



# **North Carolina State Board of Education Strategic Planning Committee**

## **Follow-Up: November Bi-Annual Planning and Work Session Feedback and Next Steps**

**January 4, 2023**

# North Carolina State Board of Education (SBE) Strategic Goal Review



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.

# Today's Agenda

Review feedback from the November Bi-Annual Planning and Work Session



Provide next steps for the NCDPI Work Group



Discuss assumptions regarding the North Carolina State Board of Education Strategic Goals, Objectives and Components

# Review of feedback during the November Bi-Annual Planning and Work Session

**Goal 1 - Goal I-Eliminate opportunity gaps by 2025**  
**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**

- **Objective 1-Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)**
- **Comments:**
  - Provide resources for alternatives to disciplinary consequences
  - Provide training to teachers and administrators
  - Define disruptive behaviors

## **Goal 1 - Goal I-Eliminate opportunity gaps by 2025**

**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**

- **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**
- **No comments provided**

## Goal 1 - Goal I-Eliminate opportunity gaps by 2025

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

- **Objective 3-Increase percentage of 4-year-old children enrolled in state Pre-K from 22% to 34% (above the current national average)**
- **Comments:**
  - Consider changing to “increase the education of parents regarding opportunities”
  - Which data can show this increase?

## Goal 1 - Goal I-Eliminate opportunity gaps by 2025

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

- **Objective 4-Decrease the high school dropout rate for each subgroup**
  - Comment:
    - How does discipline data play into this item?
- **Component 2-Increase access, readiness, and attainment of early postsecondary opportunities (EPSOs), such as AP, IB, CTE, dual credit/enrollment, work-based learning, apprenticeships**
  - Comment:
    - What is the readiness data?



## **Goal II-Improve school and district performance by 2025**

**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**

- **Objective 1-Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies**
- **Comment:**
  - Review and assess laws and policies governing resource allocations to determine impact of school and district performance

## **Goal II-Improve school and district performance by 2025**

**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**

- **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**
- **Comment:**
  - **Delete Component 1 for redundancy**

## Goal II-Improve school and district performance by 2025

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

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

## Goal II-Improve school and district performance by 2025

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

- **Objective 9-Increase the number of qualified and well-prepared principals in every school**
- **Comment:**
  - Increase the number of effective principals based on test data, schoolwide data, and other multiple measures

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

- **Objective 2-Increase the number of mentors available to beginning educators**
- **Comment:**
  - How do we define mentor? Districts have mentor data. What does this tell us? What do we do about it?

## **Goal I-Eliminate opportunity gaps by 2025**

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

- **Component 1-Increase average composite score on state-mandated college entrance exam**
  - **Objective 5-(Inactive)**
  - **Decrease number of students taking remedial courses in college**
  - **Objective 6-Increase the number of educators of color in schools across North Carolina**
- **No comments provided**

**Goal III-Increase educator preparedness to meet the needs of every student by 2025  
Objectives and components that are not easily quantified and for which data do not  
appear to be available**

- **Objective 1-Increase the number of culturally relevant, equity-focused resources for educators**
- Comment:
  - This is conceptual
- **Objective 3-Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice**
- Comment:
  - This is aspirational: geography can limit this; therefore, an equity issue for districts
- **Objective 4-Increase opportunities for educator engagement inside and outside of school**
- Comment:
  - How do we define this? What is the purpose of the engagement?

# Goal of NCDPI Work Group

- To help inform next steps to gather input on the SBE Dashboard Phase II
- To provide feedback that includes data elements, data availability, use cases, priorities, and dissemination



# Purpose of this work:

- To inform changes to the SBE's Strategic Plan Objectives and Components.
- To connect components of the Comprehensive Remedial Plan with the metrics of the SBE's dashboard.
- To inform the improvement and dissemination of the SBE's dashboard.

NCDPI Workgroup Members	NCDPI Offices
Sneha Shah Coltrane	Office of Advanced learning & Gifted Education
Jeni Corn	Office of Learning Recovery & Acceleration
Diane Dulaney	Office of Data, Reporting & Privacy
K.C. Elander	Office of Data, Reporting & Privacy
Ellen Essick	Office of Academic Standards
Karen Fairley	Office of Center for Safer Schools
Julie Garber	Office of District & Regional Support
Lynn Harvey	Office of District Operations
Tammy Howard	Office of Accountability & Testing
Cynthia Martin	Office of District & Regional Support
Ashley McBride	Office of Digital Teaching & Learning
Amy Powell Moman	Office of Data, Reporting & Privacy
Mark Samburg	Office of Technology Services
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Susanne Schmal	Office of Academic Standards
Andrew Sioberg	Office of Licensure and Educator Preparation
Curtis Sonneman	Office of Accountability & Testing
Les Spell	Office of Academic Standards
Tom Tomberlin	Office of Licensure and Educator Preparation

# Guiding Principles to Consider

Considerations include, but are not limited to:

- The ability to disaggregate by subgroups, geography etc.
- The limitations of the existing data (e.g., for representing subgroups, units of analysis)
- The rephrasing of objectives and components to align with available data and/or relevant processes (How can we better measure and track these elements?)
- The other data elements that may be more relevant and available.

# Immediate Next steps

- SBE January meeting – Provide feedback from the November Bi-Annual Planning and Work Session
- January 2023 - Next NCDPI Workgroup meeting - More input is needed on the objectives and metrics
  - January 2023 - Organize input from NCDPI Workgroup and circulate a draft February presentation to include a set of recommendations
  - January 2023 – Determine whether or how to disaggregate the data and discuss feedback from PSUs, approaches to dissemination & other dashboard considerations

# North Carolina State Board of Education Strategic Goals, Objectives and Components

Purposes and audience(s) for the SBE dashboard, include, but are not limited to:

- To provide the SBE, local school boards and other local, state and district policy makers with a tool to identify and track SBE priorities.
- To provide metrics that align with the SBE's Comprehensive Remedial Plan
- To review whether PSUs are making progress toward achieving the SBE's educational goals and priorities
- To inform decisions and problem solving about the performance of and the conditions in North Carolina schools
- To identify opportunities to collaborate and bring together similar/related reporting where the dimensions of analysis and target audiences can be aligned.

# North Carolina State Board of Education Strategic Goals, Objectives and Components

The SBE dashboard does not:

- Track organizational performance
- Suggest any direct or indirect links to SBE policies
- Provide any analysis of the metrics

# Strategic Goal Review



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# Questions

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