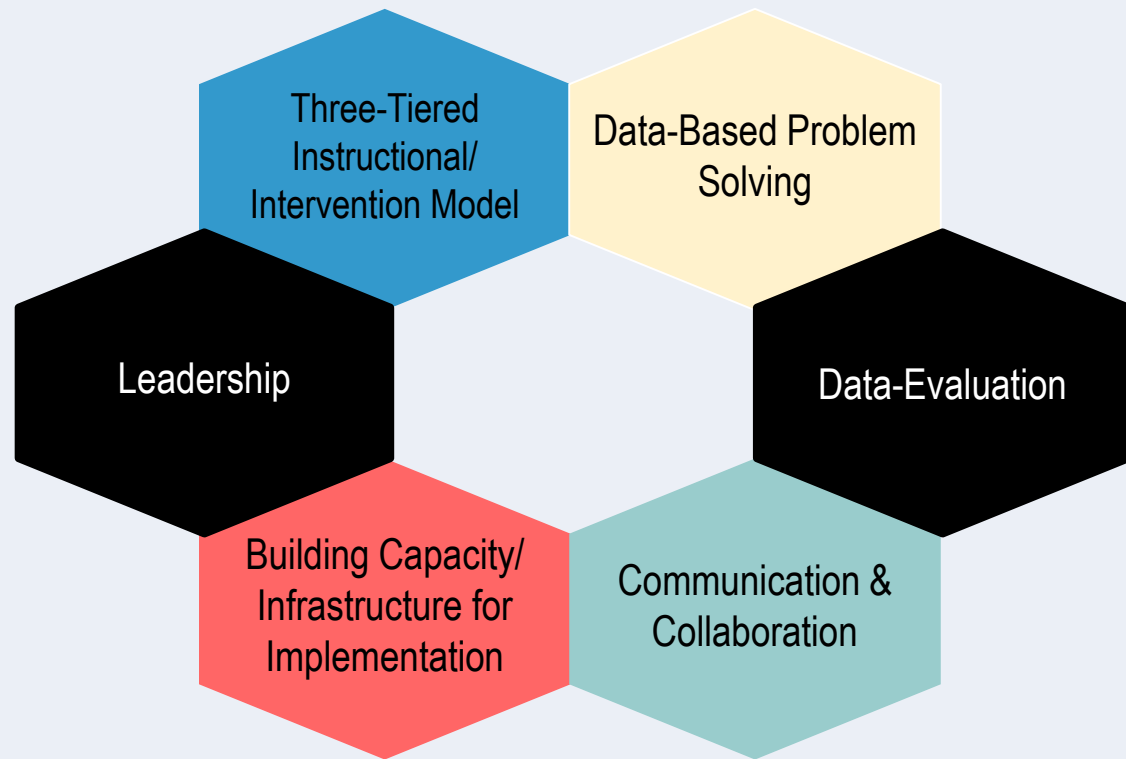
**Integrated
Academic &
Behavior Systems**



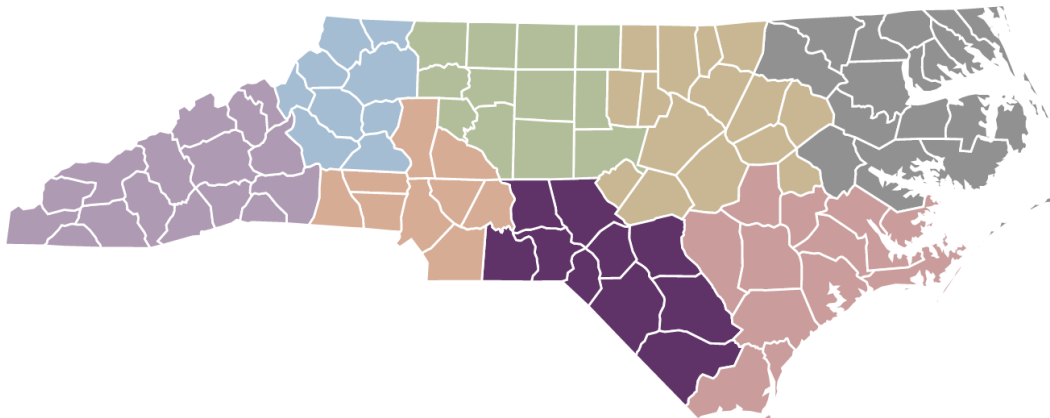
The Work of Integrated Academic and Behavior Systems

The work of the IABS Team is centered around supporting PSUs and independent public school MTSS teams to implement and sustain an MTSS as a framework for school improvement.

A multi-tiered system of support (MTSS) framework maintains a focus on academics, behavior, and social emotional practices and requires six critical components.



Regional Support Structure



Click on the county name to find your facilitator contact information.

 Northeast Dr. Catherine Stickney	 Southeast Dr. Beth Metcalf	 North Central Melany Paden	 Sandhills Jessica Swencki
 Piedmont-Triad Dr. Fran Harris- Burke	 Southwest Dr. Chris Triolo	 Northwest Stephanie Dischiavi	 Western Dr. Jeremy Gibbs



Regional Support Teams

The Regional Support Teams, in partnership with NC Public Schools district leaders, will provide support through focused and aligned communication, coaching, and advisement to increase student achievement through continuous improvement practices.





Diagnostic Services:

Services that provide evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes.





**STATUTE
REQUIREMENT**
SIP Plan Feedback by
RCMs

488 schools

Follow-up with 13 schools out of
compliance for 2019-2020

School C.N.A./Unpacking

FY2020-2021:

- CSI-LP Schools
- **Intensive Support Menu Options**
- Virtual Bridge Support
- Unpacking Training
- 4 schools (Spring 2021)
- **6 districts; 44 schools**
- 12 schools (Fall 2020)
- All schools with completed C.N.As

TSQR

FY2020-2021:

- SIG/IPG Schools
- 19 TSQRs annually for SIG schools (Fall 2020)
- 20 TSQRs for IPG recipients (Spring 2021)

District C.N.A.

Low Performing Districts FY2020-2021:

- Low Performing Districts
- CNAs for all schools within LPDs
- CNA for district
- 4 districts; 20 schools (Spring 2021)





Strategic Reform:

Services offered to support and monitor recurring low performing schools who have elected one of the four reform models to strategically address areas of improvement.





RECURRING LOW PERFORMING SCHOOLS & DISTRICTS

COHORT 1	
58 SCHOOLS	11 NOT MAKING PROGRESS

COHORT 2	
49 SCHOOLS	10 NOT MAKING PROGRESS

140 Total Restart Schools
including Cohort 3 (15 schools), Cohort 4 (14 schools),
& Cohort 5 (4 schools)





2020-2021 Schedule:

- 2020 Restart Annual Review Process -December (Cohort 1,2, & 3)
- Annual Review Process Informational Webinars - December
- Professional Learning Network sessions (monthly)
- Restart Onboarding Sessions (spring)
- Technical Assistance (as requested)
 - NCStar
 - flexibility planning
 - school improvement planning

Professional Development:

- Individualized Feedback Review session on December 2020 Restart Annual Reports
- Personalized Professional Development sessions
 - Planning with Flexibilities
 - Partnership with a Restart Leader
Aligning Identified Areas of Focus to a Flexibility
 - Root Cause Analysis on Barriers to School Improvement - Five Whys
- Feedback and Virtual Coaching
 - Flexibility Outcomes
 - Data Analysis
 - SIT meetings





Intensive Interventions:

Services offered to chronically low-performing schools and districts that require a collaborative partnership to identify and remedy root cause(s), develop highly focused incremental action steps with performance measures and clear monitored plans for improved governance.





LOW PERFORMING SCHOOLS & DISTRICTS

- Low Performing Districts
 - Diagnostic Root Cause Analysis through District CNAs
 - SESSION LAW 2020-55
HOUSE BILL 1050
- Recurring Low Performing Schools
 - Strategic & Comprehensive Support for Restart schools not making academic gains
- Chronically Low Performing Schools/Districts
 - **Intensive Support Expansion**



Intensive Support Expansion



Cares Act 10%

District & School Transformation

Regional Support

Initiative Description: The purpose of this initiative is to assist those in need of the greatest intervention to manage obstacles encountered in achieving student success during the pandemic. Support will be targeted based on schools with chronic performance issues (low performing status since 2015-2016 designation), high poverty status (defined in WestEd report), and percentage of students affected in district. Our collective approach will involve entering a partnership agreement at the district level, a menu of diagnostic services, and leadership support. A set of metrics will be devised based on partnership agreement.





Data Points Considered

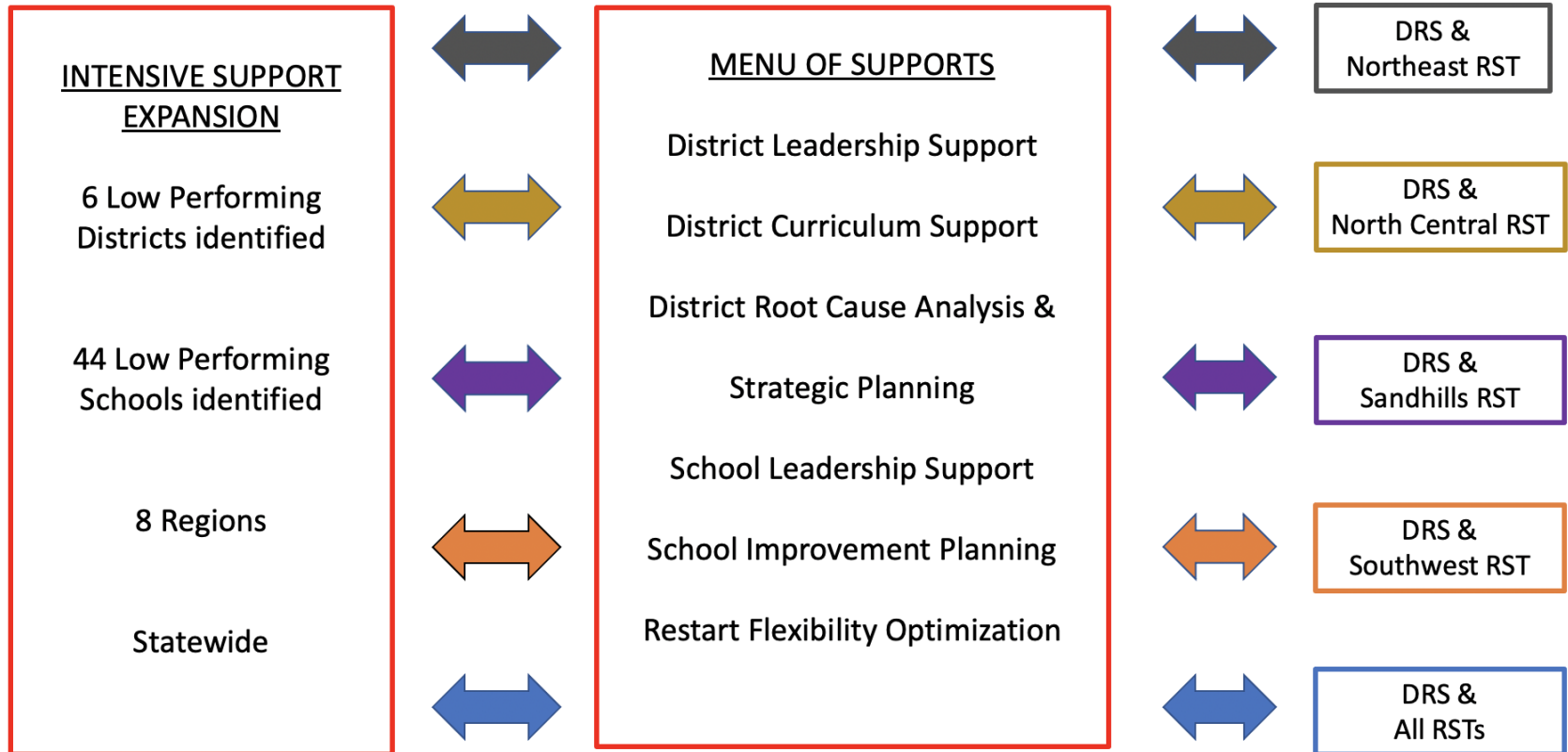
- continual school and/or district low performing status since 2015-2016 designation
- high poverty status (defined in WestEd report)
- Regional Case Manager readiness/receptivity analysis

Support Plan Methodology

- 6 LPDs (continual status, economic distress tier, readiness/receptivity analysis)
- 44 LPSs (start at highest poverty level schools and work our way through based on resource)
- 8 Regions (*unique regional supports that could be offered via RCMs to address some of the root causes identified*)
- Statewide (*develop a statewide effort directed first at principals of all identified LPS*)



Intensive Support Expansion



Partnership Agreement (MOA)



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Agreement to Engage in Student Performance Improvement District and Regional Support and _____ (PSU Name)

The District & Regional Support Team and the State Board of Education is pleased to partner with you to support your district and/or school in school improvement. This document will serve as the agreement for our partnership, to set norms and priority principles, and to outline our collaborative work to improve student achievement in identified districts and schools. The purpose of our partnership will be to support continuous improvement within your school and provide services that will align with your goals as noted in the *Comprehensive Plan* which is documented in the NCStar system. Together, we can focus on the continuous improvement process and providing the best education for all North Carolina students.

District & Regional Support's Values and Collective Impacts

- We focus on school improvement, believing all schools can continually improve. Thus, we coach to build capacity by engaging in reflective practice, decision-making and problem-solving for on-going sustained practice.
- We take a partnership approach to coaching, honoring the strengths and talents school leaders and educators bring to the work while valuing a reciprocal relationship with those we coach. Together, we work toward the goal of improving student growth and achievement.
- Our work is successful when grounded in relationships with educators at all levels of the organization. Through a non-evaluative approach, we work to build trust that serves as the foundation for strong relationships.
- Our support is goal-driven, grounded in data analysis, and focused on goals in the *Comprehensive Plan* within NCStar. Evidence for each goal's accomplishment follows the cyclical process of continuous improvement through the steps of **Assess, Create, and Monitor**.
- In order to maximize the collective impact of our partnership to support the continuous improvement process within the school, we will demonstrate responsibility in delivering agreed upon goals as documented in this plan as aligned with NCStar.

Screenshot



Proposed Services Offered



Diagnostic Support



Quantitative &
Qualitative Data Analysis



Goal Development



NCStar/Comprehensive
School Improvement
Support



Coaching



Resource Support



Improvement Monitoring



Regional Professional
Development

Proposed Support Roles



Leadership support at local board, superintendent, district, and school level



District support to assist with root cause analysis and strategic planning



District support to assist with curriculum alignment and standards implementation



School support to assist with school improvement planning and Restart flexibility optimization

THEN, NOW, FUTURE

District & School Transformation (PAST)

- Supported bottom 10% of North Carolina Districts (12 Districts)
- Supported bottom 5% of elementary, middle, and high schools (118 schools)
- Schools + Districts received Comprehensive Needs Assessment
- Human capital included District Transformation Coaches; School Transformation Coaches; and Instructional Coaches
- Of the 118 schools only 15 were in the bottom 5% two years after the work ended.

District & Regional Support (PRESENT)

- Supports statewide services for all schools and districts in NC
- Provides virtual feedback to school improvement plans at 488 low-performing schools
- LP Districts and schools within those districts receive Comprehensive Needs Assessments
- New strategic reform models allows for 140 recurring low-performing schools to become Restart Schools with charter-like flexibilities
- No human capital for coaching in the field limits intensive interventions

District & Regional Support (CARES FUTURE)

- Ability to increase the number of need assessments conducted
- Intensive interventions in chronically low-performing schools with over 70% of students economically disadvantaged (44 schools)
- Intensive interventions in districts that have a history of low-performing (6 Districts)
- Intensive interventions at Restart Schools that are not meeting Academic Gains (21 schools)
- Professional development series that builds leadership capacity in low-performing schools

District & Regional Support (LEANDRO FUTURE)

- District coaches that work with district leadership in removing barriers, curriculum alignment, and improving systems to achieve sustainable transformation.
- School coaches that work with administrators and teachers to improve instruction and student learning
- Comprehensive support specialists that work with school improvement teams on data-driven decision making and focus on the implementation of research based effective practices
- Policy compliance support



THEN, NOW, FUTURE

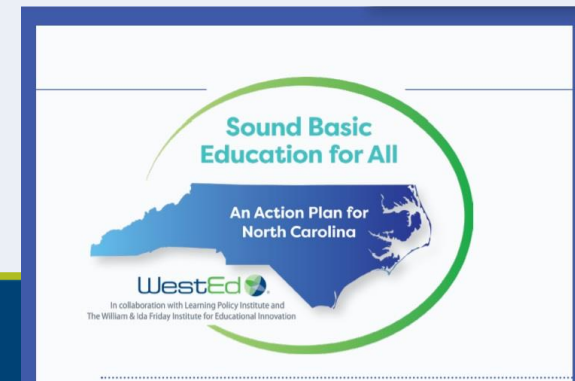
	District & School Transformation (PAST)	District & Regional Support (PRESENT)	District & Regional Support (CARES FUTURE)	District & Regional Support (LEANDRO FUTURE)
Total Human Capital	144 Total	32 + 34 additions 66 Total	66 + 12 CARES 78 Total	TBD
Schools Supported	118 schools	2,465 schools	INTENSIVE-6 districts 44 schools	ALL-Differentiated based on data
District Coaching				
School Administrator Coaching				
Instructional Coaching				
Comprehensive Needs Assessment				
Leadership Professional Development				
Regional Support Structure				
Feedback to School Improvement Plans				

WestEd Leandro Recommendations

Implement an effective regional system of support for LEAs, low-performing schools, and high-poverty schools that is driven by outcomes for all students by providing:

- Technical assistance in school improvement
- Leadership coaching
- Development of instructional coaches
- Adoption and scale-up of evidence-based practices
- Assisting in selecting high quality, standards-aligned, culturally responsive core curriculum resources
- Provide access to high-quality professional development based on school improvement needs

Responsible: State Board of Education, NCDPI, RESAs, other state technical assistance providers, LEAs, schools





WESTEd Leandro Recommendations

Technical Assistance in School Improvement

Leadership Coaching

Development of Instructional Coaches

Adoption and scale-up of evidence-based practices

Assisting in selecting high quality, standards-aligned, culturally responsive core curriculum resources

Provide access to high-quality professional development based on school improvement needs

DRS CARES Funding Plan PROTOTYPE

Increase its technical assistance in school improvement to a **targeted audience**

District & Regional Support will hire leadership coaches and provide a professional development series for **targeted school leaders**



Expand/connect efficient use of: (evidence-based practices) listed in NCStar; MTSS; Early Literacy Programs; NC Check-ins; Connecting Wrap-Around Services for Whole Child Support, etc.

Current Regional Support Structure

Determine regional needs and provide resources including PD

DPI LEANDRO REQUEST

Assistance to all schools based on set criteria

Assistance to all schools

DRS Budget Expansion Request asks for instructional coaches to build capacity in low performing schools

Prototype is improved and becomes permanent structure

DRS Budget Expansion Request asks for District Curriculum Coaches to support districts

Prototype is improved and becomes permanent structure



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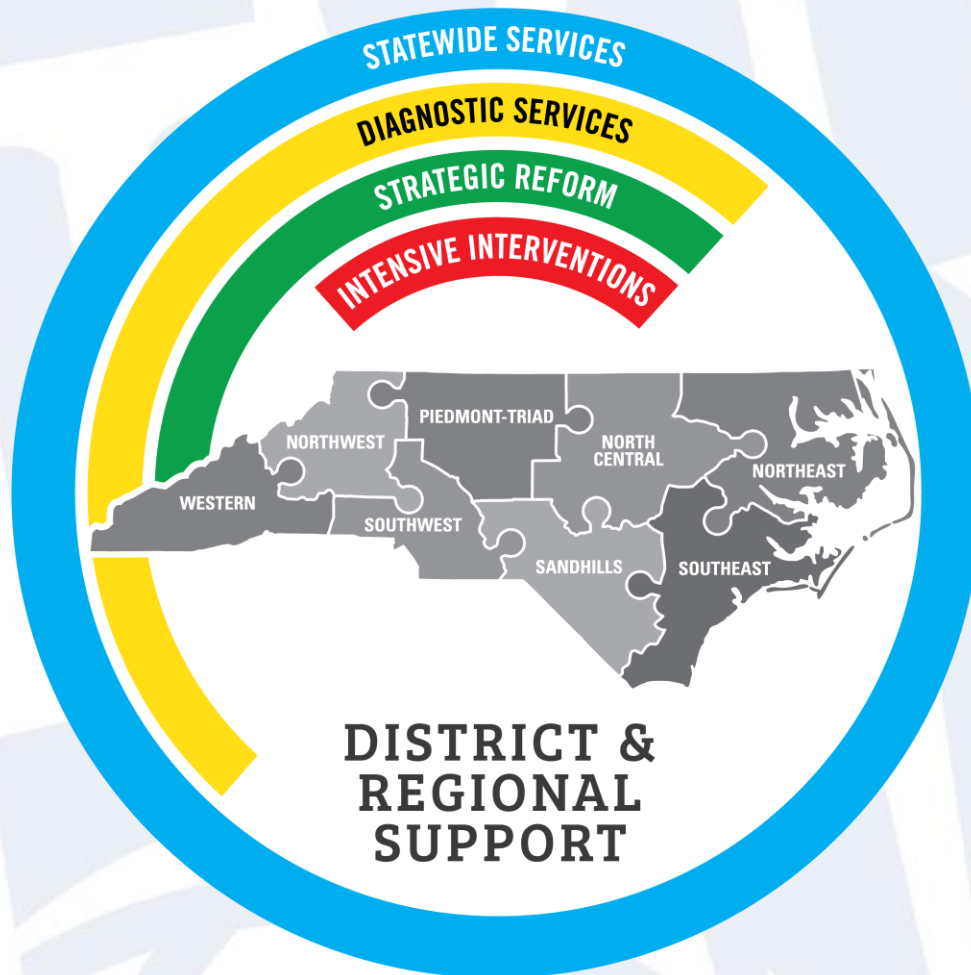
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Public Schools of North Carolina



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