

Governor's Commission on Access to Sound Basic Education

June 29, 2021

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“The Charge”: *V. An Assistance and Turnaround function that provides necessary support to Low Performing Schools and Districts*

- Develop the State's capacity to fully support the improvement of our lowest performing schools and districts.
- Provide statewide and regional support to help schools and districts select high quality, standards aligned, culturally responsive core curriculum resources and prepare teachers.
- Provide resources, opportunities and supports for low performing and high poverty schools to address out of school barriers to learning using evidence-based practices/resources.
- Extend the support available to further implement MTSS, school improvement plans and NC Check Ins.

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Fall 2020

- State Board of Education allocates \$4.5 million in CAREs (ESSER1) funds for Leandro priority V.
- State Superintendent allocates nine (9) vacant positions to the Division to be used to support this work.
- Regional Directors collaborate with District and Regional Support (now Division of Transformation) to create a plan and identify schools and districts.
- Contract procurement and hiring process begins.

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Theory of Action



- Statewide Services:**
Services with established systems and procedures across the agency designed to support all Public School Units.
- Diagnostic Services:**
Services that provide evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes.
- Strategic Reform:**
Services offered to support and monitor recurring low performing schools who have elected one of the four reform models to strategically address areas of improvement.
- Intensive Interventions:**
Services offered to chronically low-performing schools and districts that require a collaborative partnership to identify and remedy root cause(s), develop highly focused incremental action steps with performance measures and clear monitored plans for improved governance.

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CAREs Districts

- Six (6) recurring low-performing districts.
- Contracted District Coaches (successful, retired superintendents).
- Assessments of district need (Comprehensive Needs Assessment, school visits, data profiles, root cause analysis).
- Customize supports with district as the “Driver”.
- Liaison to NCDPI and other resources.
- Training and Development.
- Partner to support District Leadership and Local Boards of Education.

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CAREs Schools

- 44 Recurring low-performing schools (both within the six districts and in other districts).
- Hiring school leadership coaches.
- Assessment (Comprehensive Needs Assessment, data profiles, school walk throughs, district identified needs for support).
- Partnership (NCPAPA, Tabari Wallace-NCDPI Principal Engagement Advisor).
- North Carolina Instructional Leadership Academy (new initiative in partnership with RELAY/Leverage Leadership Institute).

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Exemplars

- Public Schools of Robeson County- Eighteen (18) months intensive support and relationship building. FIRST entire district to be “proof point” for NCILA! Leadership “buy in”. Board development and support! Experienced Superintendent.
- Northampton County Schools- Student Recruitment Campaign (from 200 to 612 students!). Focus and training on standards-based curriculum and instructional practice.
- Washington County Schools- Partnering with NCDPI and other Agencies (Hometown Strong) to address non-school related issues that impact student learning.

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Hopes and Dreams

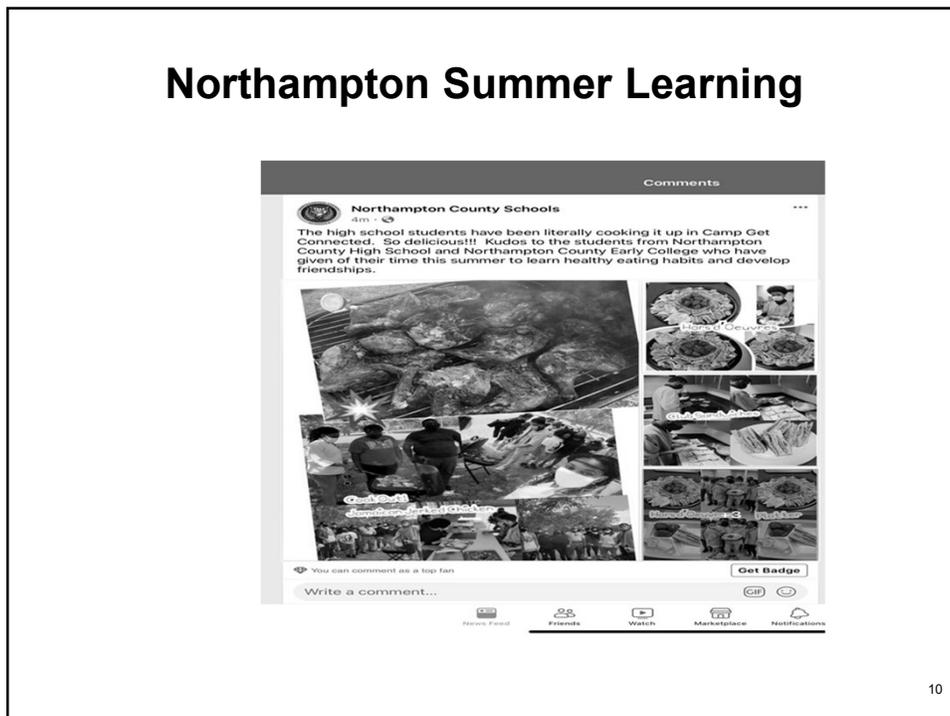
- Support seven (7) additional districts (one school away from being identified low performing).
- Add coaching support for an increased number of low-performing schools as resources allow (there are 181 recurring low performing schools).
- Build out NC Instructional Leadership Academy over the three years of partnership. Create impact for all regions and for all schools.
- Enhance Diagnostics (training and unpacking) as a service to low performing schools and eventually all schools.

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Root Cause Analysis



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Ron Edmonds- Effective Schools

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do this. Whether we do it or not must finally depend on how we feel about the fact that we have not done it so far.”

- May 1, 1992

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Questions?

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