



Golden LEAF Schools Initiative

January 8, 2025

NCDPI Project Leadership Team

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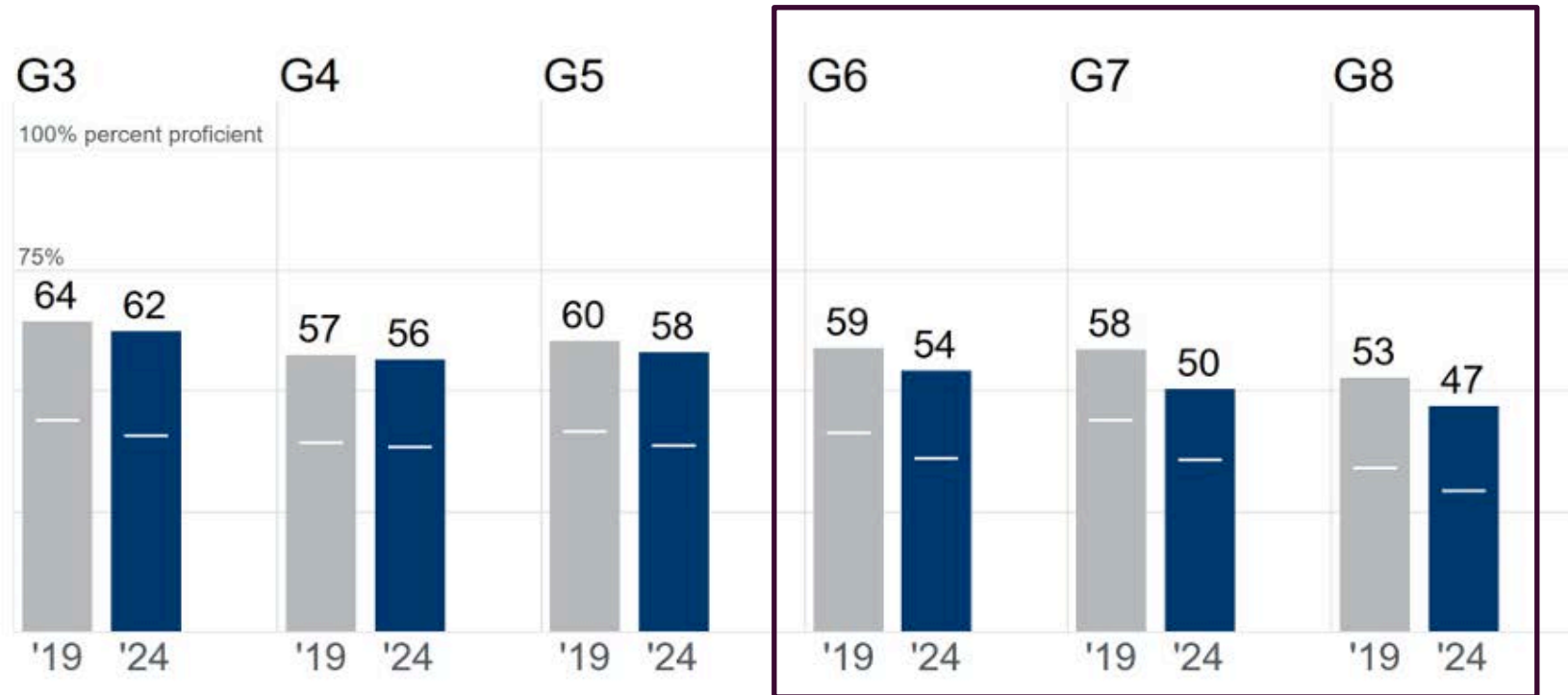
The Need: Middle School

PRE-PANDEMIC COMPARISON

[Chart](#) | [Table](#)

End-of-Grade Mathematics

Percentage proficient by grade, 2019 and 2024.



September 2024
Presentation to the SBE.



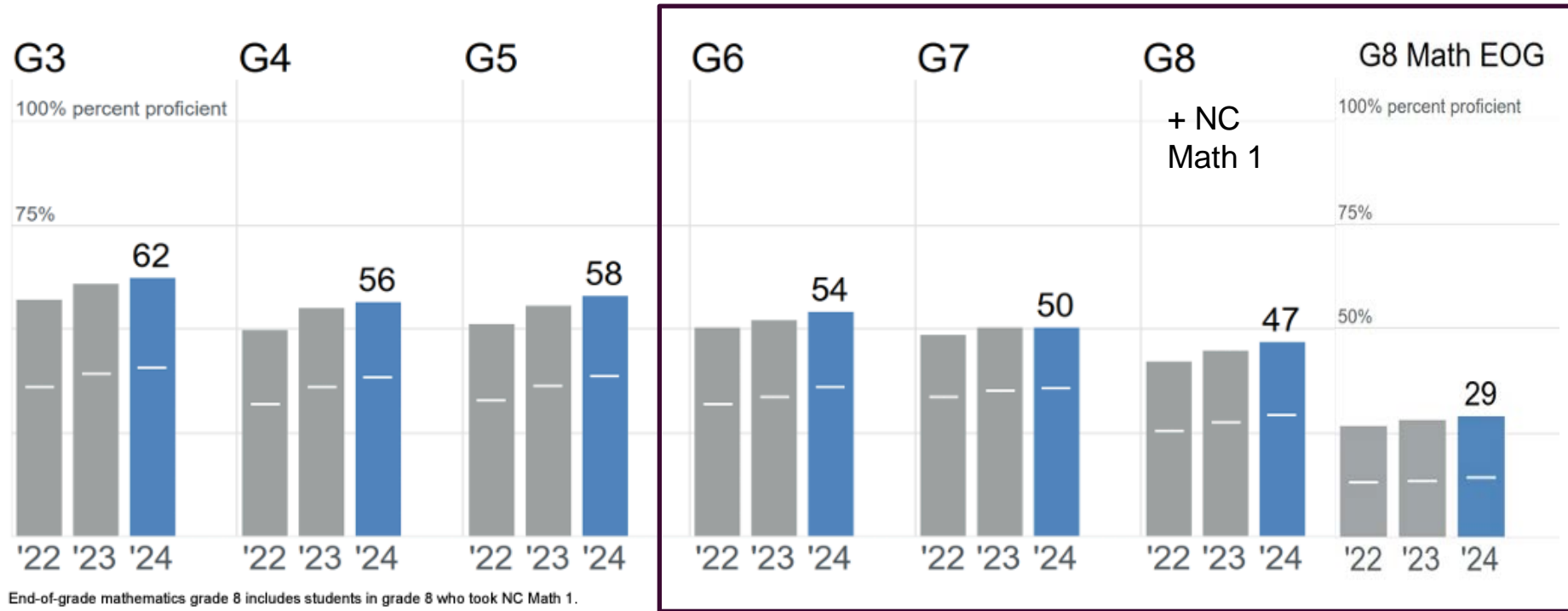
The Need: Middle School

TESTING

[Chart](#) | [Table](#)

End-of-Grade Mathematics

Percentage of students proficient by grade and year

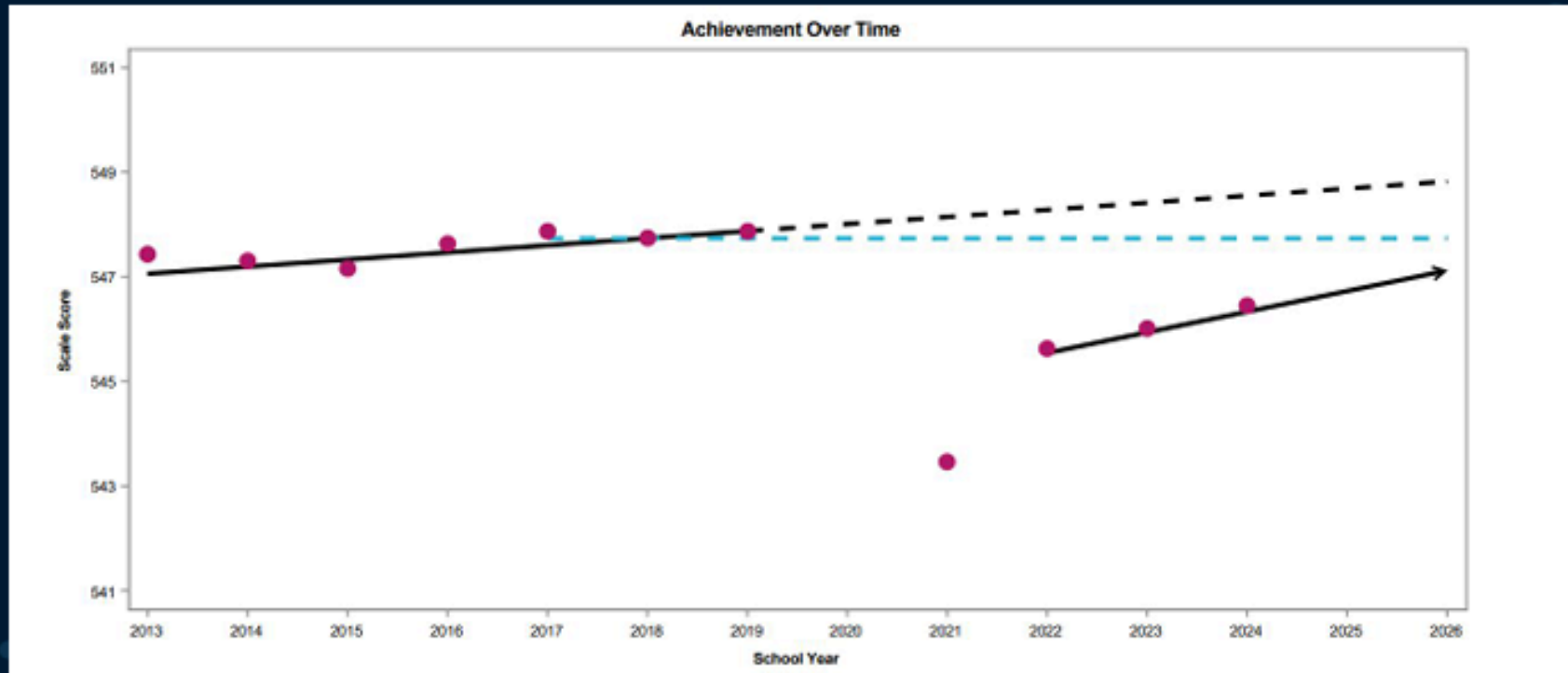


September 2024
Presentation to the SBE.



The Need: Middle School

EOG Math Grade 6



Note: The math scale changed in 2019.

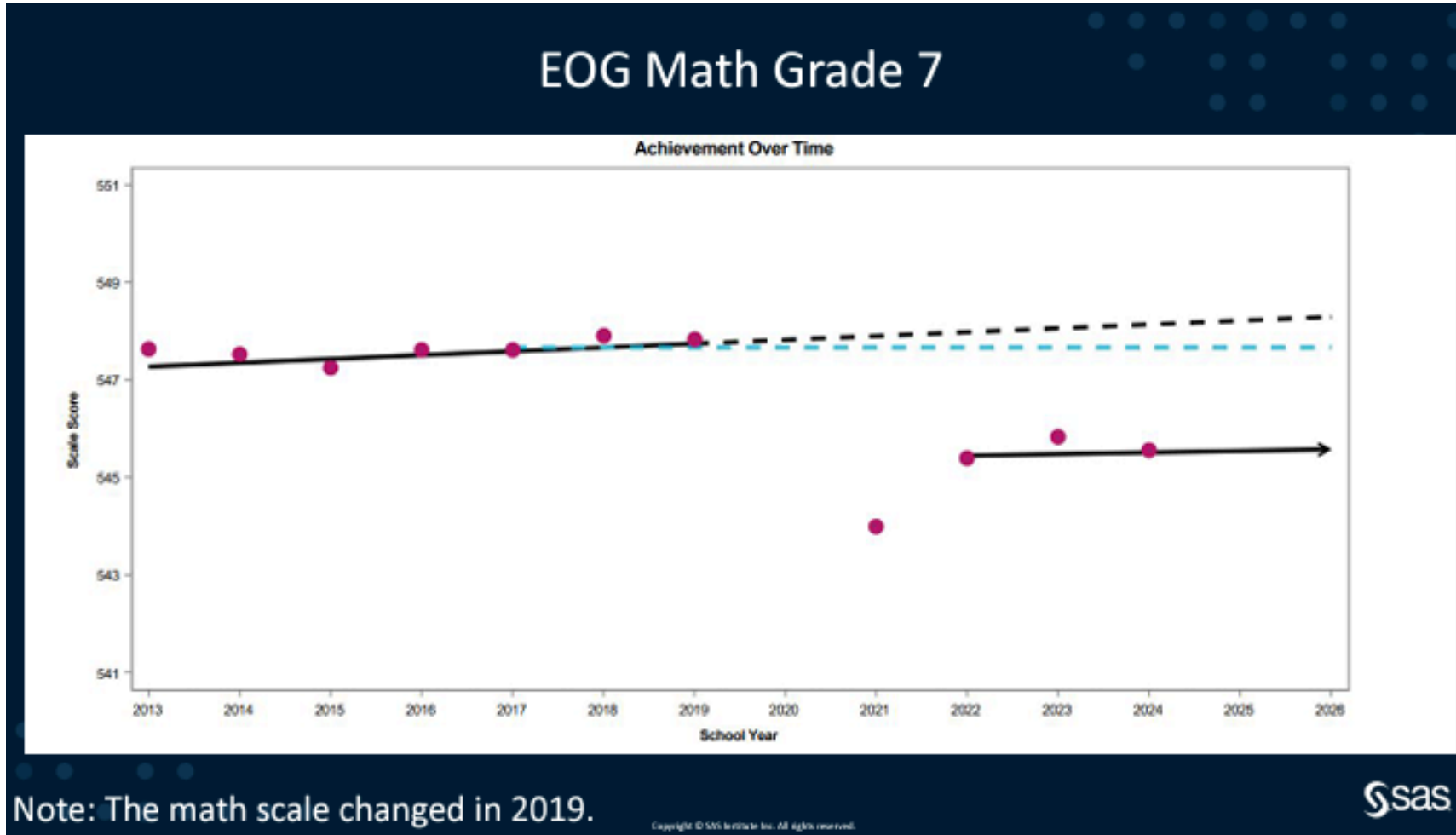
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December 2024
Presentation to the SBE.



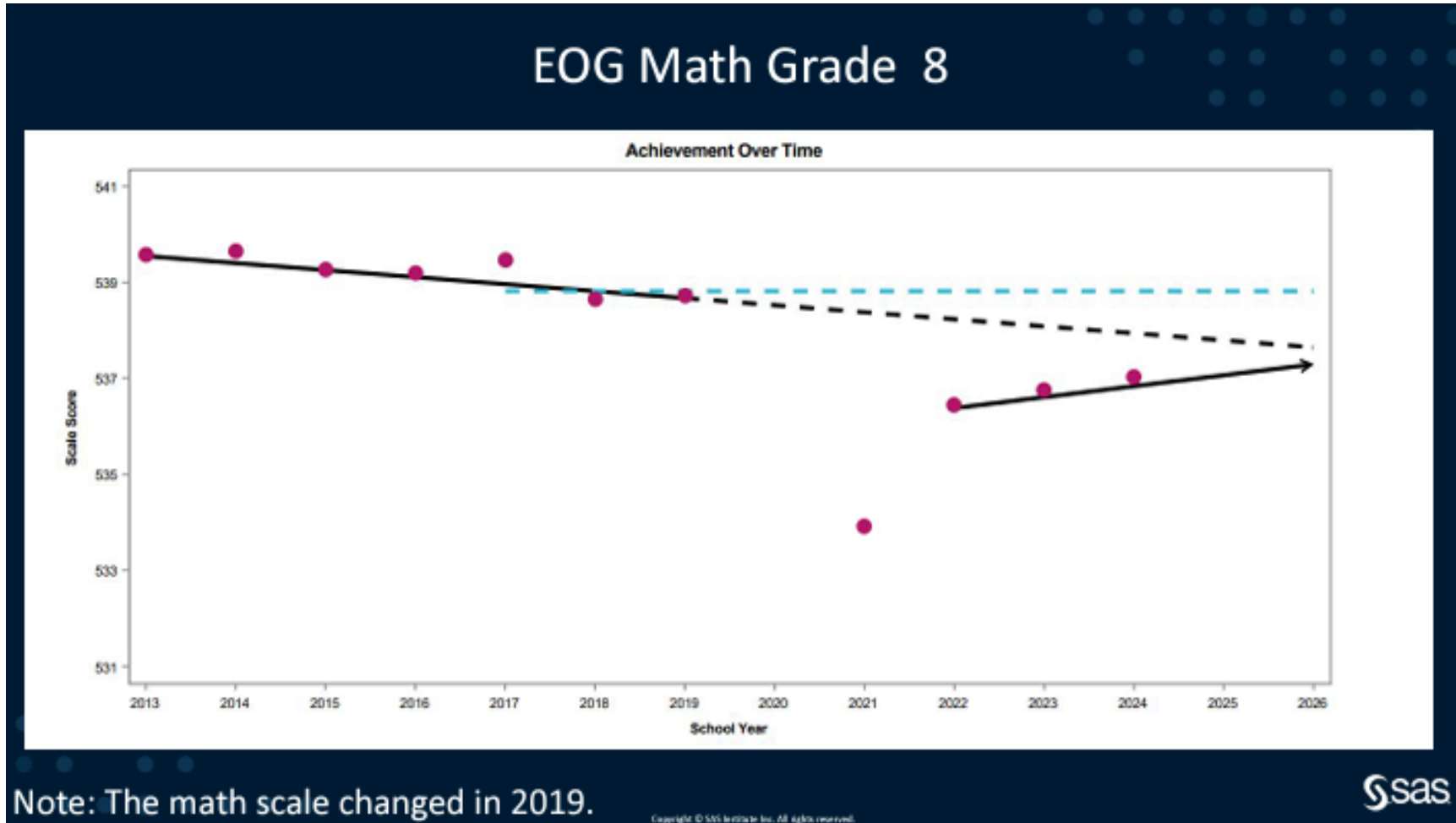
The Need: Middle School



December 2024
Presentation to the SBE.



The Need: Middle School



December 2024
Presentation to the SBE.



Golden LEAF Schools

OVERARCHING GOAL:

Educational innovation across a **network of schools** in North Carolina, aligning with the Golden LEAF's core priorities while spearheading a **paradigm shift in educational excellence.**

Introduce a **pioneering turnaround school approach** centered on the High Reliability Schools (HRS) model, a national transformative framework **designed to revolutionize educational environments.** With this framework at its core, additional emphasis is placed on providing wrap around resources to educators at all levels within the school and **focus on mathematics and career development opportunities for students.**



Golden LEAF Schools Cohorts

Focus: Middle Schools (LEAs) in Tier 1 or Tier 2 rural counties.

Transformative Schools (TS) Cohort

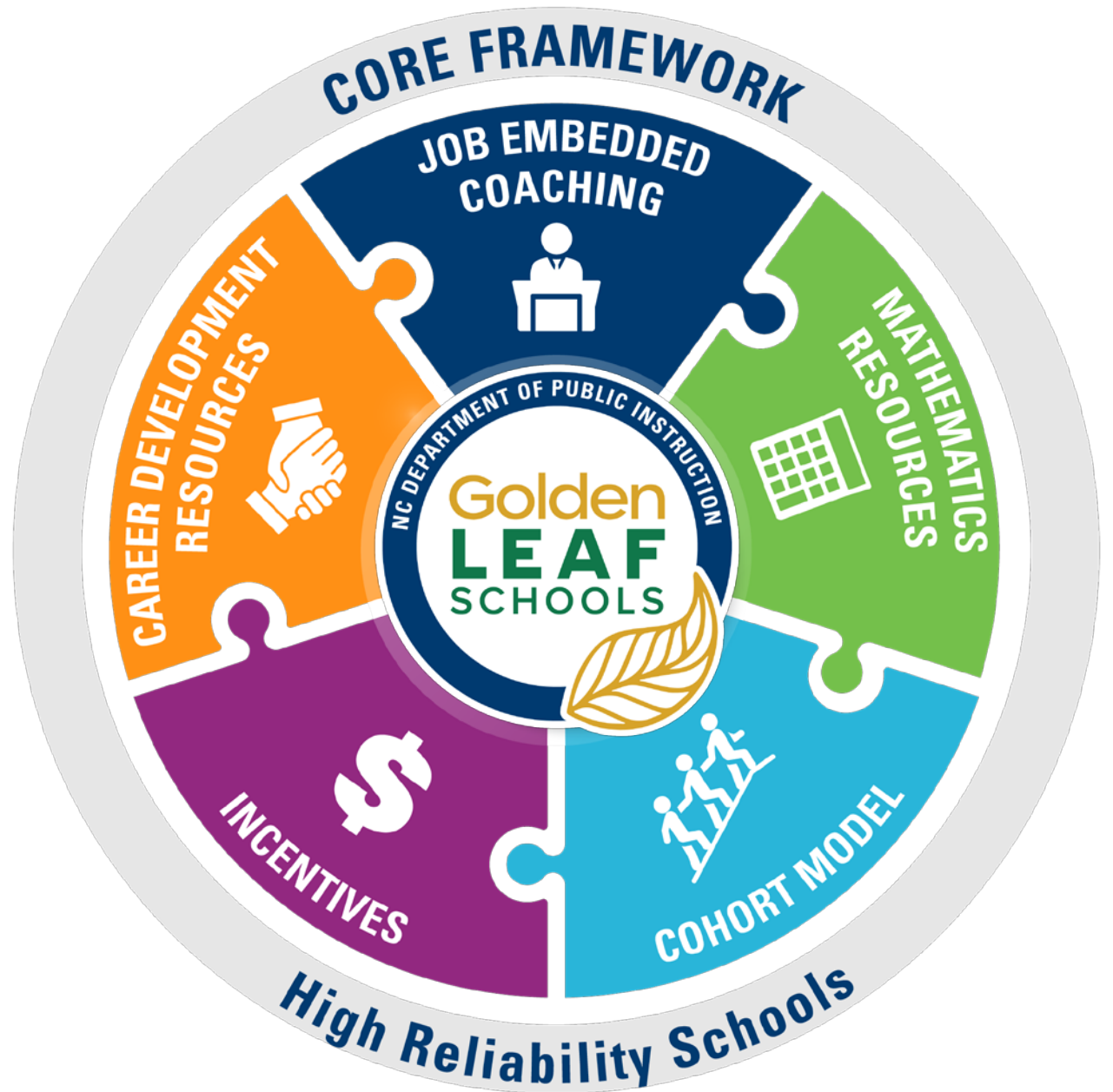
- A cohort of 10 low-performing schools.
- Focus on school turnaround, mathematics instruction, and career development.

Personalized, Competency-based Education (PCBE) Cohort

- A cohort of 10 non-low-performing schools.
- Focus is on moving towards standards-based grading and components of competency-based education (CBE).



Golden LEAF Schools Initiative





Key Component 1:

Core Framework Resources



Core Framework

The High Reliability Schools (HRS) model, structured across five progressive levels, represents an innovative approach to school improvement and best practices in pedagogy and instruction.



Focus on Improvement



Implement programs and practices to begin the improvement process.



Define local indicators and collect data to monitor progress.



Meet the requirements for each local indicator.



Key Component 1: Core Framework HRS Resources

Embedded Coaching

- 18 days of coaching per year

Resource Bank

- Annual Coaching Academy
- Handbooks, printed resources, online toolkit

Professional Development

- Annual attendance at the National Summit
- Six PD days tailored to Core Framework Level

Network Experience

- 5-year professional development plan to certify at each HRS level
- 3, two-day professional development sessions with other selected schools





Key Component 2: Leveled & Targeted Coaching



Key Component 2: Leveled & Targeted Coaching

1. Leadership Coach – DPI Staff

- Provide **job-embedded and just-in-time** support to school principals and district leaders on all aspects of school improvement

2. Math Coach/Facilitator – DPI Staff

- Provide support to **school leaders, instructional leaders, and teachers** to ensure that mathematics is taught and assessed properly.

3. Formative Assessment Coach – DPI Staff

- Design and/or monitoring of **all common formative assessments.**





Key Component 3:

Mathematics Resources & Support



Key Component 3: Mathematics Resources & Support

1. Common Math Curriculum (Open Up)

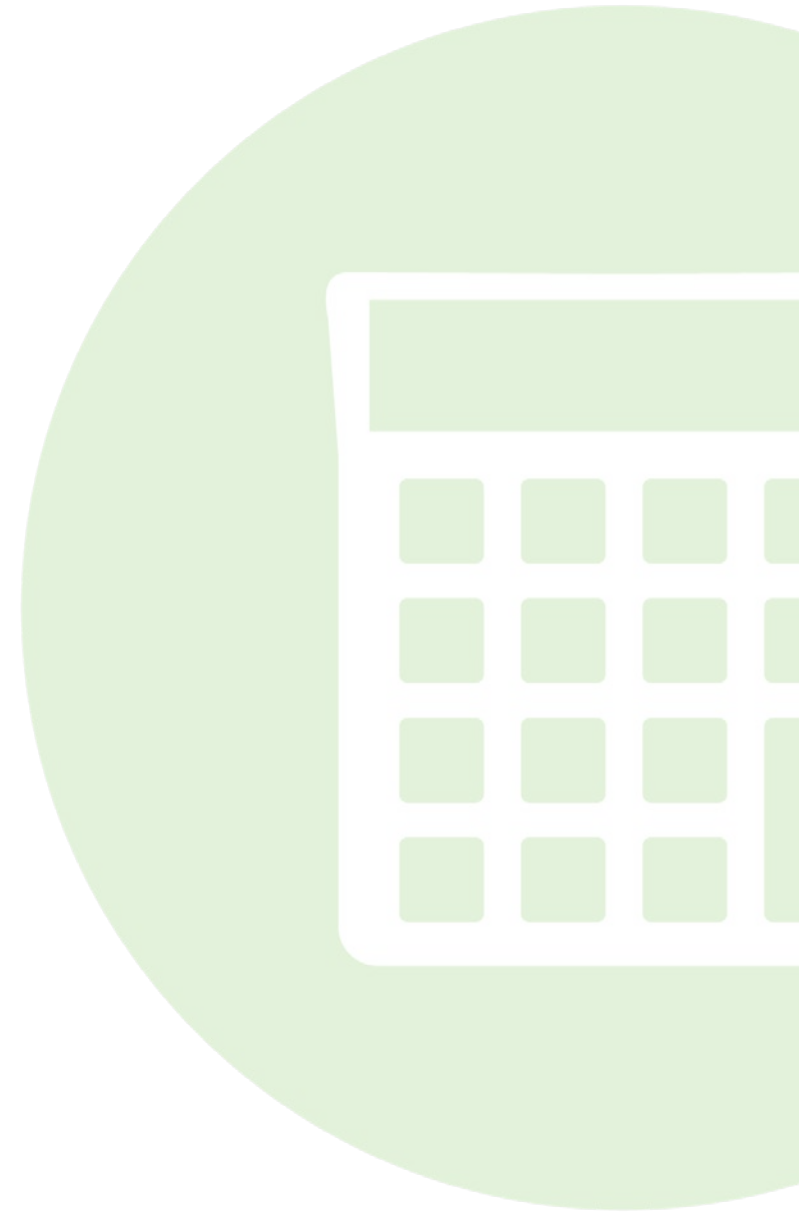
- A comprehensive, problem-based 6-8 Math Curriculum aligned to the latest **NC State Standards**.

2. Common Math Formative Assessment

- Formative assessment tool that supports **pre-unit, mid-unit, end-unit, and performance task assessment opportunities** for teachers and students.

3. Khanmigo Online Tutoring Platform

- Innovative online tool that provides access to tutoring and lesson planning.





Key Component 4:

Career Development



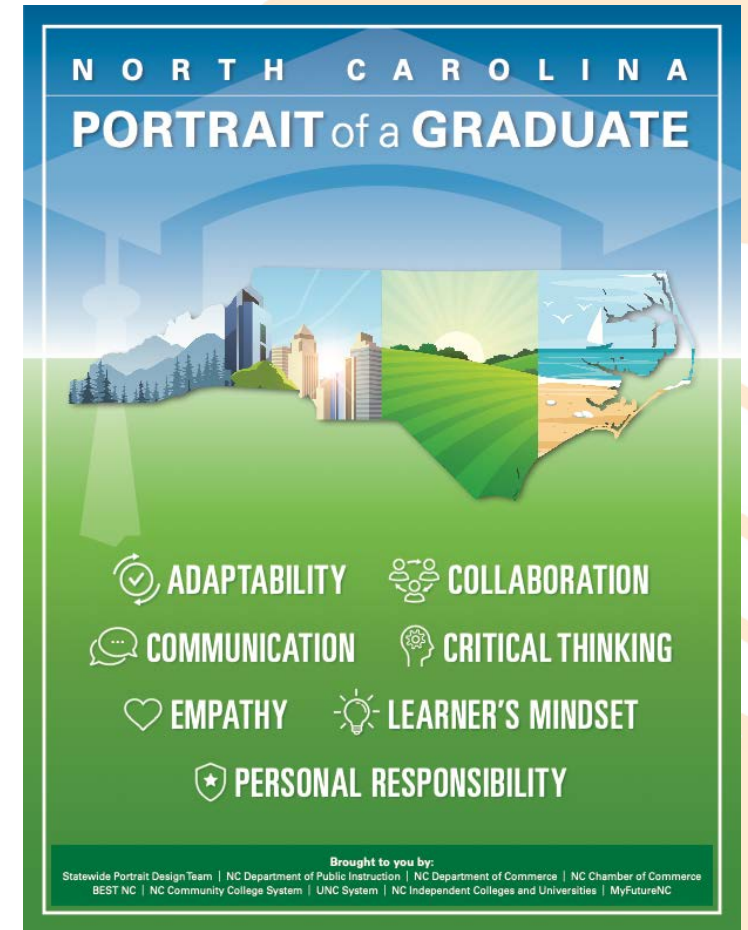
Key Component 4: Career Development

1. Career Development Resources

- Career Development Platform
- Career Development Training Program

2. Portrait of Graduate Resources

- **Portrait of a Graduate Training:** Customized professional development for educators to incorporate POG durable skills into lesson planning





Key Component 5:

Participation Incentives



Key Component 5: Participation Incentives

1. Travel Funds to “Go & See”
2. Substitute Costs
3. Teacher Stipend for Professional Development
4. Principal Retention Bonus
5. Principal Performance Bonus





Key Component 6:

Cohort Model





Cohort Model

10

Transformative Schools (TS) Cohort

10

Personalized, Competency-based Education (PCBE) Cohort

KEY COMPONENT	COHORT 1 <i>TS Cohort</i>	COHORT 2 <i>PCBE Cohort</i>
Component 1: Marzano's High Reliability Schools Resources		
Resource Bank	✓	✓
Annual Professional Development	✓	✓
Embedded Coaching on HRS Framework	✓ *2 Days Per Month	✓ *6 Days Per Year
Access to Network Events and Resources	✓	✓
Access to Common Math Proficiency Scales	✓	✓
Component 2: Leveled Coaching		
Leadership Coach	✓	
Math Coach/Facilitator	✓	
Formative Assessment Coach	✓	
Component 3: Math Resources		
Common Math Formative Assessment	✓	
Common Math Curriculum	✓	
Khanmigo Platform	✓	
Component 4: Career Development		
Career Development Resources	✓	
Portrait of a Graduate Resources	✓	✓
Component 5: Participation Incentives		
Travel Funds for Exploration of Best Practices	✓	✓
Substitute Costs for Training	✓	✓
Teacher Stipends for Training	✓	✓
Principal Progressive Retention Stipends	✓	
Principal Performance Bonus	✓	

Golden LEAF Schools Initiative

FUNDING KEY COMPONENTS:



Core Framework: High Reliability Schools (HRS) Resources

Funding: \$10.9M



Job Embedded Coaching

Funding: \$2M



Mathematics Resources

Funding: \$2.5M



Career Development Resources

Funding: \$400K



Participation Incentives

Funding: \$3.9M



Cohort Model

Funding: \$1.8M

***Approximate Five-Year Costs**



Setting Rigorous and Reasonable Academic Expectations for Turnaround Schools

Increase % of Students on Passing Grade-Level Exams

- Build a progressive metric for student success for each school
- Target 3-5% annual gains
- Exit "low performing" status

Increase % of Students Making One Year of Expected Growth

- Meet or Exceed Expected Growth each year, per overall EVAAS Growth Index



Setting Rigorous and Reasonable Workforce Readiness Expectations for Turnaround Schools

Teachers

- Make explicit connections between math and careers
- Embed Portrait of a Graduate (PoG) durable skills throughout their curriculum

Students

- Increase awareness of career paths
- Build durable skill essential for success
- Take more courses aligned to careers
- Earn credentials of value for employability

Initiative Outcomes

- Increase the number of qualified individuals with skills aligned to current and future needs of NC businesses
- Prepare Students with the technical and life skills necessary to enter the workforce



Criteria for School Selection



Transformative Schools (TS Cohort)

- Persistent Tier 1 or 2 Economic Status
- District is in a rural county
- Low performing middle school
- At least 1 certified math teacher per grade level at the beginning of the 2025 school year
- Teacher vacancy rate in Math is not greater than 50% at the beginning of the 2025 school year

Leadership

- Strong commitment from superintendent and principal
- Principal at identified school should meet the following criteria:
 - At least 3 years of experience as a principal
 - Has met or exceeded expected growth at least 50% of their time as principal in North Carolina
 - Experience working in a low performing school and implementing 'turnaround school efforts including as a teacher, lead teacher, assistant principal, or principal
 - Must commit for the duration of the initiative



Criteria for School Selection



Personalized, Competency-Based Education Cohort (PCBE Cohort)

- Persistent Tier 1 or 2 Economic Status
- District is in a rural county
- Middle school
- Demonstrates readiness to begin at a level 3 on the HRS Progression

Leadership

- Strong commitment from superintendent and principal
- Principal at identified school should meet the following criteria:
 - 3 years of principal experience (preferred)
 - Must commit for the duration of the initiative



Golden LEAF Schools Evaluation

TWO-TIERED APPROACH:

1

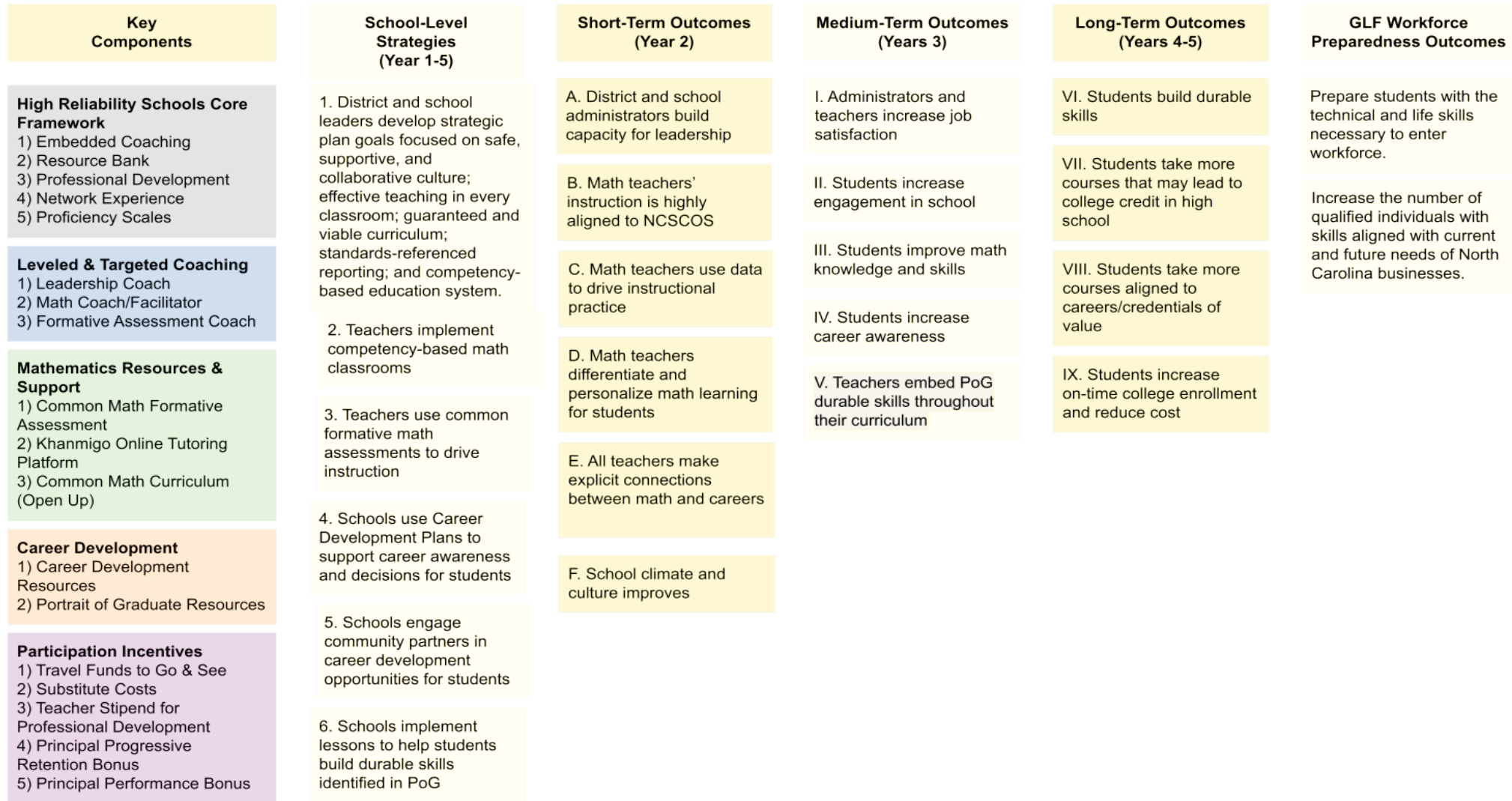
Conduct a rigorous statewide evaluation of the implementation and impact of Golden LEAF Schools supported by dedicated qualitative and quantitative research staff at NCDPI.

2

Build local evaluation capacity by pairing participating districts with NC-based public and private university faculty as part of a research-practice partnership in the NC Practitioners Network.



Golden LEAF Schools Logic Model



Golden LEAF's mission is to increase economic opportunity in North Carolina's rural, tobacco-dependent, and economically distressed communities through leadership in grantmaking, collaboration, innovation, and stewardship as an independent and perpetual foundation.

Golden LEAF Schools Request for Proposals



Request for Proposal (RFP) Overview

- The purpose of this initiative is to drive educational innovation using a transformative framework designed to revolutionize school improvement and educational excellence across a network of 20 rural schools in persistent Tier 1 or Tier 2 counties.
 - All applications must identify a district-level "implementation coordinator."
 - Superintendent, principal, and district implementation coordinator will be required to participate in an interview if selected for Tier 2 review.
- \$1,696,077 of resources over 5 years for the Transformative Schools (TS) Cohort
- \$381,150 of resources over 5 years for the Personalized, Competency-based Education (PCBE) Cohort



Project Activities	Year 0 (24-25)	Year 1 (25-26)	Year 2 (26-27)	Year 3 (27-28)	Year 4 (28-29)	Year 5 (29-30)
Hire Grant Staff, Recruit and Select Schools, Set Benchmarks and Targets, Refine Evaluation Plan, Establish Contracts and Agreements						
Golden LEAF Schools Convening						
Focus: Developing a Safe, Supportive, and Collaborative Culture						
Focus: Ensuring Effective Teaching in Every Classroom						
Focus: Developing a Guaranteed and Viable Curriculum						
Focus: Implementing Formative Assessments and Standards-Referenced Reporting Resources						
Focus: Developing a Competency-Based Education System						
Job Embedded Coaching: Leveled and Targeted Coaching for Leadership, Mathematics, and Formative Assessment						
Mathematics Resources						
Career Development Resources						
Participation Incentives						
Cohort Model: PCBE and TS Cohorts						



Support

Initiative Overview and Support Sessions

Date and Time	Topic
January 14, 2025 10 a.m.-11 a.m.	Overview of the Golden LEAF Schools Initiative
January 15, 2025 1 p.m.- 2 p.m.	Overview of the Golden LEAF Schools Initiative
January 21, 2025 10 a.m.-11 a.m.	Completing the Application: Transformative Schools (TS) Cohort
January 22, 2025 1 p.m.- 2 p.m.	Completing the Application: Personalized, Competency-based Education (PCBE) Cohort
January 28, 2025 10 a.m.-11 a.m.	Completing the Application: Personalized, Competency-based Education (PCBE) Cohort
January 29, 2025 1 p.m.- 2 p.m.	Completing the Application: Transformative Schools (TS) Cohort



Support

Initiative Overview and Support Sessions	
Date and Time	Topic
February 11, 2025 1 p.m.- 2 p.m.	Completing the Application: Transformative Schools (TS) Cohort
February 12, 2025 10 a.m.- 11 a.m.	Completing the Application: Personalized, Competency-based Education (PCBE) Cohort
February 25, 2025 1 p.m.- 2 p.m.	Completing the Application: Personalized, Competency-based Education (PCBE) Cohort
February 26, 2025 10 a.m.-11 a.m.	Completing the Application: Transformative Schools (TS) Cohort
January and February TBD	Learn about Marzano's HRS Framework



Golden LEAF Schools (GLS) Timeline

GLS RFP SBE Approval	January 9, 2025
GLS Application Submissions are Open	January 13, 2025
GLS Application Submissions Close	March 21, 2025
Tier 1 Review	March 24- April 11, 2025
Tier 2 Review [Interviews]	April 17- May 2, 2025
Tier 3 Review	May 6, 2025
SBE Approval of Selected Schools	June 5, 2025



On the Horizon

- NC will have a **new, evidence-based model** for turning around low performing schools
- Schools and districts in distressed counties will be a:
 - Model for **innovation and success**
 - **Catalyst for change** in their communities
- Students will be prepared academically and technically, with skills and knowledge **aligned to the future needs of North Carolina employers.**
- Students are experiencing career opportunities through course offerings and career development planning so they can enter high school more prepared to pursue the **postsecondary plan of their choice.**



Questions

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