



NORTH CAROLINA  
**ESEA Flexibility**  
**Indicators for School Success**



“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

President Obama  
September 23, 2011

# NC has experience with school reform...



During the 2006-2010 period, the NCDPI and its partner organizations worked with schools with performance composites below 60%:

- 66 high schools
- 37 middle schools
- 25 elementary schools

# The Turnaround Schools program included...



- (1) a requirement that the schools submit plans consistent with a Framework for Action designed to focus the schools on changing practices thought to affect student achievement;
  - (2) a series of professional development sessions designed to build the schools' capacity to carry out the plans; and
  - (3) follow-up coaching and school-specific professional development, which continued for as long as the school's performance composite remained below 60%.
- \*A subset of 13 high schools were also divided into separate, smaller academies.



- Title I - Schoolwide
- School Improvement Grants (SIG)
- Race to the Top (RttT) – Framework for Action

# Title I – 10 Schoolwide Components



- Comprehensive Needs Assessment
- Reform Strategies
- HQ Teachers/Paras
- HQ Professional Development
- Recruit/Retain
- Parent Involvement
- Transitions
- Teacher Input Regarding Assessments
- Effective and Timely Assistance to At-Risk Students
- Coordination and Integration of Federal, State, and Local Programs



- Replace the principal
- Screen existing staff (measuring the effectiveness) and rehire no more than 50%
- Select new staff
- Provide ongoing job-embedded PD
- Adopt new governance structure
- Use data and promote its continuous use
- Extend learning time



- Develop and increase teacher and school leader effectiveness
- Implement comprehensive instructional reform strategies
- Increase learning time and create community-oriented schools
- Provide operational flexibility



- Process for school redesign or reform
- Formative assessments
- Assistance to struggling students
- Literacy
- Professional Development based on data
- School processes and procedures
- Transitions
- Total school community
- Professional Learning Communities

# Coaching in NC – Monitoring and Support





- 118 Schools Identified (School Transformation and Instructional Coaches provided)
- 9 Transformation Districts (District Transformation, School Transformation, and Instructional Coaches provided)
- 1 Consent Order LEA
- Comprehensive Needs Assessments provided for all

# SIG Monitoring and Support



- 40 Schools
- 4 SEA Monitors
- 2 SEA Coaches dedicated to highest priority SIG
- Access to Race to the Top (School Transformation Coaches)
- Indistar – NCSIG Online

# NC Turnaround Lessons Learned

(report found at [www.cerenc.org](http://www.cerenc.org))



“We found that in the *improved* schools, the turnaround process began in virtually every case with the appointment of a new principal who replaced a substantial number of teachers and sparked a series of changes focused on key areas of school operation, including....



- (1) the commitment, climate, and culture affecting student learning;
- (2) the knowledge and skills that school leaders, teachers, and other staff bring to their jobs;
- (3) the structures and processes that support instruction within the school; and
- (4) the strength of linkages between the school and both the district central office and the community served by the school.



What we've learned:

- Many of our SIG schools needed a planning structure in place that included both school and district level accountability....Indistar provided that framework
- But....the number of indicators proved overwhelming, some redundancy was found, and a higher degree of alignment needed to occur



The key:  
SCHOOL LEADERSHIP +  
DISTRICT/SCHOOL COLLABORATION



NC schools have been implementing.....

- The Framework for Action
- SIG and RttT Transformation and Turnaround Models

.....and

- Conducting Comprehensive Needs Assessments
- Ensuring the implementation of the 10 Schoolwide Components in Title I schools

# Building on these Lessons



Our goals are to....

- Strengthen existing foundation
- Enhance existing structures and supports
- Provide a common language for reform efforts
- Increase collaboration across initiatives



We also learned that:

- ESEA Flexibility was on the way
- SIG Schools would transition to “Priority Schools” status
- A high degree of alignment exists:
  - SIG Transformation/Turnaround Models
  - Race to the Top (RttT) – Framework for Action
  - Title I Schoolwide Components
  - ESEA Turnaround Principles

# ESEA Turnaround Principles



- Strong leadership
- Effective teachers and improved instruction
- Expanded learning time
- Strengthened instructional program
- Use of data
- School safety and discipline
- Family and community engagement

# Alignment is Critical



So we took a deeper dive.....(sample below)

<i><b>Title I Schoolwide</b></i>	<i><b>Framework for Action</b></i>	<i><b>Turnaround Principle</b></i>
<i>-Highly Qualified Staff -Recruitment and retention -High quality, ongoing PD</i>	<i>-School processes and procedures -PLCs -Aligned PD</i>	<i>Effective Teachers -Evaluate staff</i>
<i>-High quality, ongoing PD</i>	<i>-Aligned PD</i>	<i>Effective Teachers -Provide PD Use of Data</i>

# Indistar - Video



# Alignment is Critical



<b><i>Title I Schoolwide</i></b>	<b><i>Framework for Action</i></b>	<b><i>Indistar (Key)</i></b>	<b><i>Turnaround Principle</i></b>
<p><i>-Highly Qualified Staff</i>  <i>-Recruitment and retention</i>  <i>-High quality, ongoing PD</i></p>	<p><i>-School processes and procedures</i>  <i>-PLCs</i>  <i>-Aligned PD</i></p>	<p><i>B12</i>  <i>D01</i>  <i>D03</i>  <i>D05</i>  <i>D06</i>  <i>D07</i>  <i>E08</i></p>	<p><i>Effective Teachers</i>  <i>-Evaluate staff</i></p>
<p><i>-High quality, ongoing PD</i></p>	<p><i>-Aligned PD</i></p>	<p><i>B07 J07</i>  <i>B08 J08</i>  <i>B09 F07</i>  <i>D07 F08</i>  <i>F01 F09</i>  <i>F02</i>  <i>F03</i>  <i>F04</i></p>	<p><i>Effective Teachers</i>  <i>-Provide PD</i>  <i>Use of Data</i></p>



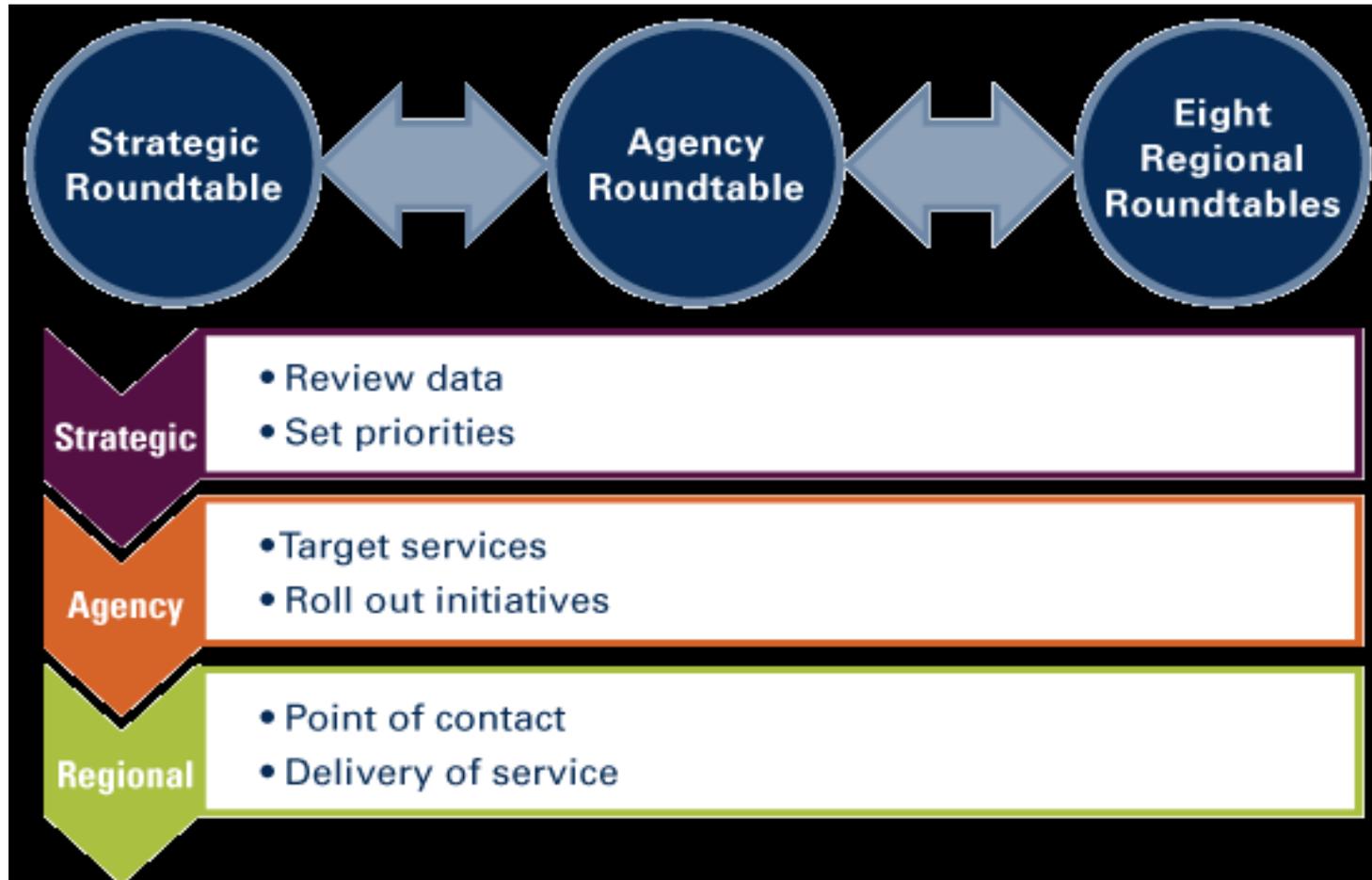
## An analysis of data from 40 SIG Schools (sample):

		<b>Status (March, 2012 for 40 SIG Schools)</b>	
		Limited/No	Full
C06	The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)	14%	86%
C08	The principal effectively and clearly communicates the message of change. (1665)	47%	53%
D05	There is an established procedure for documenting the evaluation process. (1675)	8%	92%
H02	All teachers assess student learning frequently using standards-based classroom assessments. (1717)	65%	35%
I01	The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	32%	68%
I02	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)	69%	31%
I03	All teachers, working in teams, differentiate and align learning activities with state standards. (1716)	82%	18%
I04	All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)	73%	27%
I05	All teachers employ effective classroom management. (1721)	87%	13%



- We anticipate approximately 30 indicators to be required for SIG/Priority schools
- Indicators will crosswalk the referenced programs
- Continued access to all indicators, as well as additional indicators relative to SWD, EL, High Schools, etc.
- “WiseWays” availability for all indicators

# NC Statewide System of Support



# NC Statewide System of Support



# Where are we going from here?



NC Framework for Action

+

Indistar Indicators for SIG

+

Comprehensive Needs Assessment/Title I  
Schoolwide

+

Alignments/Consolidation/  
Benchmarking

- Best Practices (coaches provide ongoing feedback)
- Sustainability – models
- Federal Monitoring – SEA, USED, OIG, GAO, OMG!

# LEAs with identified Priority schools will...



- Provide a district liaison to assist the school/LEA team in assessing needs relative to the ESEA Principles
- Support ongoing planning efforts to address the needs identified via the assessment of key indicators



- Provide assessment indicators aligned to the ESEA Turnaround Principles, and other relevant reform models (ASAP/Summer 2012)
- Demonstrate assessment protocols for LEA/school teams via online and on-site training (Fall 2012)
- Provide coaches and monitors to assist with the assessment of indicators and planning processes (Ongoing)



“With opportunity comes great responsibility”

“Learning is liking rowing upstream: not to advance is to dropback.” – Chinese saying

--QUESTIONS--