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Rationale for project: A clear need for assistance to evolve

Increased demand from school districts and schools for more and different types of support from the state

Growing number of school districts and schools classified by state and federal criteria as “needing improvement”

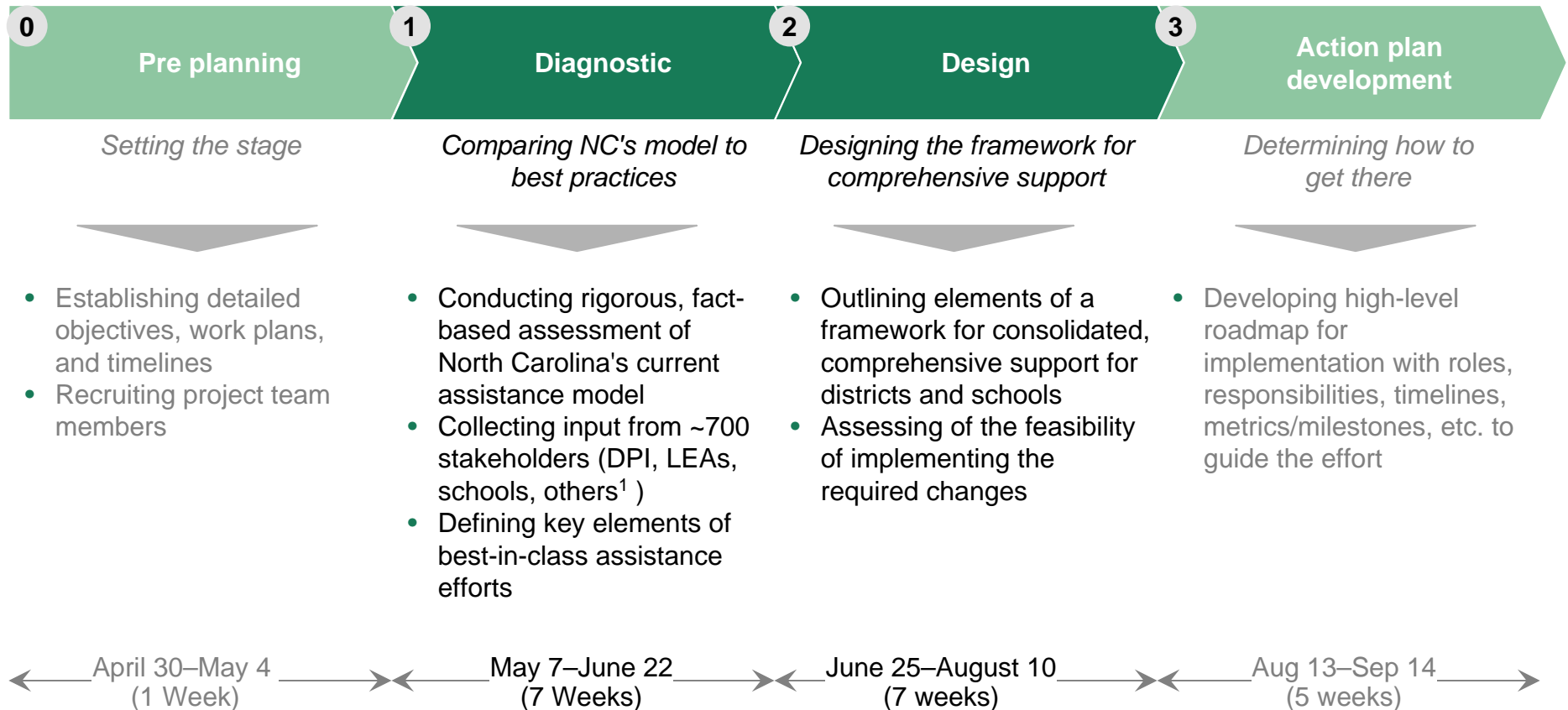
Mandate from NC General Assembly to create a framework for consolidated and comprehensive support for districts and schools

Key objectives of this project

- 1 Build upon lessons learned over the past ten years of providing school assistance**
- 2 Leverage best practices, both nationally and internationally, to take the DPI assistance model to the next level**
- 3 Streamline/aggregate the various DPI assistance efforts that are now underway (K-8, high-school, district)**
- 4 Build DPI capacity to adapt to evolving school district and school needs**

Project to design new framework consisted of four phases

Majority of project focused on diagnostic and design phases



1. Non-profit leaders, legislators, topic experts

To develop the vision, the team consulted nearly 700 external stakeholders to solicit inputs and feedback

Outreach to external stakeholders	Participants
Discussions with nonprofit leaders, experts, and legislators	
<ul style="list-style-type: none"> • Individual interviews • Conference call with Stakeholder Advisory Council 	22 8
Site visits and interviews with school and district leaders	
<ul style="list-style-type: none"> • Interviews with superintendents and central office leaders • Interviews with principals • Interviews with teachers • Three conference calls open to all superintendents • One-on-one discussions with Durham & Wake County superintendents • Teacher focus groups with participants at Teacher Academies in Robeson County and at Appalachian State University 	28 24 24 ~14 2 ~50
Presentations at key meetings	
<ul style="list-style-type: none"> • Committee of Practitioners meeting • <i>Leandro</i> district leaders at Quarterly Conference • District instructional leaders at Quarterly Conference • North Carolina Commission on Raising Achievement and Closing Gaps • Former assistance team members at Quarterly Conference • Corrective Action district leaders at Quarterly Conference • DPI FBS Conference – Superintendents Update • DPI FBS Conference – All Participants Update • DPI Luncheon with newly appointed superintendents 	~20 ~45 ~75 ~10 ~30 ~30 ~40 ~250 ~20
TOTAL	~692

Diagnostic phase yielded a robust set of guiding principles for designing the framework for comprehensive support

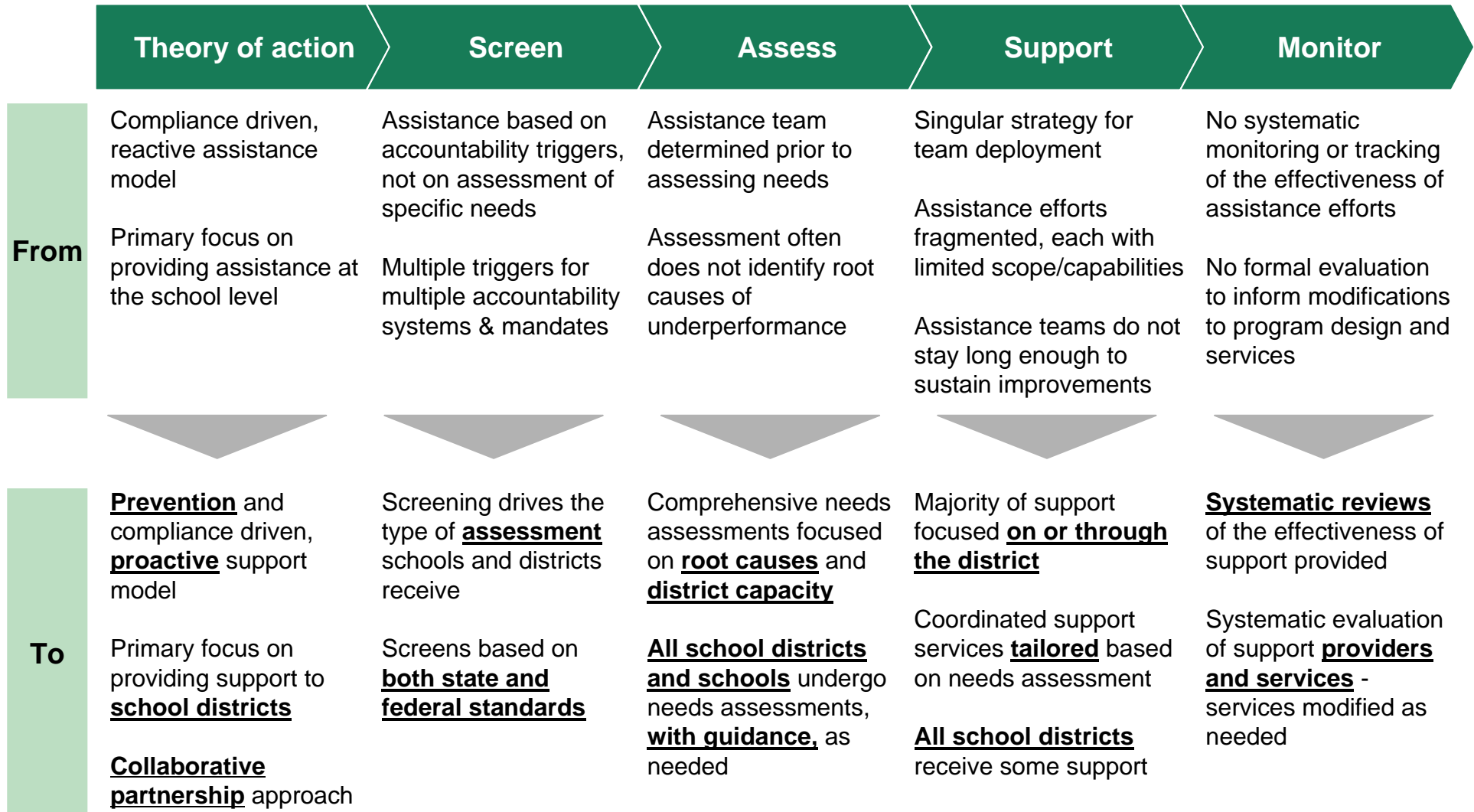
What DPI support efforts should focus on

- 1 Focus on assessing needs and understanding root causes
- 2 Customize support offerings that improve instruction
- 3 Provide seamless and coordinated assistance to schools/districts
- 4 Create effective incentives and consequences for schools and districts

How DPI should go about providing support to districts and schools

- 5 Create scalable solutions
- 6 Intervene at areas/times of highest impact
- 7 Pursue sustainable solutions
- 8 Rigorously monitor, evaluate, and measure programs
- 9 Offer customer focused service
- 10 Build credibility and expand capabilities of DPI over time

The new framework implies a real paradigm shift for DPI



Theory of action: 3 key elements drive DPI support model

Support all schools

DPI provides support to all school districts and schools

Provides more intensive support to low performing school districts and schools

Build capacity at school district level

DPI's efforts focus on building capabilities at the district level so that school districts can better support their schools

DPI intervenes directly in a smaller number of chronically underperforming schools

Customize

DPI provides and/or facilitates customized support tailored to specific, identified school district and school needs

Screen: School and district screens use performance data to identify districts requiring support with needs assessment

School screen

All schools sorted based on performance into five tiers (Tier 5 = lowest performers)

Schools classified according to *both* ABC and AYP standards

SY2006 ABCs performance composite (%)	Missed AYP				Met AYP	
	Corrective Action, Restructuring	School improvement	Missed AYP 1 yr, missed growth	Missed AYP 1 yr, met ABCs growth	Missed ABCs growth	Met ABCs growth
80 - 100	4 schools	23 schools	18 schools	73 schools	54 schools	278 schools
70 - 80	39 schools	125 schools	100 schools	128 schools	151 schools	255 schools
60 - 70	67 schools	108 schools	122 schools	51 schools	89 schools	74 schools
50 - 60	57 schools	106 schools	53 schools	19 schools	28 schools	15 schools
0 - 50	59 schools	57 schools	32 schools	25 schools	4 schools	6 schools

School district screen

Underperforming schools in Tiers 4 and 5 then grouped into their school districts

School districts classified based on concentration of Tier 4 and 5 schools in them and LEA Improvement status

Tier 4, Tier 5 schools in LEA	LEA improvement status		
	3+ yrs	1-2 yrs	0 yrs
0			12 LEAs
>0% - 30% and <=10 schools	1 LEA	16 LEAs	23 LEAs
>30% - 60% and <=10 schools	5 LEAs	15 LEAs	13 LEAs
>60% or >10 schools	15 LEAs ¹	12 LEAs	6 LEAs

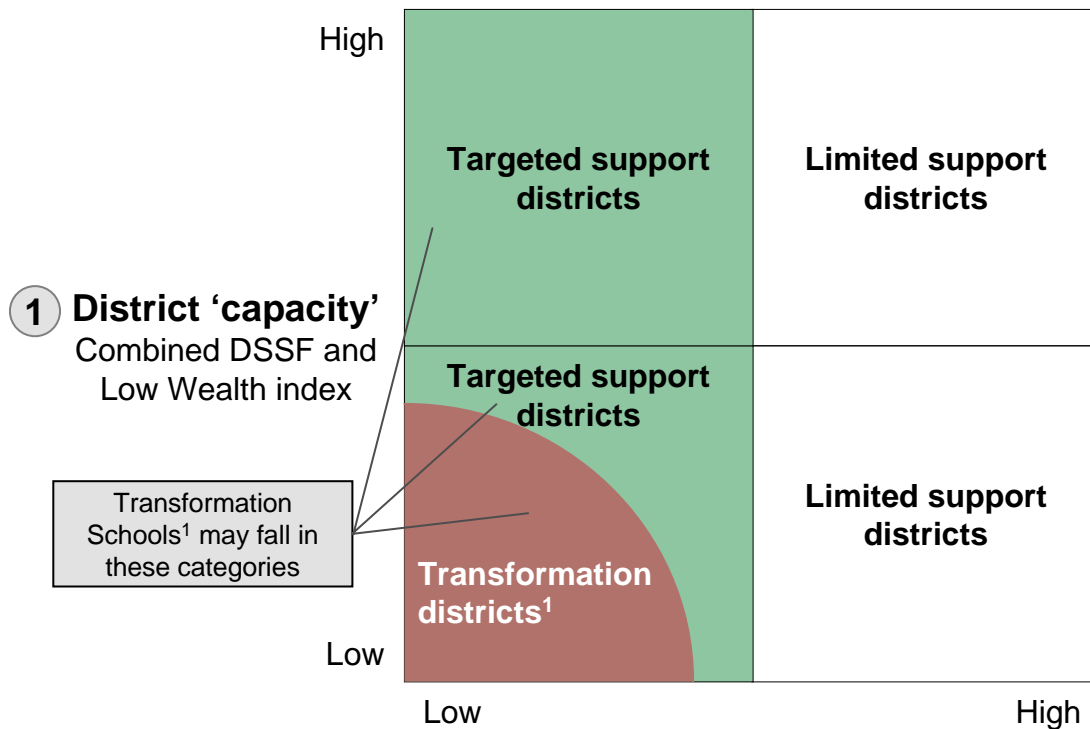
Prioritization matrix

School district performance then evaluated against school district capacity

School district capacity used in the matrix to facilitate prioritization of DPI's resources and focus

High		
District capacity		
Low		
	Low	High
	District performance	

Prioritization matrix uses performance and capacity indicators to designate intensity of support to be provided



1 District 'capacity'
Combined DSSF and
Low Wealth index

Transformation
Schools¹ may fall in
these categories

2 District performance

% of total schools in district that fall into Tier 4 or Tier 5

1 District 'capacity' measured using
DSSF and Low Wealth indices

DSSF Index accurately predicts higher probability of high-needs, low performing student population

Low Wealth Index indicates the ability of a county to generate local revenues

- Ability of local district beyond the state average to help themselves

2 'District performance' based on the concentration of Tier 4 & 5 schools

Proxy for performance considers *relative* percentage of total schools in the district that fall into Tier 4 or Tier 5

- Prioritizes LEAs with systemic problems

**Final designation of Transformation Districts and Schools
made by Strategic Roundtable²**

Assess: Comprehensive needs assessment helps districts and schools identify root causes of underperformance

DPI will provide all school districts and schools with assessment tools that they can use to assess their needs and identify root causes of underperformance

DPI will support and guide district and school self-assessments at varying levels based on district capacity and school performance

- DPI provides the standardized tool as well as targeted professional development
- DPI provides collection of quantitative data up-front to inform self-assessment

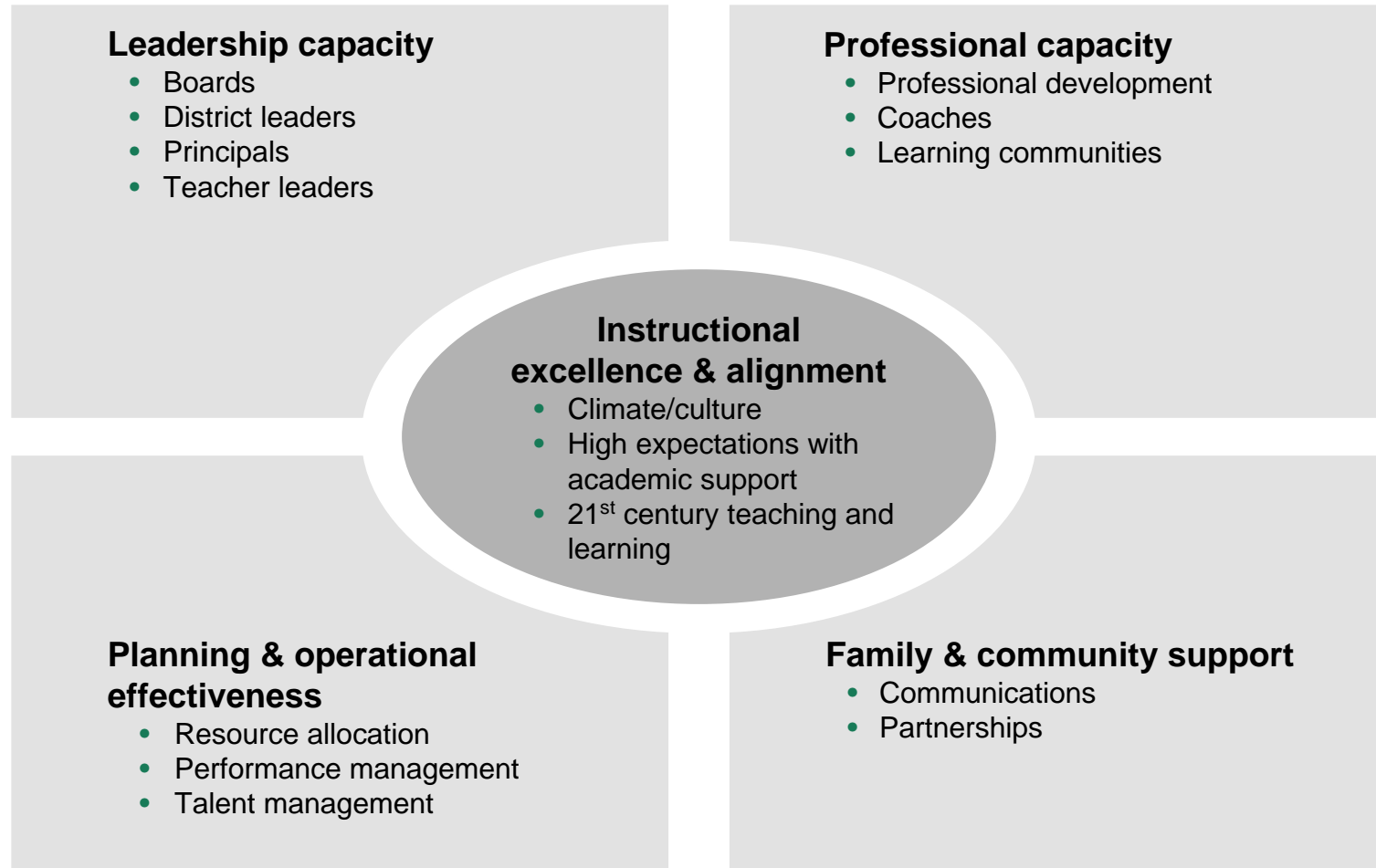
Two components of assessment – ‘top-down’ and ‘bottom-up’ – will provide detailed understanding of needs and root causes at both the district and school levels

Results of guided self-assessment process will serve two purposes:

- Provide the foundation for developing robust school improvement plan
- Inform brokering and delivery of customized services to school or district

Guided self-assessment process is primarily focused on collaboration and capacity building

Framework for comprehensive needs assessment is based on best practices and research



Note: Please see appendix to view summaries of best practice frameworks considered in research
Source: Literature and research review; project team research and analysis

Support: Intensity, type, and duration of support services vary based on results of needs assessment

DPI will provide some support to all districts

- DPI will focus on a few key statewide initiatives that support all schools
- Assessment tools and associated professional development are fundamental supports
- Regional Support Leads¹ (RSLs) will provide varying levels of support and guidance to districts

DPI will allocate customized support resources based on results of assessment

- LEAs most in need will be designated as “Transformation Districts” and receive more intensive support
- Similarly, schools most in need will be designated as “Transformation Schools” and receive robust suite of support services

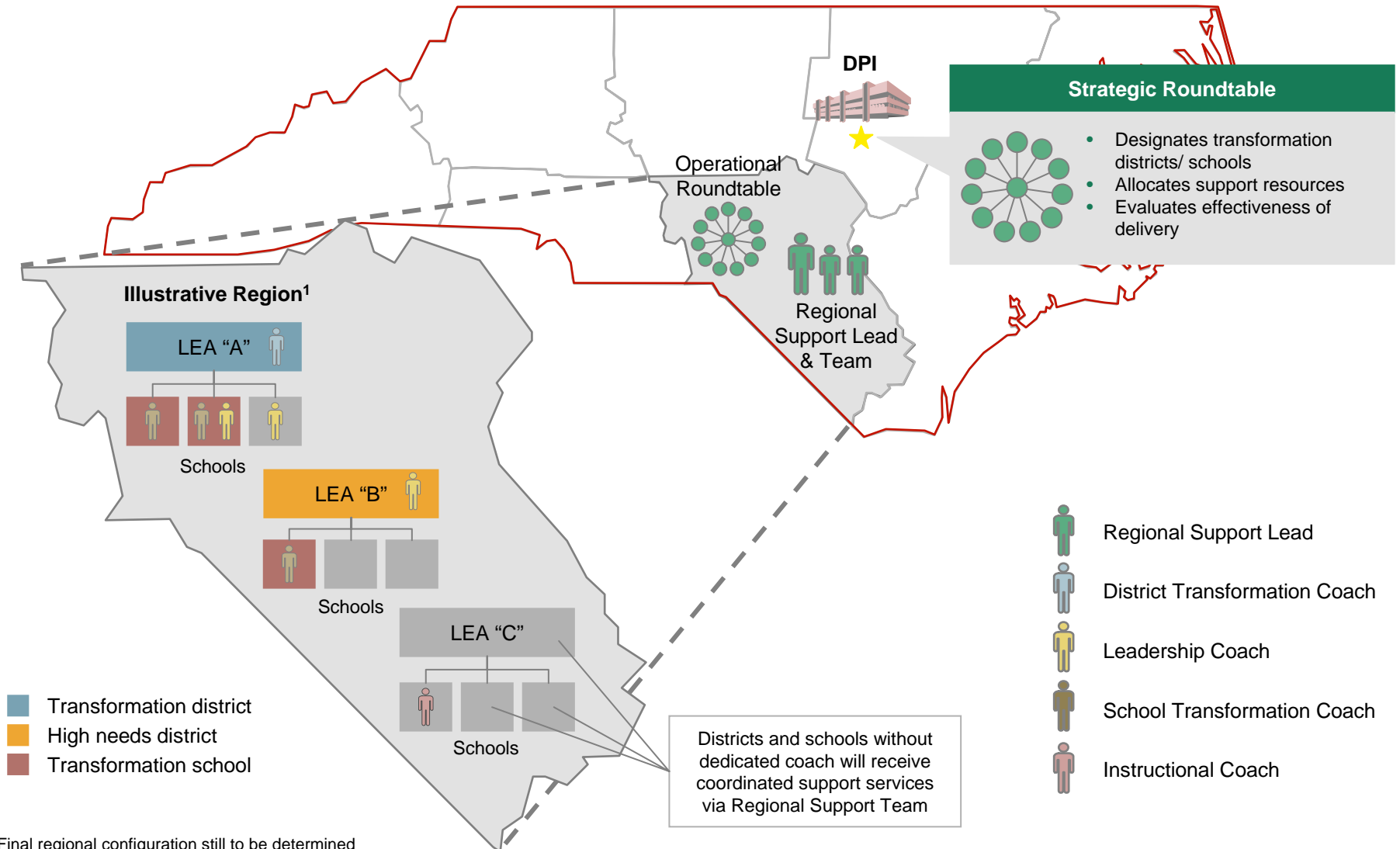
DPI will establish contracts² upfront with “Transformation Districts” and “Transformation Schools” to ensure their collaboration and commitment

DPI will be primarily in the business of coaching/developing leaders and brokering support services

DPI will utilize roundtables³ to better coordinate support services and resources both internally across divisions and externally in delivery to schools and districts

1. Please see page 15 for a description of Regional Support Leads (RSLs) 2. Please see appendix for illustrative example of contracts to be established and signed by school and district leaders 3. Please see pages 20 and 21 for descriptions of the Strategic and Operational Roundtables

Comprehensive support to schools and districts coordinated through regional model



1. Final regional configuration still to be determined

Note: Non-transformation or high needs districts and non-transformation schools receive services coordinated by the Regional Support Team

Dedicated personnel to coordinate in-field support services

All field personnel will report centrally to DPI

Regional Support Lead (RSL)



- RSLs will be supported by small team in field
- Liaison between districts and DPI
- Coordinates region wide support delivery
- Facilitates communication and coordination across all field-based personnel in a region
- Coordinates operational roundtable

District Transformation Coach (DTC)



- Facilitates planning process and coordinates coaching and service delivery for a transformation district
- Has access to a pool of experts/support as needed
- Provides guidance/support to school coaches and information to RSL and DPI

School Transformation Coach (STC)



- Facilitates planning process and coordinates coaching and service delivery for a transformation school
- Has access to a pool of experts/support as needed
- Provides information/updates to DTC or LC and RSL

Leadership Coach (LC)



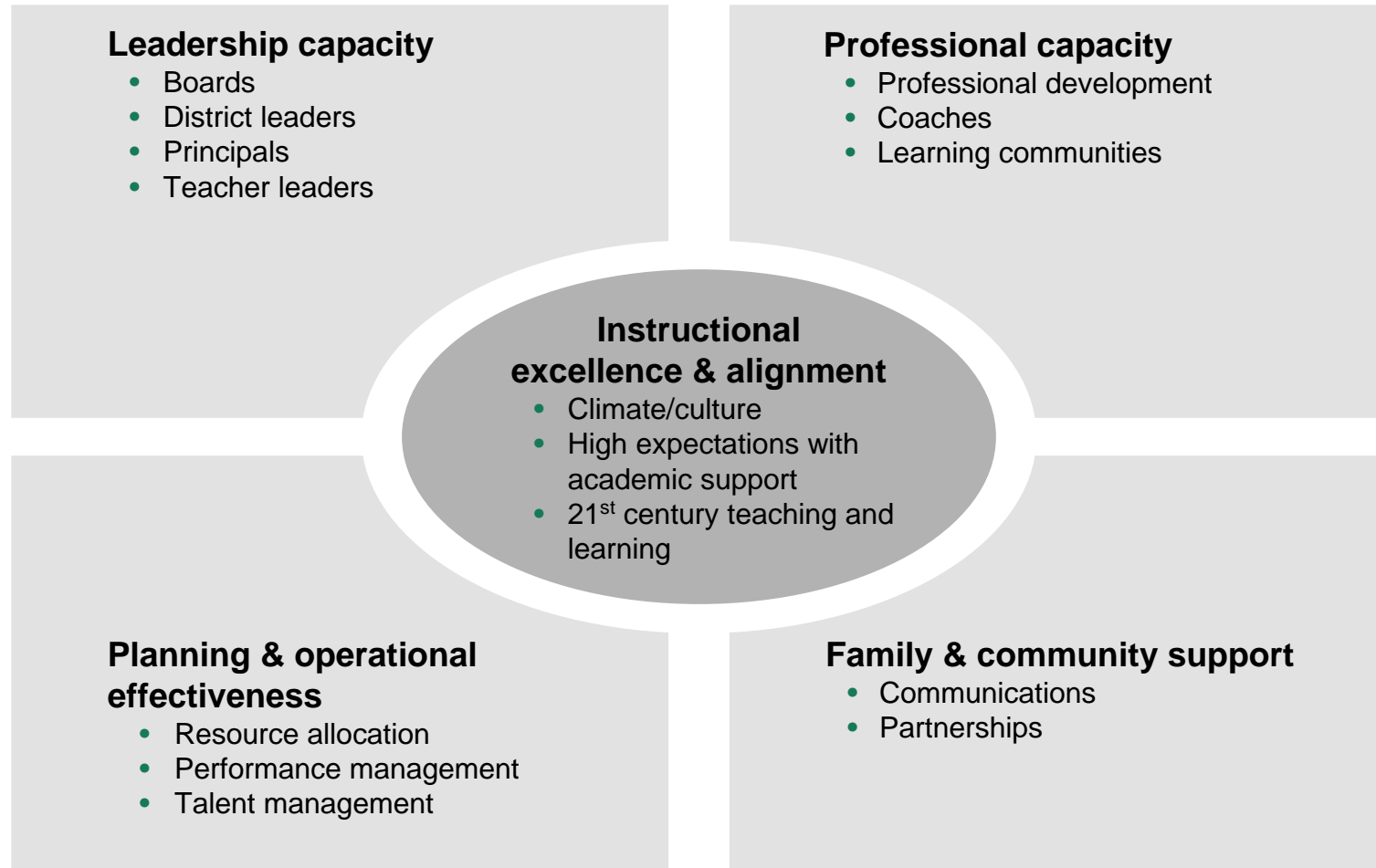
- Facilitates planning process and coordinates coaching and service delivery for 3-4 high needs districts
- Has access to a pool of experts/support as needed
- Provides guidance/support to school coaches and information to RSL and DPI

Instructional Coach (IC)



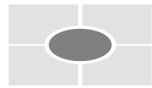
- Offers on-site support to help guide school leadership in developing school improvement plans
- Provides on-site support for classroom teachers, principals, and school planning team
- Plans, implements, and attends necessary professional development

Framework established for comprehensive needs assessment also guides support service delivery



DPI will play a pivotal role in providing and brokering many district support activities

Potential support services



Instructional excellence

- Student diagnostic assessment
- Curriculum support materials
- Coaches to support curriculum development and alignment
- Visits/benchmarking to high performing districts
- Organization redesign
- Culture audit



Leadership capacity

- Cluster schools to help support principals
- Training program for senior district leadership
- Training program for board members
- Executive coaches for senior leadership
- District capabilities audit
- Training programs for principals



Professional capacity

- Content/teaching strategies coaches for district staff (e.g., train the trainers)
- Teacher evaluation monitoring process
- Induction program
- Instructional technology
- Professional learning communities

Potential support services




Planning and operational effectiveness

- Resource allocation tools
- Financial/programs audit
- Student assignment redesign
- Comprehensive recruiting strategy
- Talent allocation model
- Salaries and incentives
- Performance management system
- Facilities masterplan/management
- Change management/communications support

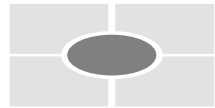


Family and community support

- Partnerships with local businesses and civic organizations
- Partnerships with national education focused organizations (e.g., TFA, NLNS, Broad)
- Parental/community outreach campaign

 High priority support initiatives

Example: Assessment results used to initiate provision and brokering of support (I)



Instructional
excellence &
alignment

Assessment reveals needs and root causes for “School X”

Not all teachers hold and communicate high expectations for students

Student performance in math (algebra I, algebra II, geometry) and science (biology, chemistry, physical science) EOC tests significantly below state averages



DPI provides tailored support services based on assessment results

- STC or LC facilitates offsite visioning session for entire school community (e.g., teachers, leadership, district, parents) to clarify school mission

- Math and science curriculum coaches work with high school department chairs to close gaps in curriculum
- For transformation schools, STC requires students needs assessment



Leadership
capacity

Principal effectiveness decreased by large workload caused by inexperience of assistant principals and teachers



- STC or LC identifies CSLD¹ as appropriate training program for assistant principals
- STC or LC models and coaches effective leadership methods on the ground for school leadership

1. CSLD = Center for School Leadership Development

Example: Assessment results used to initiate provision and brokering of support (II)

Assessment reveals needs and root causes for “School X”



Professional capacity

Desire for customization of professional development (PD) to meet needs of teachers



DPI provides tailored support services based on assessment results

- STC or LC uses DPI-provided teacher evaluation process to identify PD needs of teachers
- STC or LC uses clearinghouse to evaluate appropriate PD providers and chooses quality available PD programs
- STC or LC brings in, from DPI or district, instructional coaches to model and assist

Lack of collaborative instructional planning among teachers



- STC or LC cultivates the creation of professional learning communities by supporting creation of master schedule with common planning times



Planning & oper. effectiveness

Student performance and achievement tracking and monitoring limited to end-of-year testing results



- STC or LC uses clearinghouse to identify student assessment provider and brokers that provider's implementation and school-wide training services



Family and community support

Lack of coordination across multitude of community partnerships providing services on campus



- STC or LC helps designate within school a coordinator of community partnerships
- STC or LC arranges for DPI to provide training and resources to newly designated coordinator

Strategic Roundtable will focus on key statewide initiatives as well as DPI's resource allocation

Key functional areas for inclusion



Other DPI staff might be invited to address specific meeting topics

Objective and scope

To focus resources and talent on **strategic initiatives** to improve student achievement and development across North Carolina

To **allocate support resources** effectively and efficiently

To **evaluate effectiveness of service delivery** and model and **make modifications** as needed

Implementation

Roundtable will hold meetings quarterly

Meetings will include the following elements:

- Discussion of current strategic initiatives
- Classification of districts (eg, transformation or high-needs) and designation of transformation schools
- Review of targeted support efforts

Operational Roundtables will coordinate support resources and services within the regions

Key functional areas for inclusion



Objective and scope

- To coordinate DPI resources and talent to best support intervention and prevention services
- To align DPI support to regional support delivery
- To facilitate inter-agency collaboration in coordinating services for schools and districts within each respective region

Proposed participants

- Representation from each division
- In-field support - RESAs, RST, DTC, STC¹, other agencies
- Led by Regional Lead

Implementation

Each region will hold a monthly roundtable meeting

Meetings will include the following elements:

- Discussion of current and proposed key regional initiatives
- Detailed discussion of support provided to transformation districts and schools to
 - Ensure support is coordinated
 - Evaluate effectiveness of current offerings

1. RST=Regional Support Team; DTC=District Transformation Coach; STC=School Transformation Coach

Monitor: DPI will need to monitor both the outcomes of its support and the process for its provision

Outcome metrics ensure that DPI is actually “moving the needle”

Track impact of support on student achievement and on the progress of schools/districts

- Are absolute proficiency levels increasing?
- Are we closing the achievement gap?

Provide linkage back to initial screen

- ABCs/AYP outcomes are the basis for initial screen for support

Ensure external accountability for results

Process metrics gauge the quality and effectiveness of service delivery

Provide key inputs for adjustments and improvements to service delivery

- In mid-stream or at end of year
- To ensure ‘match’ of support personnel and efficacy of internal or external programs

Foster a culture of internal learning and continuous improvement within DPI

- Are organizational culture and norms shifting with transformation?
- Are we working differently and are we coordinating our efforts more effectively than before?

Ensure internal accountability for results

There will be five distinct “lenses” for monitoring

	Outcome metrics	Process/qualitative metrics	Frequency of measurement	Method of collection	Users
Holistic performance indicators	✓	✓	Outcomes: yearly Process: quarterly	School report card data pull Staff at DPI and in field (eg, RSTs)	Strategic and Operational Roundtables
Transformation schools/districts	✓	✓	Outcomes: yearly Process: quarterly	DPI evaluation; user generated feedback	Strategic Roundtable
Support services	Dependent on service	✓	As delivered or yearly	Online clearinghouse; user generated feedback	DPI support leadership School and district leaders
Support personnel/coaches	✗	✓	As delivered or yearly	DPI-administered surveys and interviews	DPI support leadership
Internal	✗	✓	Quarterly	Pulse check surveys	Strategic Roundtable

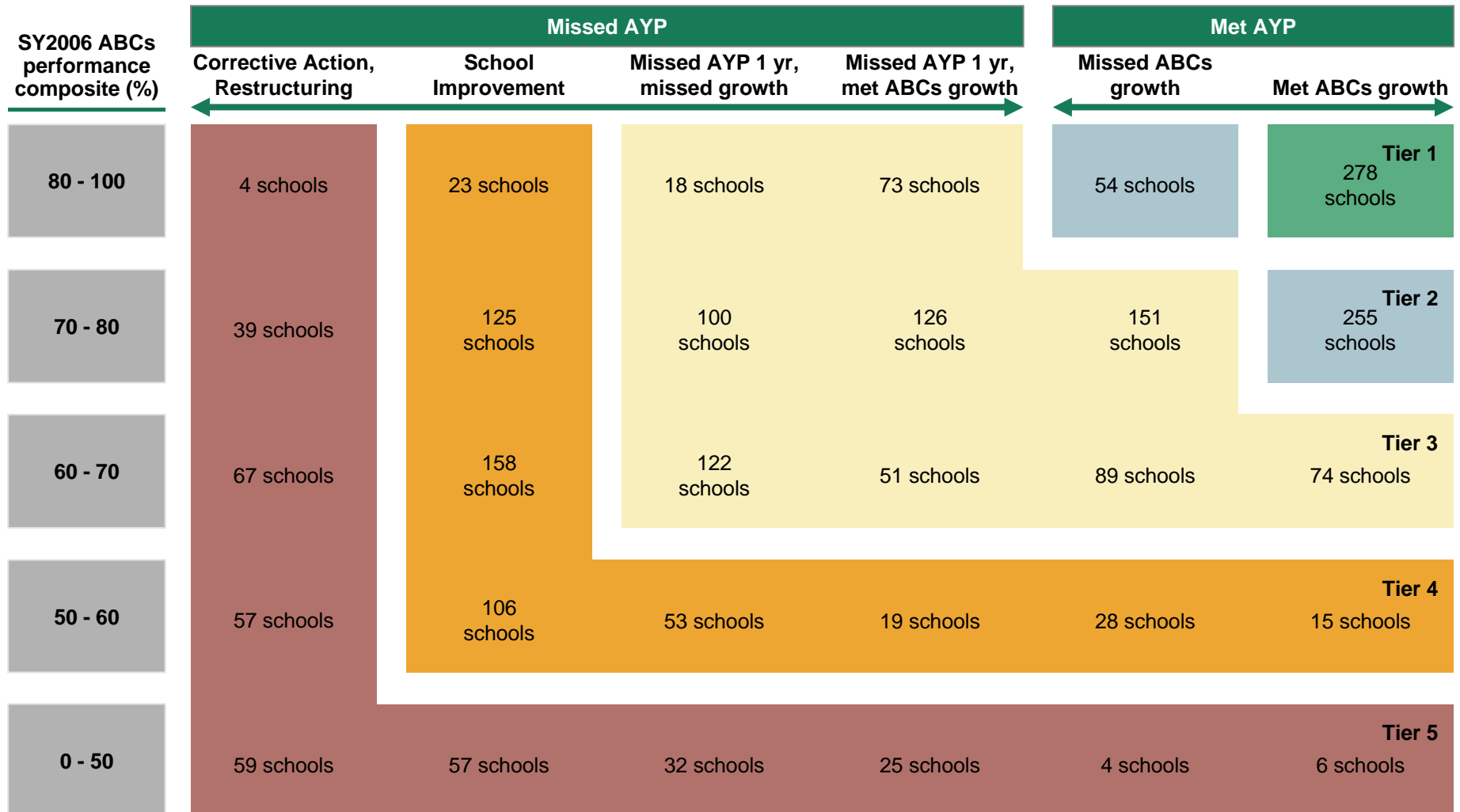
Implementation team encompasses staff from multiple divisions and program areas within DPI

Working team	Name	Department/Division represented
Screen/Monitor	Alexis Schauss Debora Sydnor Chris Cobitz ¹ Ann Davis ¹ Dare O'Connor Marguerite Peebles	School Business, Information & Analysis Raising Achievement & Closing Gaps Accountability, Reporting High School Turnaround Internal Audit Student Support Services, School Safety and Support
Assess	Donna Brown Shayne Goodrum Tara Almeida Sherry Broome Elissa Brown Bryar Cogle Melissa Lara Priscilla Maynor Amy Turnbaugh ¹ Rhonda Welfare	Compensatory Education/Title I High School Turnaround Curriculum & Instruction, Elementary Education High School Turnaround Exceptional Children (EC) Curriculum & Instruction, Secondary Education, Arts Education Curriculum & Instruction, Elementary Education, ELA Agency Operations & Information Management Curriculum & Instruction, ELA/Social Studies/Student Services Career & Technical Education (CTE)
Support	Pat Ashley Sonja Adger Frances Bradburn Jackie Colbert Marcia Edge Steve Greene Tracey Greggs Becky McConkey ¹ Marilyn Palmer Rebecca Payne Wandra Polk Laura Snyder Lynn Warren Mary Watson	High School Turnaround Raising Achievement & Closing Gaps Instructional Technology Curriculum & Instruction, Elementary Education High School Turnaround Agency Operations & Information Management, Professional Development Curriculum & Instruction, Secondary Education, ELA/Social Studies Financial Services Curriculum & Instruction, Elementary Education, ELA/Social Studies Career & Technical Education (CTE) Curriculum & Instruction, Secondary Exceptional Children (EC) Compensatory Education/Title I Exceptional Children (EC)

1. Denotes DPI staff who were involved in the design phase only
 Note: Names in bold represent team leaders

Appendix

All schools are initially screened using federal and state standards to inform subsequent district screen

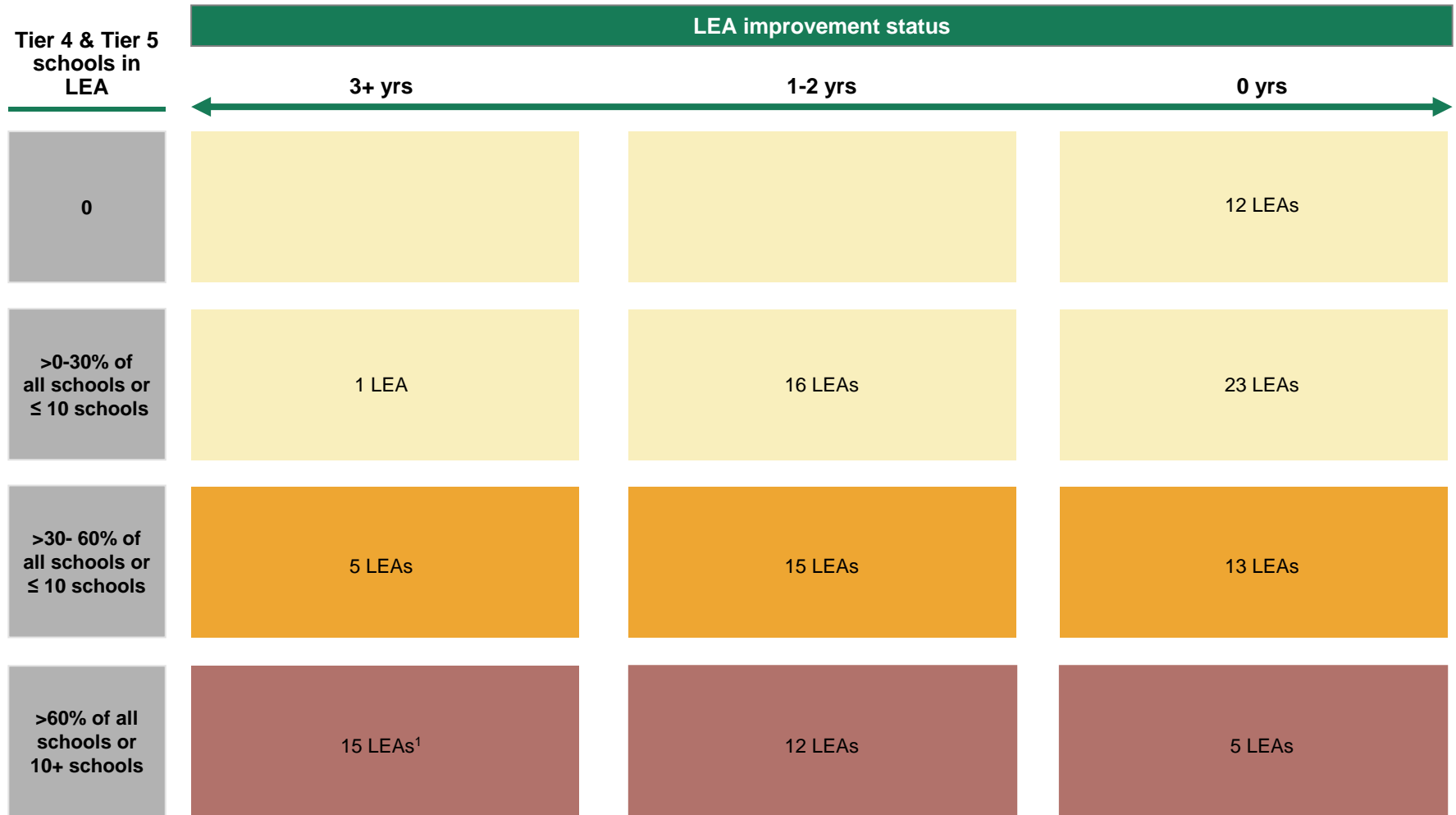


Note: Total schools represented in each tier: Tier 1: 278, Tier 2: 309, Tier 3: 804; Tier 4: 527, Tier 5: 350

Total districts represented by schools in each tier: Tier 1: 108, Tier 2: 115, Tier 3: 133, Tier 4: 96, Tier 5: 83

Source: SY05-06 NC School Report Card database; reporting section of NC DPI Accountability Services Division; project team analysis

Underperforming schools are aggregated at LEA-level to screen districts based on system-wide performance



Several best practice models consulted and feedback incorporated to create a new framework



Elements considered by best practice frameworks for successful schools and districts



DPI

Chicago school framework	Boston school framework	Broad district framework	Center School Reform	PELP	Proposed framework
Instruction	Effective instruction	Student achievement		Instructional core	Instructional excellence
Professional capacity	Professional development	Instructional alignment	Quality teaching and learning		Professional capacity
Instructional leadership	Shared leadership	Leadership	Effective Leadership	Capacity	Leadership capacity
Family and community involvement	Families and community	Stakeholder connections and satisfaction		Stakeholders	Families and community support
	Student work and data	Planning/ systems alignment	Support for system-wide improvement	Strategy	Planning and operational effectiveness
	Resources	Operational excellence		Structure	
				Systems	
Learning climate			Clear and collaborative relationships	Culture	
				Environment	

Source: BCG research and analysis; interviews with Chicago Public Schools and the Broad Foundation; Boston Public Schools website; Public Education Leadership Program website; The Center for Comprehensive School Reform and Improvement "Characteristics of Improved School Districts"

Contracts established upfront to ensure collaboration and commitment from Transformation Districts and Schools

Illustrative Transformation District Contract of Commitment

As a school district eligible for transformational change, I, _____, superintendent of _____ LEA, agree to enter into this collaborative partnership with my transformation coach and board chair. I acknowledge that my transformation coach is here to help my district achieve its highest potential, and I will cooperate with both my transformation coach and local board to jointly strive for higher academic achievement for all students in my district.

In consideration of my district receiving support resources and services either from or brokered by the North Carolina Department of Public Instruction, I will be committed to the following required activities:

- **Dedicating time to work personally with our district's assigned transformation coach**
- **Collaborating to conduct a guided self-assessment of needs**
- **Creating or strategically amending an aligned three-year district transformation plan based on the results of the needs assessment (to be approved by our local board and state)**
- **Implementing student diagnostic assessment**
- **Initiating quarterly workshops/forums for our superintendent and principals to foster collaboration between the district and our schools**
- **Implementing a change management program to identify a vision for the district and create a supportive culture for change**
- **Considering other customized support options identified to meet specific needs within my district**

I am signing this agreement as my commitment to district transformation and partnership with the transformation coach and board chair.

_____(Signature of Superintendent) _____(Name Printed) _____, 2007 (Date)

As board chair, I pledge to partner with the superintendent and transformation coach to promote district transformation.

_____(Signature of Board Chair) _____(Name Printed) _____, 2007 (Date)

As transformation coach, I pledge to partner with the superintendent and board chair and promote the district's best interest as we collaboratively strive to systemically improve academic achievement.

_____(Signature of Transformation Coach) _____(Name Printed) _____, 2007 (Date)