

North Carolina State Board of Education Bi-Annual  
Planning and Work Session  
November 2, 2022

Moving Forward: From Planning to Action through  
2025

# North Carolina State Board of Education Bi-Annual Planning and Work Session Objective

To review the North Carolina State Board of Education Strategic Goals, Objectives and Components to determine next steps regarding the metrics

# North Carolina State Board of Education Strategic Goals



Eliminate opportunity gaps between students by 2025.



Improve school and district performance by 2025.



Increase educator preparedness to meet the needs of every child by 2025.

# Goal I-Eliminate opportunity gaps by 2025

**Objective 1-Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)**

**Objective 2-Improve school climate measures across all schools and grade levels**

- **Component 1-Increase the number of school-based mental health professionals**
- **Component 2-Increase opportunities to develop healthy habits in students**
- **Component 3-Increase the number of schools and districts utilizing innovative "Breakfast After the Bell, Summer Meals, and At-Risk Afterschool Meals" programs to keep students fed, healthy and engaged**

# Goal I-Eliminate opportunity gaps by 2025

**Objective 3-Increase percentage of 4-year old children enrolled in state Pre-K from 22% to 34% (above the current national average)**

**Objective 4-Decrease the high school dropout rate for each subgroup**

- **Component 1-Increase average composite score on state-mandated college entrance exam**
- **Component 2-Increase access, readiness, and attainment of early postsecondary opportunities (EPSOs), such as AP, IB, CTE, dual credit/enrollment, work-based learning, apprenticeships**

# Goal I-Eliminate opportunity gaps by 2025

**Objective 5-Decrease number of students taking remedial courses in college**

**Objective 6-Increase the number of educators of color in schools across North Carolina**

**Objective 7-Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located**

# Goal II-Improve school and district performance by 2025

**Objective 1-Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies**

**Objective 2-Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress**

**Objective 3-Increase the percentage of students proficient in math by subgroup**

**Objective 4-Increase the percentage of students proficient in reading by the end of 3rd grade**

# Goal II-Improve school and district performance by 2025

**Objective 5-Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress**

**Objective 6-Increase the percentage of students proficient in science by subgroup**

**Objective 7-Increase number of schools meeting or exceeding growth measure by subgroup**

- **Component 1-Increase the percentage of schools with charter-like flexibilities (Innovative Schools, Innovation Zones, Restart Schools, Renewal School Districts, Lab Schools) meeting or exceeding annual expected growth**

**Objective 8-Increase the number of charter schools meeting or exceeding academic, operational, and financial goals**

**Objective 9 - Increase the number of qualified and well-prepared principals in every school**

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

**Objective 1-Increase the number of culturally-relevant, equity-focused resources for educators**

**Objective 2-Increase the number of mentors available to beginning educators**

**Objective 3-Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice**

**Objective 4-Increase opportunities for educator engagement inside and outside of school**



# North Carolina State Board of Education Strategic Goals

## Where are we?

At the gate  
Starting the First Leg  
In the Second or Third Leg  
Journey Completed



Eliminate opportunity gaps between students by 2025.



Improve school and district performance by 2025.



Increase educator preparedness to meet the needs of every child by 2025.

# Overview of the SBE Strategic Dashboard Monitoring Tool

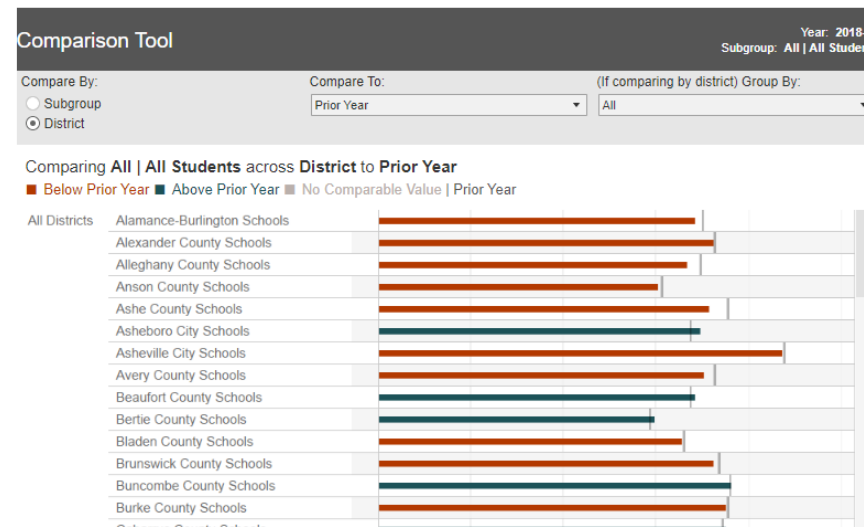
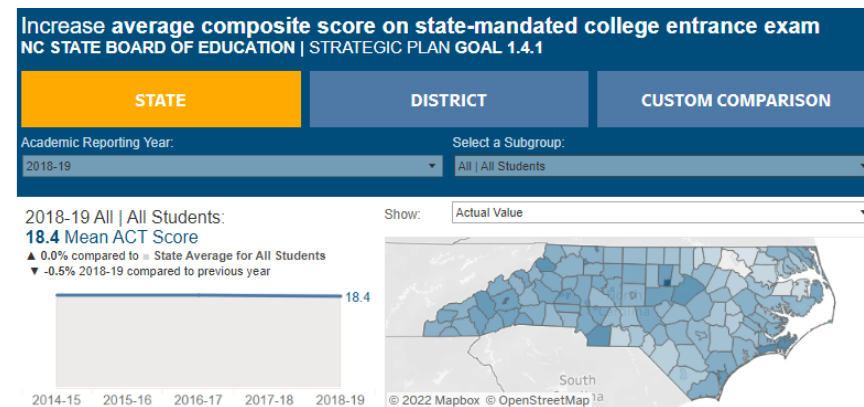
Jeni Corn, Director of Research and Evaluation, Office of Learning  
Recovery, NCDPI  
Dan Cohen-Vogel, Consultant, SBE



# SBE Strategic Dashboard Monitoring Tool

## Overview of Phase I

- Grounded in SBE Strategic Plan
- Purpose is to inform state and district policy, monitor progress
- Complements other tools
- Data from public sources, brought together to reflect Strategic Plan objectives
- Overview (landing) page
- Links to individual metric pages



# Overview / Landing page

## NC Strategic Dashboard Monitoring Tool

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### Opportunity, Performance, and Resources

This NC Strategic Dashboard Monitoring Tool displays information at the State, district and school level on educational opportunities, student performance, teacher qualifications, resource allocation and much more. You can use the Dashboard to review whether schools are making progress toward achieving the State's educational goals and priorities. In many cases, you can use the Dashboard to explore information about individual schools and particular subgroups of students, teachers or administrators at those schools. For example, you can use the Dashboard to discover how children like yours perform on State tests in a particular school and grade.



**OPPORTUNITY**

**PERFORMANCE**

**HUMAN RESOURCES**

Select a Year:  
2020-2021

[Click here for State Level](#)

North Carolina

[Click here for District Level](#)

<<--Select a District-->>

Select a Subgroup:  
All | All Students

[Click here for School Level](#)

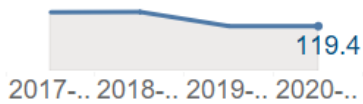
<<--Select a School-->>

## Goal 1: Eliminate Opportunity Gaps by 20..

### Objective 1- Decrease the number of exclusionary discipline practices by s..

#### In School Suspensions

(per 1000 Students)  
All | All Students



#### Short-Term Suspensions

(per 1000 Students)  
All | All Students



#### Long-Term Suspensions

(per 1000 Students)  
All | All Students



[Click here for detailed dashboard...](#)

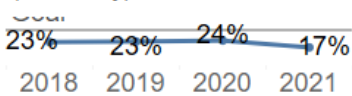
### Objective 2 - Improve school climate measures across all schools and gra..

Forthcoming...

### Objective 3- Increase percentage of 4-year old children enrolled in state P..

#### % 4-year old children enrolled in Pre-K

(State only)



#### Kindergarten Student Readiness

All Students (Subgroup data not available)  
\* Only School Level data available

[Click here for detailed dashboard...](#)

### Objective 4- Decrease the high school dropout rate

#### High School Dropout Rate

All Students (Subgroup data not available)



#### Average Composite Score on ACT

All | All Students



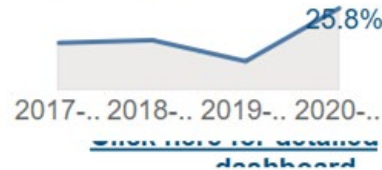
#### Early Postsecondary Opportunities

All | All Students  
\*Only specific subgroup data available

[Click here for detailed dashboard...](#)

#### Chronic Absenteeism

All | All Students



### Objective 5- Decrease number of students taking remedial courses in coll..

Forthcoming...

### Objective 6- Increase the number of educators of color in schools across ..

Forthcoming...

### Objective 7 - Increase the number of charter schools providing equitable a..

#### Percent of Economically Disadvantaged Students in Charter Schools



# Individual Metric pages

## Opportunity

- [Exclusionary Discipline Practices \(S.P. Objective 1.1\)](#)
- [Percentage of 4-Year-Old Children in Pre-K \(S.P. Objective 1.3\)](#)
- [Kindergarten Readiness](#)
- [High School Drop-Out Rate \(S.P. Objective 1.4\)](#)
- [Chronic Absenteeism](#)
- [ACT Composite Scores \(S.P. Objective 1.4.1\)](#)
- [Percentage of Students in Early Postsecondary Opportunities \(AP, IB, Dual Enrollment\) \(S.P. Objective 1.4.2\)](#)
- [Percentage of Charter School Students Who Are Economically Disadvantaged \(S.P. Objective 1.7\)](#)

## Performance

- [Percentage of Grades 3-8 Math and ELA Scores Meeting Federal Yearly Measures of Interim Progress \(S.P. Objective 2.2\)](#)
  - [Math](#)
  - [English Language Arts \(ELA\)](#)
- [Percentage of Students Proficient in Math \(S.P. Objective 2.3\)](#)
- [Percentage of Students Proficient in Reading by the End of 3rd Grade \(S.P. Objective 2.4\)](#)
- [Percentage of High School Reading Scores Meeting Federal Yearly Measures of Interim Progress \(S.P. Objective 2.5\)](#)
- [Percentage of Students Proficient in Science \(S.P. Objective 2.6\)](#)

## Human Resources

- [Teacher Mobility](#)
- [Teacher Effectiveness](#)
- [Beginning and Provisional Teachers](#)



State-level tab from science proficiency metric, in the Performance section

# Increase the percentage of students proficient in science by subgro..

**STATE**      **DISTRICT**      **CUSTOM COMPARISON**

Academic Reporting Year:  
2020-21

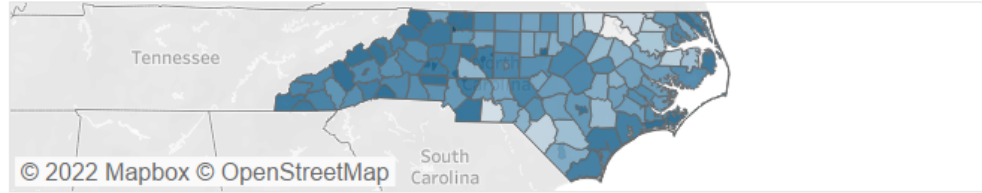
Select a Subgroup:  
All | All Students

2020-21 All | All Students:  
**62.2 % Students Proficient in Science**

▼ -17.6% 2020-21 compared to 20

2016-.. 2017-.. 2018-.. 2019-.. 2020-..

Sho.. Actual Value



\*if district data is not available, county will not show

## Comparison Tool

Year: 2020-21  
Subgroup: All | All Students

Compare By:  
 Subgroup  
 District

Compare To:  
State Average

(If comparing by district) Group By:  
All

Comparing **All | All Students** to other **Subgroup** to **State Average**

■ Below State Average ■ Above State Average ■ No Comparable Value | State Average



District-level tab from beginning/provisional teacher metric, in the Human Resources section

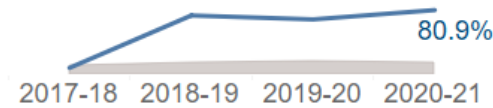
# Decrease beginning and provisional teacher percent..

STATE	<b>DISTRICT</b>	CUSTOM COMPARISON
Academic Reporting Year: 2020-21	Select a District: Alamance-Burlington Schools	

## Alamance-Burlington Schools Summary

**80.9%** Percent Beginning and Provisional Teachers

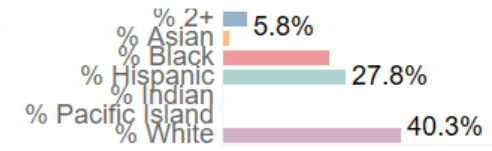
▲ 16.8% 2021 compared to 2020



**Overall Gender Breakdown**



**Overall Race/Ethnicity Breakdown**



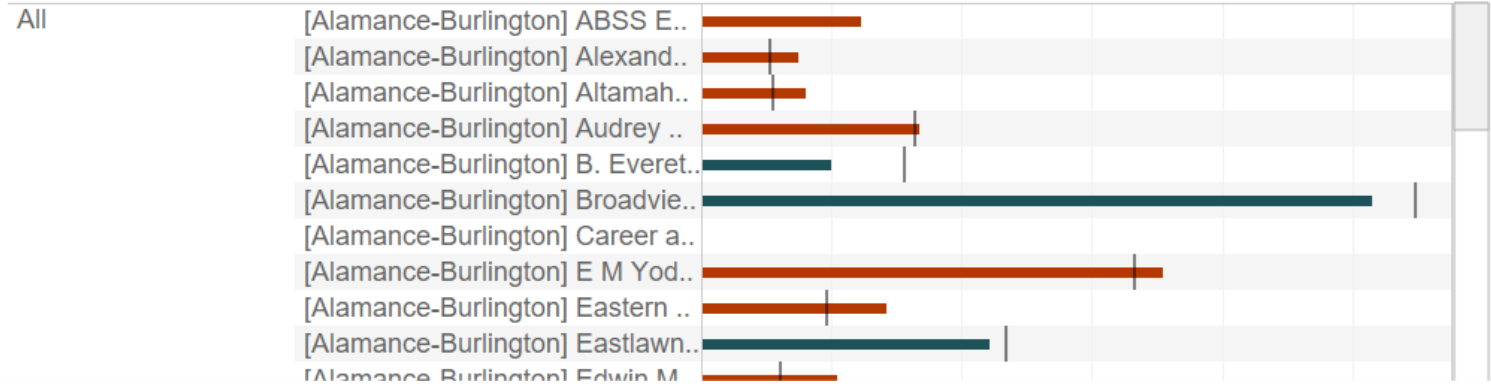
## District Comparison Tool

Compare By: <input checked="" type="radio"/> School	Compare To: Prior Year	Group by: All
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Comparing across **School** to **Prior Year**

■ Below Prior Year ■ Above Prior Year ■ No Comparable Value | Prior Year

Schools are formatted as "[District Name] School Name" below



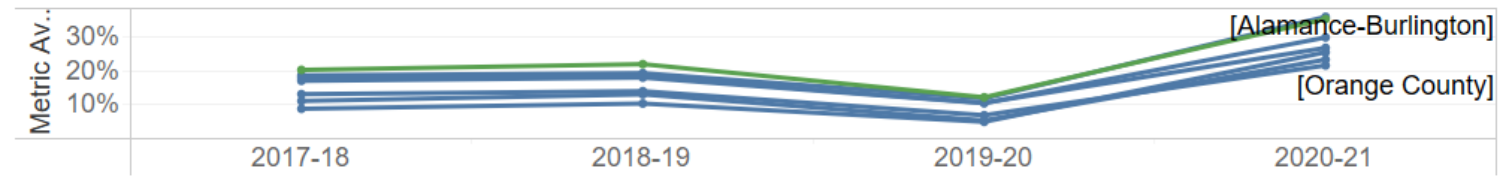
Custom Comparison tab from chronic absenteeism metric, in the Opportunity section

Step 1: Select the metric, district or school, and subgroup that you want to compare to other schools/..

Select a Subgroup: Gender | Male  
 Select a [District] or School: [Alamance-Burlington]  
 Select Comparison [Districts]/Sc..

Selected Info: #####  
 Comparison [Districts]/Schools selected  
 [Chatham County] [Davie County] [Durham Public]  
 [Guilford County] [Orange County] [Person County]

Chronic Absenteeism  
 [Alamance-Burlington] vs. Comparison [Districts]/Schools  
 Show comparison as:  
 Individual Schools/Districts



Comparing Selected School(s)/District(s) to [Alamance-Burlington] by Subgroup  
 ■ Above Comparison School/District ■ Below Comparison School/District ■ No Comparable Value  
 | [Alamance-Burlington]



# Perspectives on the Dashboard Purpose

“Purpose is to inform state and district policy, monitor progress...”

## **At your tables discuss and report out:**

1. Is the stated purpose of the SBE dashboards clear?
2. Are there suggestions for refining that purpose?
3. With that purpose, who are (or ought to be) the target users of this set of data tools?

# Break



# SBE Strategic Dashboard Monitoring Tool

## Welcome to Phase II!!

Considerations for revisions, alignment, use cases, reporting requirements, stakeholder needs, next steps.

At your tables, review and discussion data reflection documents:

- Data discussion summary from the August work session
- Data requirements for annual reporting



# Data Summaries and Reflections

## Small group data discussion:

1. What do you notice from the data summaries?
2. Do some elements seem more critical than others?
3. What informs the data elements included in the dashboard?

### SBE Planning and Work Session Aug 2022 - Standard Disaggregation of Data Session

#### Guiding Discussion Questions:

- Why do we disaggregate data?
- What are your top categories for disaggregation for students and educators?
- How will standard disaggregation categories influence and inform our work going forward?

Potential Data Sources for Student, Educator, and Family Outcomes	Characteristics of interest	Contextual factors
<b>Students</b> <ul style="list-style-type: none"> <li>• ACT</li> <li>• AP</li> <li>• Attendance</li> <li>• Career &amp; College Promise</li> <li>• Cohort Graduation Rates</li> <li>• Course Taking Patterns</li> <li>• Credits Earned</li> <li>• CTE Concentrators</li> <li>• Discipline</li> <li>• Dual Enrollment</li> <li>• Early literacy assessment</li> </ul>	<b>Students</b> Race/Ethnicity: <ul style="list-style-type: none"> <li>• American Indian/Alaskan Native</li> <li>• Asian</li> <li>• Black</li> <li>• Hispanic/Latino</li> <li>• Native Hawaiian or Pacific Islander</li> <li>• Two or More Races</li> <li>• White</li> </ul> Sex:	PSU-Level: <ul style="list-style-type: none"> <li>• ADM</li> <li>• Locale (population density)</li> <li>• Low Performing</li> <li>• Low Wealth Designation</li> <li>• SBE Region</li> <li>• Tier Designation</li> <li>• Workforce/Community Partnerships</li> </ul> School-Level:

	SBE Committee	Report Title	Report Date (Presented)	Student-Level Disaggregation				
				Grade Level OR age	Subject Area	Race/Ethnicity	Sex	Disability
3	EICS	Charter Schools Annual Report	June 2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	EICS	NC Access Annual Report*	August 2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	SLA	Education Oversight Committee (JLEOC): Career and College Ready Graduate Program	September 2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	SLA	2020-21 Fifth Grade Career Awareness Program	September 2021	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	SLA	Educational Performance of Children with Disabilities	September 2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	SLA	Read to Achieve Data Report	October 2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



# Perspectives on the data elements in the SBE Dashboard

Review of [Summary of Metrics](#)





# Data Focus Activity

# State Board of Education Goals, Objectives and Components:

Objectives and components that are already operationalized through available data and commonly used metrics

Objectives and components that are quantifiable and, at least in part, can be operationalized through data with some work to define the appropriate data and metrics

Objectives and components that are not easily quantified and for which data do not appear to be available



# Perspectives on the data elements in the SBE Dashboard

## Whole Group Activity: **Green-Yellow-Red**

1. Are there items that, if rephrased/reframed, could be better operationalized with available data sources?
2. For yellow or green items, are there data sources that you think are most appropriate or that might be added (in the case of green, in particular) to enhance understanding of the issue?
3. For red items, how should the SBE deal with them? Should there be items that are identified as aspirational or conceptual priorities? Should there be items that do not have metrics, but instead have evidences of implementation from schools and/or districts across the state?
4. What other observations, concerns, or questions do you have about these objectives and components and the data that inform us about their progress?

# SBE Strategic Dashboard Monitoring Tool

## Next Steps for Phase II

- Engage internal working group of NCDPI Leaders and PSU Advisors to inform:
  - potential revisions
  - data insights and metric definitions
  - alignment with other resources and reporting standards
  - use cases
  - dissemination plan
  - plan for tracking recovery
  - new data sources
- Bring proposed revisions back to SBE

# SBE Strategic Dashboard Monitoring Tool

## Next Steps for Phase II

- Review Strategies to Move the Work Forward
  - Advocacy
  - Legislation
  - Policies
  - Practices
  - Data Usage



# Explore Other Dashboards

- [NCDPI Accountability Dashboard \\*NEW\\*](#)
- [NCDPI EPP Dashboard](#)
- [NCDPI FBS Allotment and Expenditure Data Visualization](#)
- [NC Teacher Working Conditions](#)
- [NC School Report Cards](#)
- [myFutureNC Dashboard and County Profiles](#)
- [NC Chamber Education Index](#)
- [NCPRO Dashboard](#)
- [Best NC Facts and Figures](#)
- [NC Tower](#)
- [NC Early Childhood Dashboard](#)

