

**EXECUTIVE SUMMARY**

**Title:** Briefing on Comprehensive, Consolidated Assistance Project

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Leadership for Innovation and School Transformation) and Mr. Adam Levinson (Director, Policy and Strategic Planning)

**Description:**

An update on ongoing efforts to redefine and redesign the way the Department of Public Instruction supports continuous improvement in school and districts will be presented along with a new vision for “assistance” and address both short-term and long-term implications for agency structure and operations.

**Resources:**

**Input Process:**

Boston Consulting Group, Superintendents, DPI Staff, and other professional organizations

**Stakeholders:**

Students, Teachers, Parents, Principals, Superintendents, Central Office Administrators, and Local Boards of Education

**Timeline For Action:**

This item is being presented for information.

**Recommendations:**

None at this time.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435



# Redesigning Assistance in North Carolina

## Supporting Districts & Schools

August 22, 2007

# Objectives

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**Recap the rationale for, and objectives of, the redesign**

**Review our ‘work-in-progress’ thinking and long-term vision**

**Highlight proposed changes and their potential impact on districts and schools**

**Answer your questions and solicit your feedback**

# Rationale and project background

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**The number of schools and districts requiring assistance has increased dramatically and will continue to grow driven by**

- NCLB improvement status
- ABCs and additional state assistance mandates

**To improve assistance and effectively reach more schools and districts, DPI has begun a process to redesign the delivery of assistance**

**We consulted with stakeholders across the state**

- Over 300 stakeholders have been consulted through interviews, focus groups and surveys
- Input has been received from nearly 50 districts across the state

**In addition, we researched national and international best practice**

- 11 states
- 4 districts—Boston, Chicago, Miami-Dade, New York City

# Our stakeholder consultations and best practice research led to a set of key design principles that guide our redesign

## What should DPI assistance efforts 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

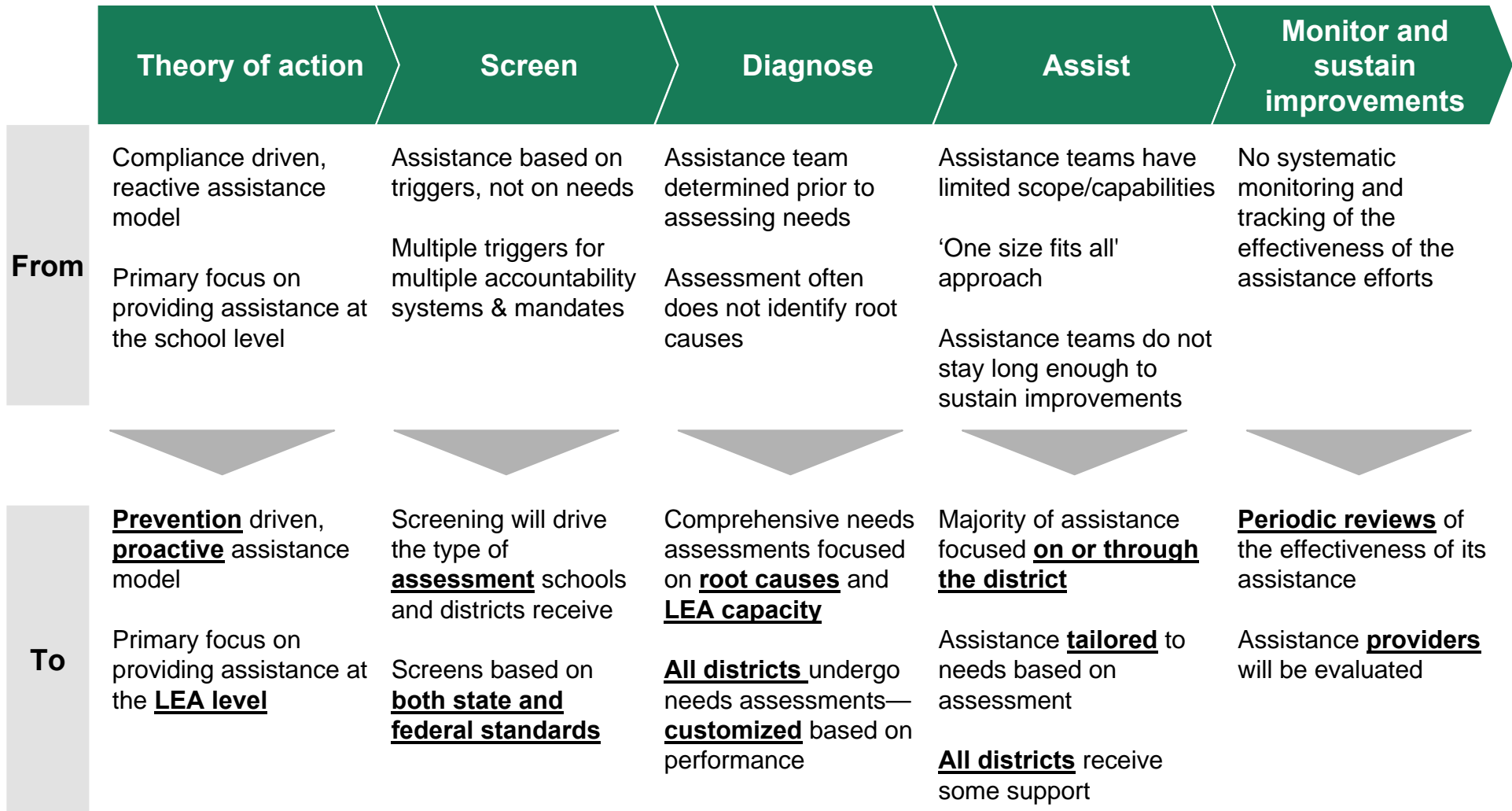
## How DPI should go about providing assistance

- 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

**Critical to reflect these principles in how we do assistance going forward**

# We identified 5 key steps in assistance process to focus on

Steps build on existing strengths and significantly improve on current assistance delivery



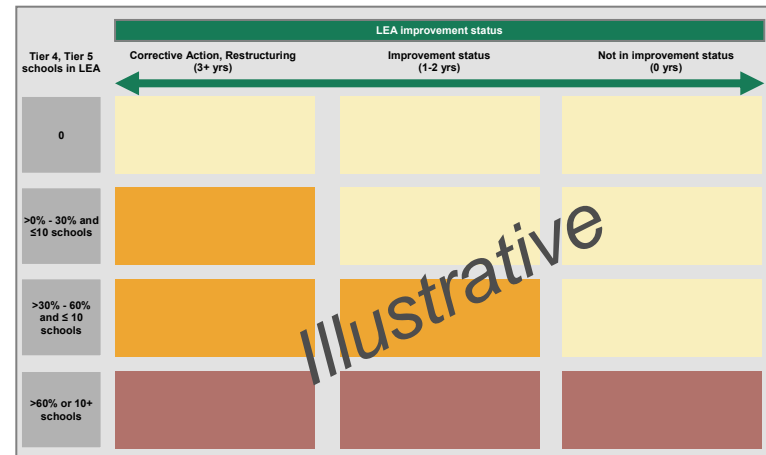
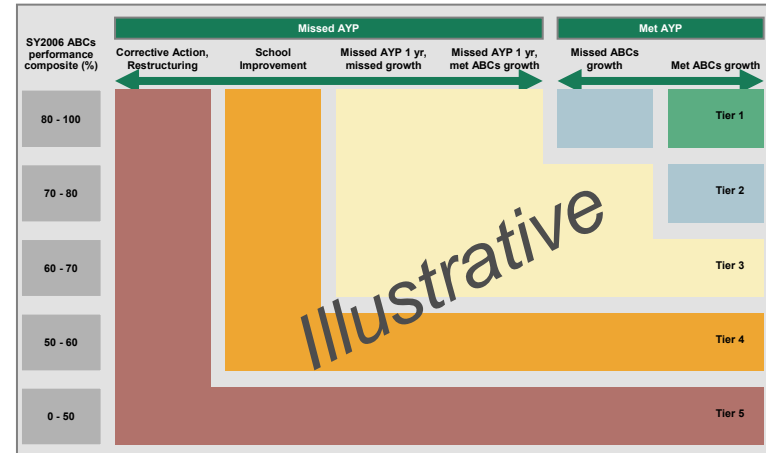
# Screen: all schools and districts will be screened based on both federal and state standards

## Proposed assistance model

Schools **collectively screened** based on ABCs performance composites & expected growth and NCLB School Improvement status

**LEAs screened** based on NCLB LEA Improvement status and concentration of underperforming schools within them

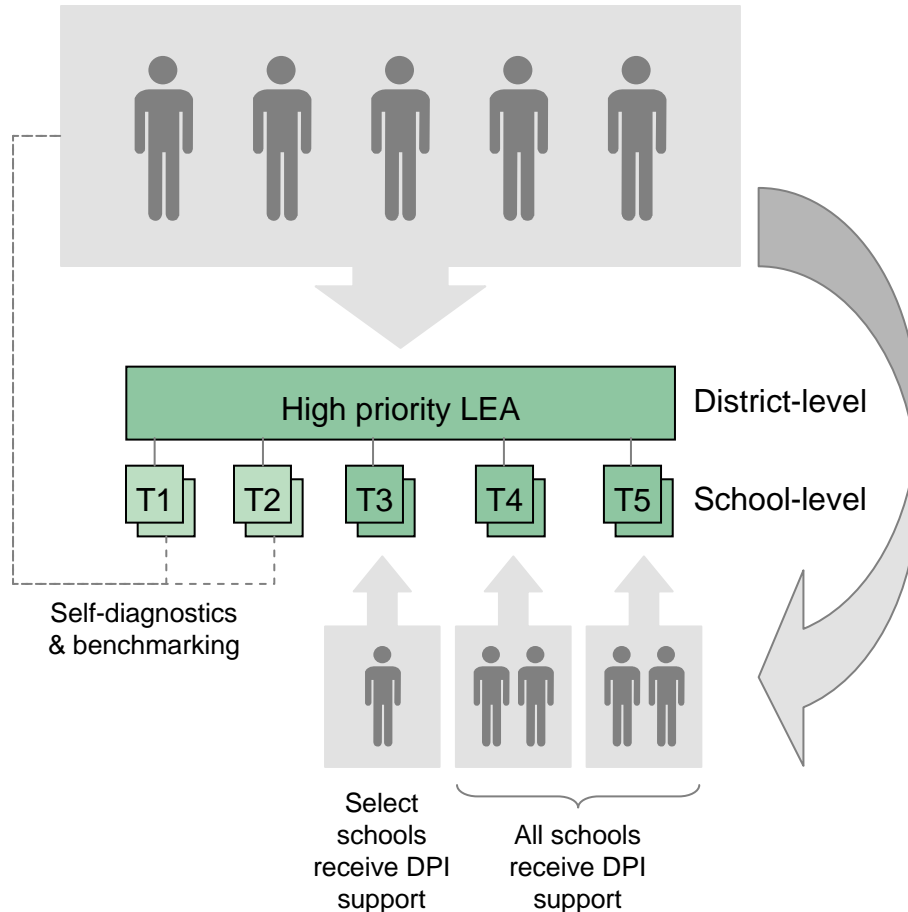
Initial screening of LEAs and schools **drives the nature/type of support** that they will receive for self-diagnostic process



# Diagnose: Nature and type of support for self-diagnostic varies based on performance of districts and schools

	<b>Nature/type of diagnostic</b>	<b>DPI's role</b>
<b>High performing districts/schools</b>	<p><b>Schools/districts self-diagnose needs</b></p> <ul style="list-style-type: none"> <li>• <u>Optional</u> professional development to support self-diagnostic process</li> </ul>	<p><b>Conduct site visits to document best practices</b></p> <p><b>Provide PD on self-diagnostic</b></p>
<b>Moderately performing districts/schools</b>	<p><b>Schools/districts self-diagnose needs with DPI oversight and support</b></p> <ul style="list-style-type: none"> <li>• <u>Required</u> professional development to support self-diagnostic process</li> </ul> <p><b>'On-the-ground' support for self-diagnostic, as required</b></p>	<p><b>Carefully monitor early warning indicators and risk factors</b></p> <p><b>Provide PD on self-diagnostic</b></p>
<b>Underperforming schools &amp; high needs districts</b>	<p><b>'Top-down' and 'bottom-up' diagnostics for LEAs and schools</b></p> <ul style="list-style-type: none"> <li>• On-the-ground' support in LEAs &amp; schools</li> </ul> <p><b>Focus on qualitative diagnostic to supplement data collected</b></p>	<p><b>Support in-depth self-diagnostics for districts and schools (as required)</b></p> <p><b>Manage/oversee any third party vendors</b></p>

# Self-diagnostic for high priority districts will factor in both ‘top-down’ and ‘bottom-up’ perspectives



## ‘Top-down’ diagnostic

### Initial assessment of LEA in aggregate

- Primarily focused on leadership, capacity, resource allocation, and board role

Initial conversations with district leadership to diagnose system-wide issues and capacity to support schools

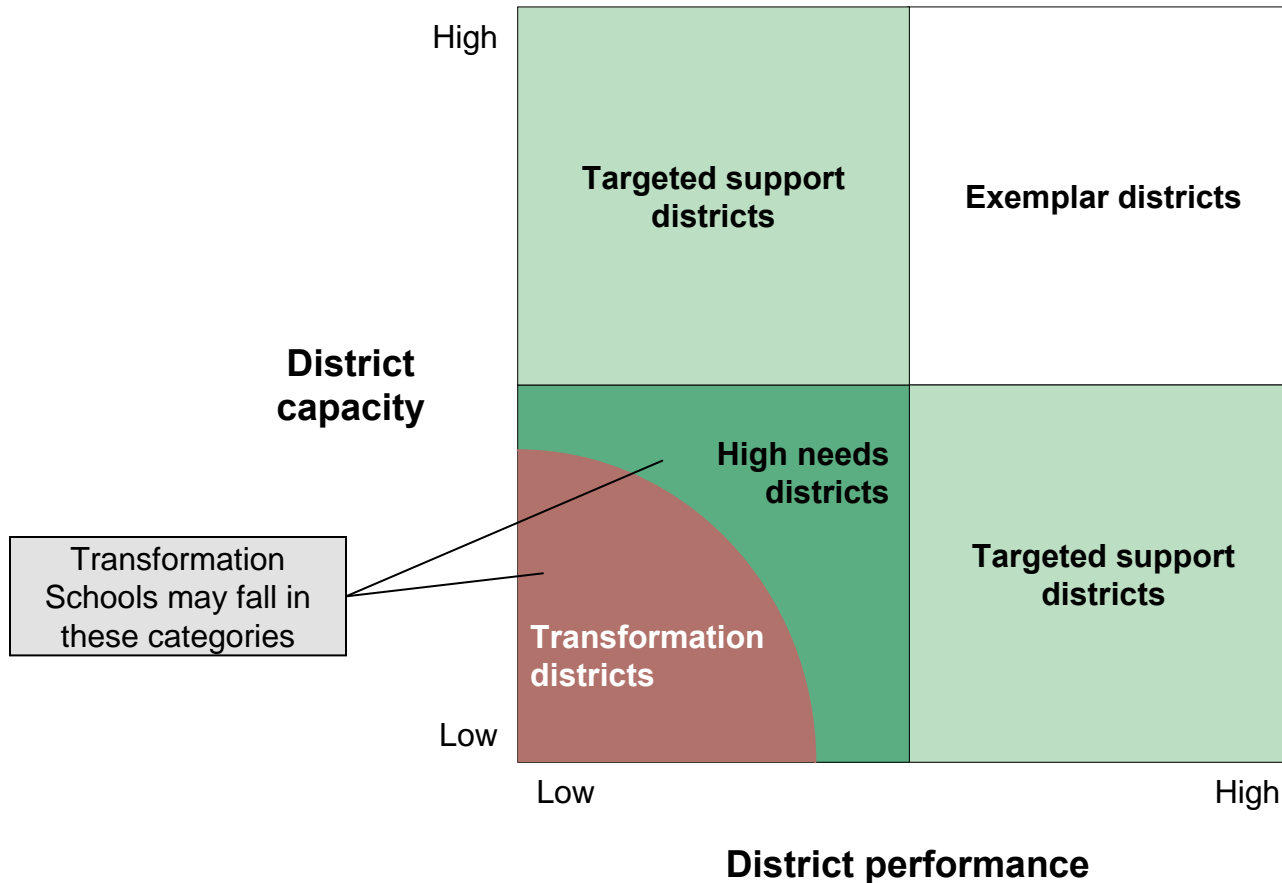
## ‘Bottom-up’ diagnostics

School diagnostics will supported on-site by teams of DPI staff or external vendors

- Likely from same team supporting LEA

Results communicated and agreed upon with both school and district leadership

# Diagnostic assigns districts to four categories for tailored assistance based on capacity and performance



**All schools will receive support from statewide initiatives focused on building district and school capacity**

# Assist: Assistance to districts will vary based on results of supported self-diagnostic

## State support

### Exemplar districts

- State support mostly focused on communicating NC initiatives and universally offered support programs

### Targeted support districts

- Provide limited support for district planning based on district self-diagnostic
- Broker non-monetary support in key areas such as professional development, talent retention, and district capacity building

### High needs districts

- Provide in-depth support for district and school planning based on district and school self-diagnostics
- Broker substantial non-monetary support for the district and schools funded directly by the state or through district funds

### Transformation districts

- Assign a District Transformation Coach (DTC) to support district and school capacity building for 3-5 years based on self-diagnostic
- Directly provide assistance as required and broker substantial non-monetary support for the district and schools funded directly by the state and/or through district funds

# In addition to district assistance, DPI will provide support to the most chronically underperforming schools

## **Chronically underperforming schools in low capacity districts will be designated as “Transformation Schools”**

- Schools designated as “Transformation Schools” for a minimum of three years
- At the end of three years, support will be modified as needed

## **Transformation Schools will receive increased support and guidance from a School Transformation Coach (STC)**

- Schools matched with coach on based school type (e.g., urban/rural and elementary/middle/high)
- Coaches support leadership to roll-out a three-year planning, implementation, and evaluation cycle
- Coaches serves as brokers bringing in targeted support—e.g. DPI direct support or external vendors

## **Certain actions will be required of a Transformation School and the district they are in**

- Schools and their district will be required to create a plan which is approved by the local school board and the state
- Regular progress updates will be presented to both the local school board and DPI
- STC will have discretion over a limited set of additional requirements and policies

**All other schools will receive assistance via the district**

# Externally, a Regional Support Team will coordinate assistance to districts and schools



### Regional Support Lead (RSL):

- Supported by small team in field
- Supported by cross-functional team at DPI
- Coordinates region wide assistance
- Facilitates communication and coordination across all assistance personnel in a region



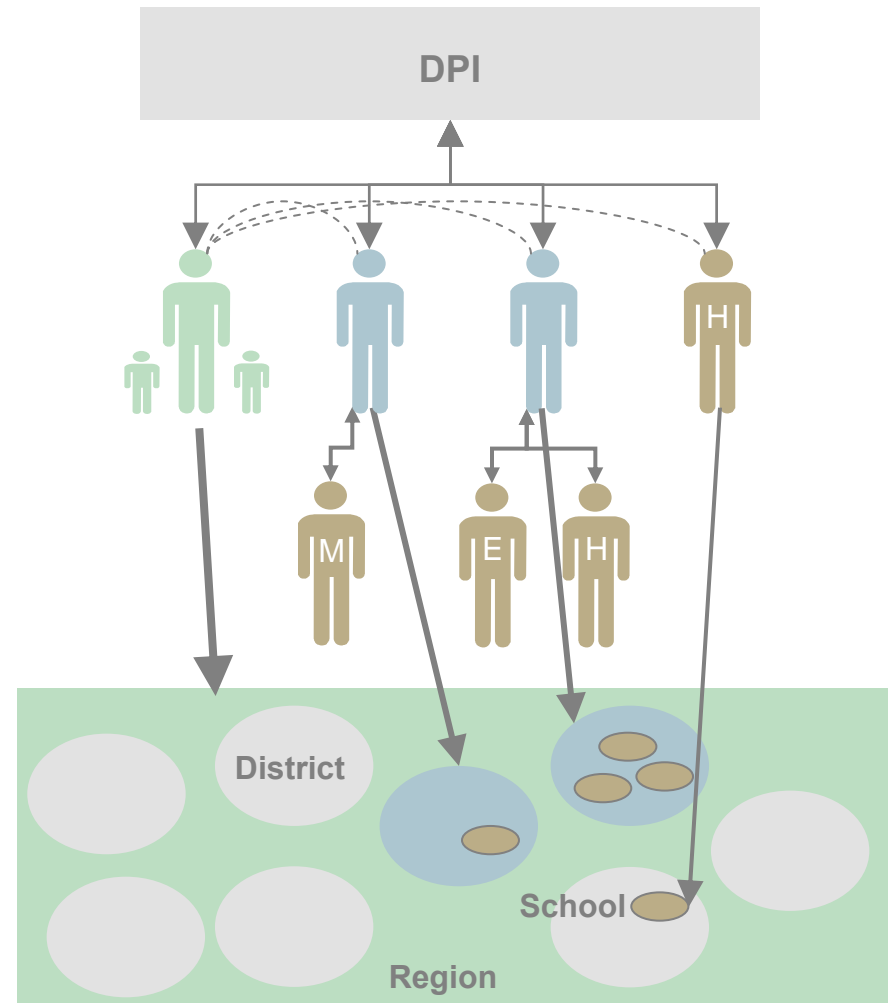
### District Transformation Coach (DTC):

- Facilitates coaching, assistance delivery, and communication 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



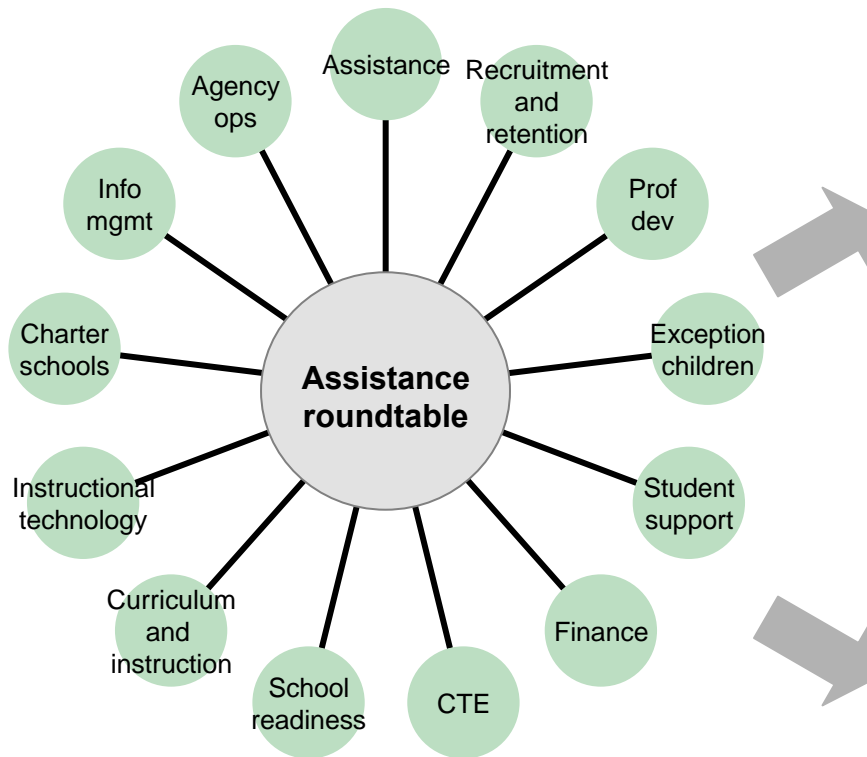
### School Transformation Coach (STC)<sup>(1)</sup>:

- Facilitates assistance and communication for school(s)
  - Has access to a pool of experts/support as needed
- Provides information/updates to DTC and RSL



(1) Difference between STC in Transformation Districts and individual Transformation Schools are in the consequences at the end of the support; support is similar  
 Note: School coaches matched with schools based on elementary, middle, and high school

# Internally, DPI will form strategic and operational roundtables to coordinate support & large scale initiatives



## Leadership roundtable

**Objective:**

- To focus resources and talent on strategic initiatives to raise the bar for all students in NC (e.g., talent recruitment, resource allocation)
- To evaluate effectiveness of assistance delivery and model

**Participants:**

- Senior DPI leaders of key functional areas
- Led by head of Assistance/Leadership and Innovation

## Operational roundtable (multiple)

**Objective:**

- To coordinate DPI resources and talent to best support intervention and prevention services

**Participants:**

- Mid-level DPI staff in key functional areas
- RST, DTC, STC<sup>(1)</sup>
- RESAs
- Led by Regional Lead—each region will have a monthly roundtable to discuss support initiatives

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

# **Monitor: evaluating effectiveness of assistance efforts is critical to sustaining improvement**

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**In addition to tracking student achievement data, DPI must periodically review the effectiveness of its assistance**

**Assistance providers should be evaluated**

- Internal support—teams, coaches, and programs
- External support—vendors providing support for self-diagnostic and assistance

**Information on the effectiveness of assistance programs should be used to modify and improve support**

# **This long-term vision will take some time to fully roll-out; in the short-term we will begin to implement select pieces**

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**Focus will be on the lowest performing schools that by-law must receive assistance from the State**

- The ‘High School Turnaround’ program will continue as planned
- Select K-8 schools will be provided assistance

**Plan is to conduct needs assessments for selected schools in the Fall and we hope to begin piloting the new self-diagnostic framework**

**Program for high schools and K-8 will be similar and consist of leadership support and/or instructional support/professional development**

# How to provide feedback

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**Contact: Robert Logan, Associate Superintendent of Innovation and School Transformation**

- Phone: 919-807-3435
- E-mail: [assistance@dpi.state.nc.us](mailto:assistance@dpi.state.nc.us)

**Check the website for information and provide feedback:**

<http://www.ncpublicschools.org/assistanceproject/>

**An updated version of this presentation is posted to the website.**

# Questions?

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