



North Carolina Public Schools Assistance Redesign Project

Building a Framework for Comprehensive Support for Districts and Schools

December 05, 2007

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's capacity to adapt to evolving school district and school needs**
- 5 Support schools in helping All students to graduate from High School 21st Century Future-Ready**

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

Feedback from stakeholders about the proposed vision for the assistance was generally positive...

Sample quotes

“I have reviewed the new state assistance model and find it to be outstanding. I plan to use part of the model to develop a local framework for assistance at the local school/district level.”

--Superintendent

“I am thrilled with the general direction of the new assistance model.”

--Stakeholder advisory council member

“I am glad to see a three year model....We need more time with assistance at the district.”

--Superintendent

“Need coaches that can model, join with support, and withdraw when capacity is built.”

--Stakeholder advisory council member

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	Screen	Assess	Support	Monitor
From	<p>Compliance driven, reactive assistance model</p> <p>Primary focus on providing assistance at the school level</p>	<p>Assistance based on accountability triggers, not on assessment of specific needs</p> <p>Multiple triggers for multiple accountability systems & mandates</p>	<p>Assistance team determined prior to assessing needs</p> <p>Assessment often does not identify root causes of underperformance</p>	<p>Singular strategy for team deployment</p> <p>Assistance efforts fragmented, each with limited scope/capabilities</p> <p>Assistance teams do not stay long enough to sustain improvements</p>	<p>No systematic monitoring or tracking of the effectiveness of assistance efforts</p> <p>No formal evaluation to inform modifications to program design and services</p>
To	<p><u>Prevention</u> and compliance driven, <u>proactive</u> support model</p> <p>Primary focus on providing support to <u>school districts</u></p> <p><u>Collaborative partnership</u> approach</p>	<p>Screening drives the type of <u>assessment</u> schools and districts receive</p> <p>Screens based on <u>both state and federal standards</u></p>	<p>Comprehensive needs assessments focused on <u>root causes</u> and <u>district capacity</u></p> <p><u>All school districts and schools</u> undergo needs assessments, <u>with guidance</u>, as needed</p>	<p>Majority of support focused <u>on or through the district</u></p> <p>Coordinated support services <u>tailored</u> based on needs assessment</p> <p><u>All school districts</u> receive some support</p>	<p><u>Systematic reviews</u> of the effectiveness of support provided</p> <p>Systematic evaluation of support <u>providers and services</u> - services modified as needed</p>

The new framework implies a real paradigm shift for DPI

Theory of Action

From

Compliance driven, reactive assistance model

Primary focus on providing assistance at the school level

To

Prevention and compliance driven, proactive support model

Primary focus on providing support to school districts

Collaborative partnership approach

The new framework implies a real paradigm shift for DPI

Screen

From

Assistance based on accountability triggers, not on assessment of specific needs

Multiple triggers for multiple accountability systems & mandates

To

Screening drives the type of assessment schools and districts receive

Screens based on both state and federal standards

The new framework implies a real paradigm shift for DPI

Assess

From

Assistance team determined prior to assessing needs

Assessment often does not identify root causes of underperformance

To

Comprehensive needs assessments focused on **root causes** and **district capacity**

All school districts and schools undergo needs assessments, **with guidance**, as needed

The new framework implies a real paradigm shift for DPI

Support

From

Singular strategy for team deployment

Assistance efforts fragmented, each with limited scope/capabilities

Assistance teams do not stay long enough to sustain improvements

To

Majority of support focused on or through the district

Coordinated support services tailored based on needs assessment

All school districts receive some support

The new framework implies a real paradigm shift for DPI

Monitor

From

No systematic monitoring or tracking of the effectiveness of assistance efforts

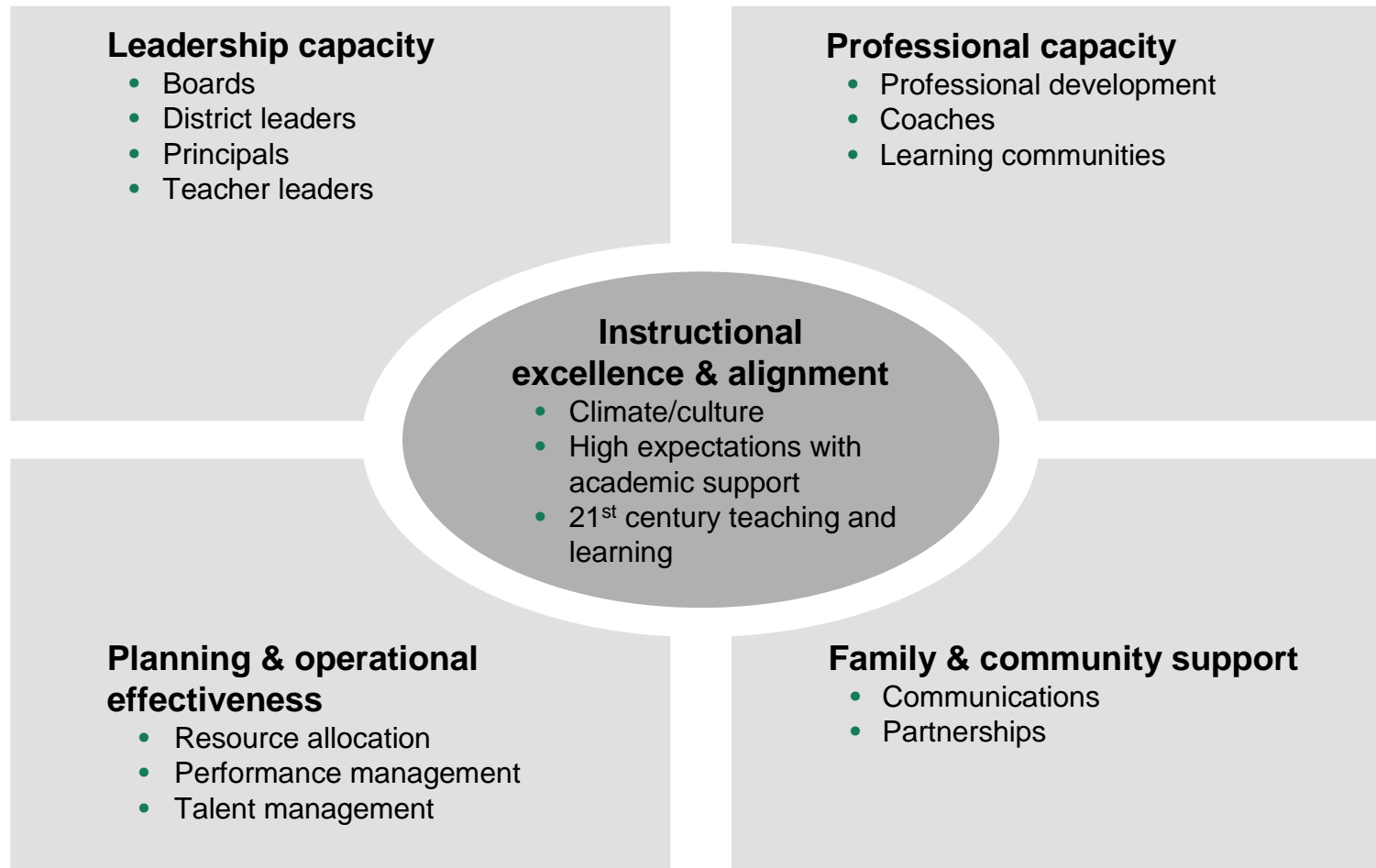
No formal evaluation to inform modifications to program design and services

To

Systematic reviews of the effectiveness of support provided

Systematic evaluation of support **providers and services** - services modified as needed

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

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)



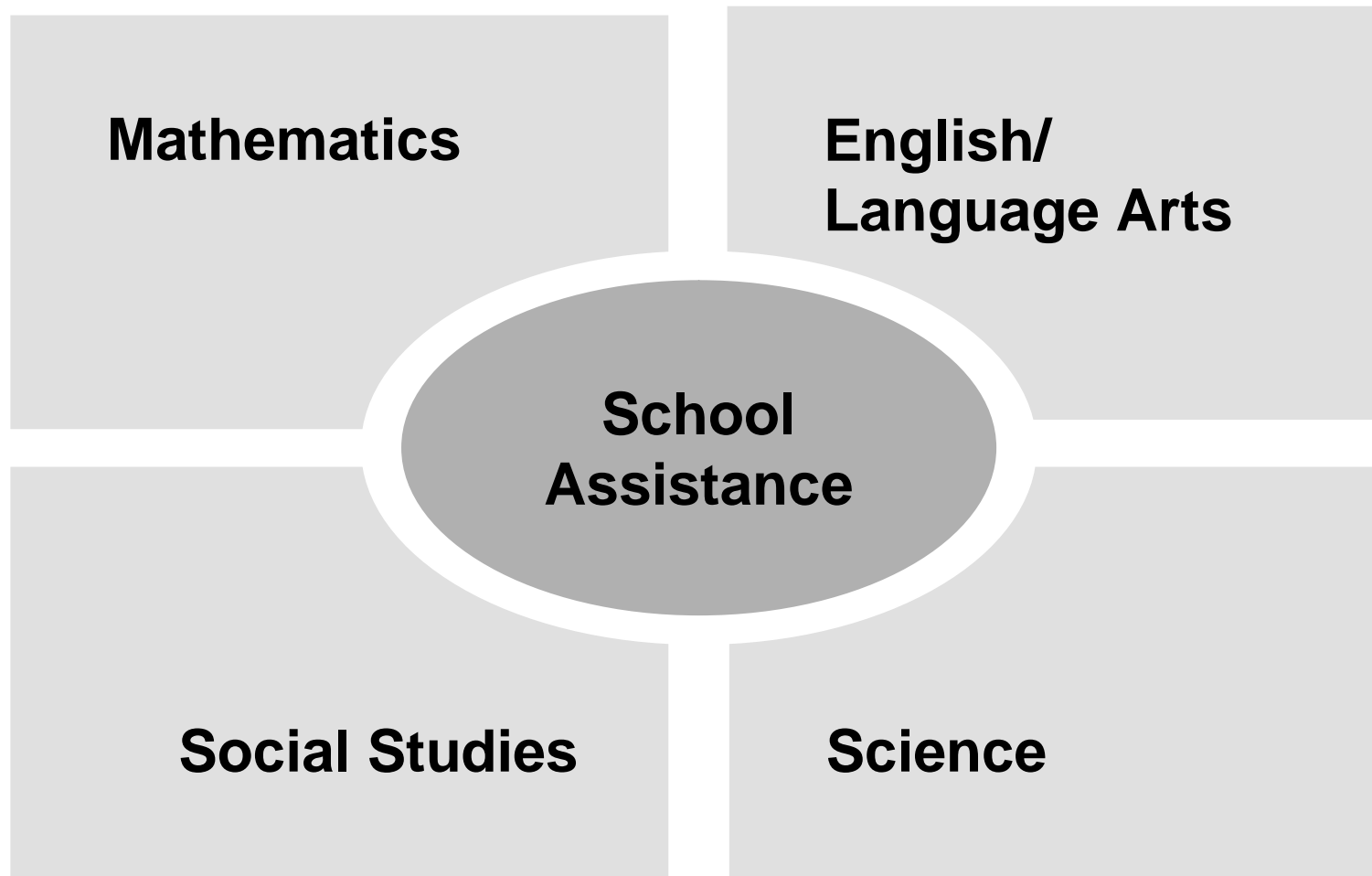
- Facilitates planning process and coordinates coaching and service delivery for 3-4 high needs districts
- Has access to a pool of experts/support as needed
- Provides guidance/support to school coaches and information to RSL and DPI

Instructional Coach (IC)



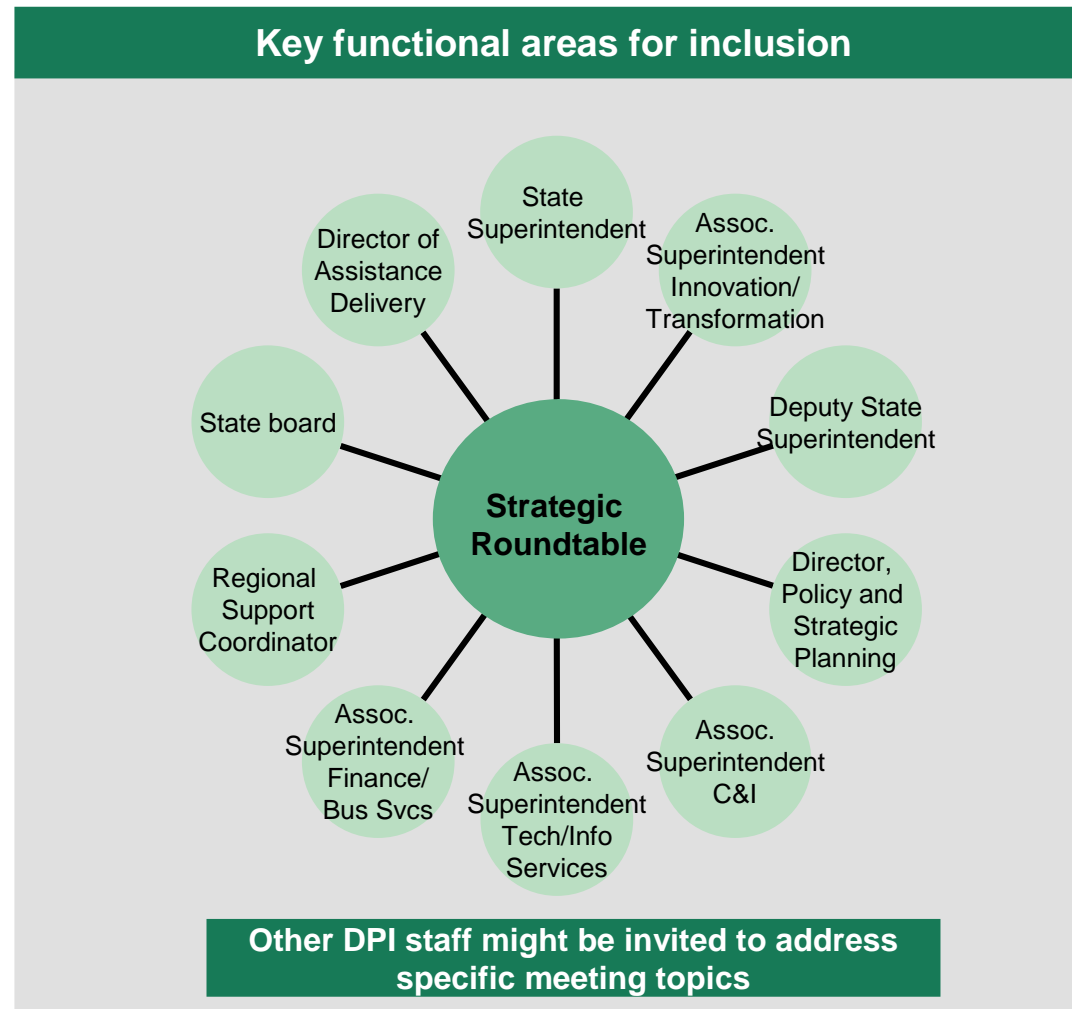
- Offers on-site support to help guide school leadership in developing school improvement plans
- Provides on-site support for classroom teachers, principals, and school planning team
- Plans, implements, and attends necessary professional development

Previous Areas of Focus

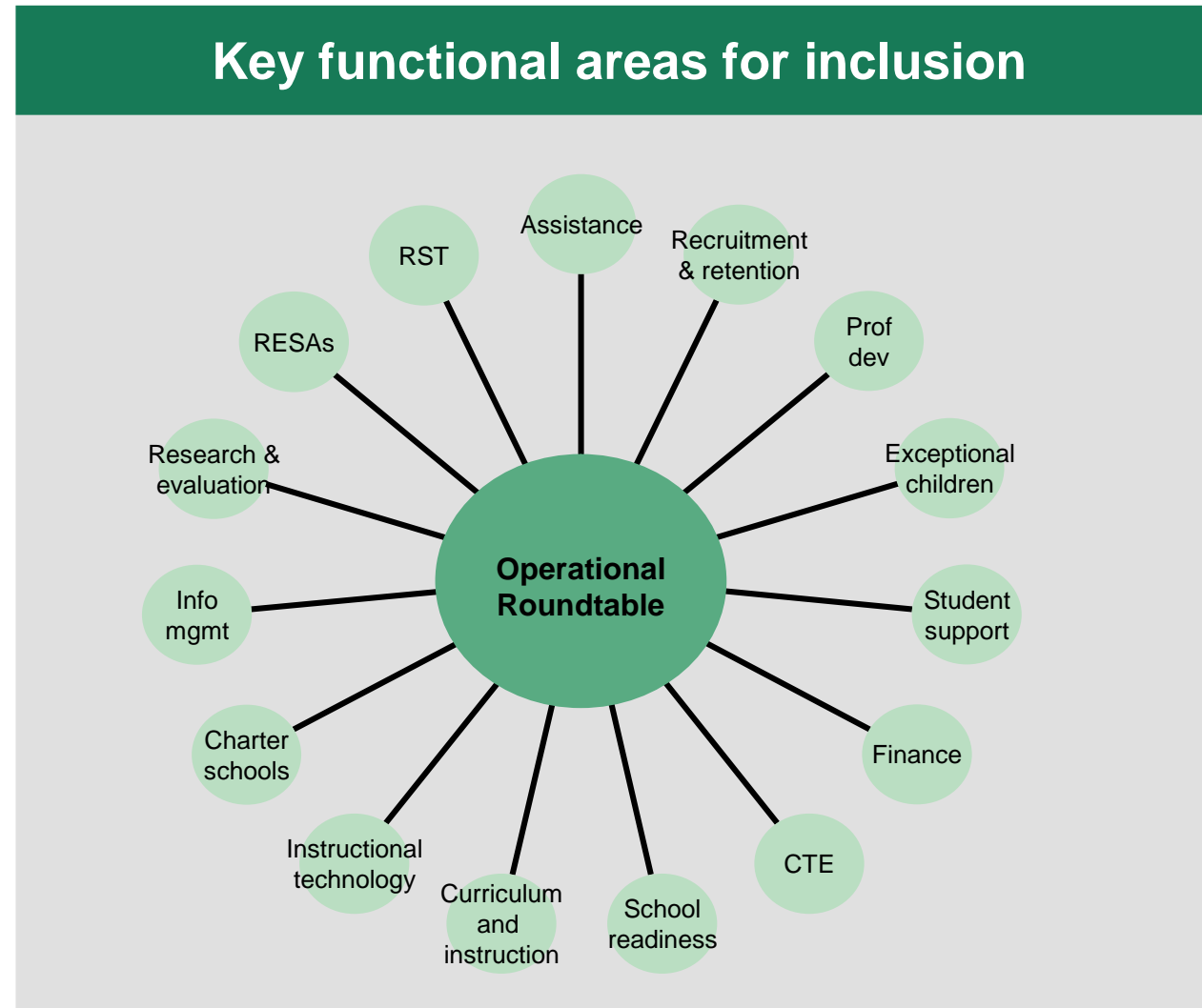


Note: Please see appendix to view summaries of best practice frameworks considered in research
Source: Literature and research review; project team research and analysis

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



Operational Roundtables will coordinate support resources and services within the regions



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

Districts and Schools Supported 2007-08

	<u>Number</u>
Districts	27
High Schools	77
Middle Schools	36
Elementary Schools	20

Services Provided

2007-08

- | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1 Leadership Facilitator: | Equivalent of one day a week |
| 2 Professional Development: | Center for Leadership Development
or Mid-Continent Research for
Education and Learning (McREL)
8-12 days |
| 3 Instructional Facilitators: | Upon request to assist classroom
teachers |
| 4 Framework for Action: | Revision of School Improvement
Plan to target support to struggling
students |
| 5 Reform/Redesign Plan: | High School only |