



Public Schools of North Carolina

Race to the Top

State Superintendent June Atkinson

October 14, 2009

Adapted Presentation

By Glenn Kleiman, NCSU

College and Career Ready

High School

Middle School

Elementary School

Pre-Kindergarten



140
Meter

0.35 km.
1.15 min

9:39 am
9:40 am


31 km/h

National Voluntary Standards



Destination





Analyzing



Re-calculating



Formative and Benchmark Assessments



Competitive

ARRA
\$5.35b

The Secretary
\$5 billion

Race to the Top-\$4 billion
New Assessments-\$350 million
Innovation -\$650 million



Goal: Advance Core Reforms

College- and career-ready standards and high quality, valid, and reliable assessments for all students, including ELLs and students with disabilities

Pre-K to higher education data systems that meet the principles in the America COMPETES Act

Teacher effectiveness and equitable distribution of effective teachers

Intensive support and effective interventions for lowest-performing schools



Mission

Future-Ready Students for the 21st Century

Every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st century.

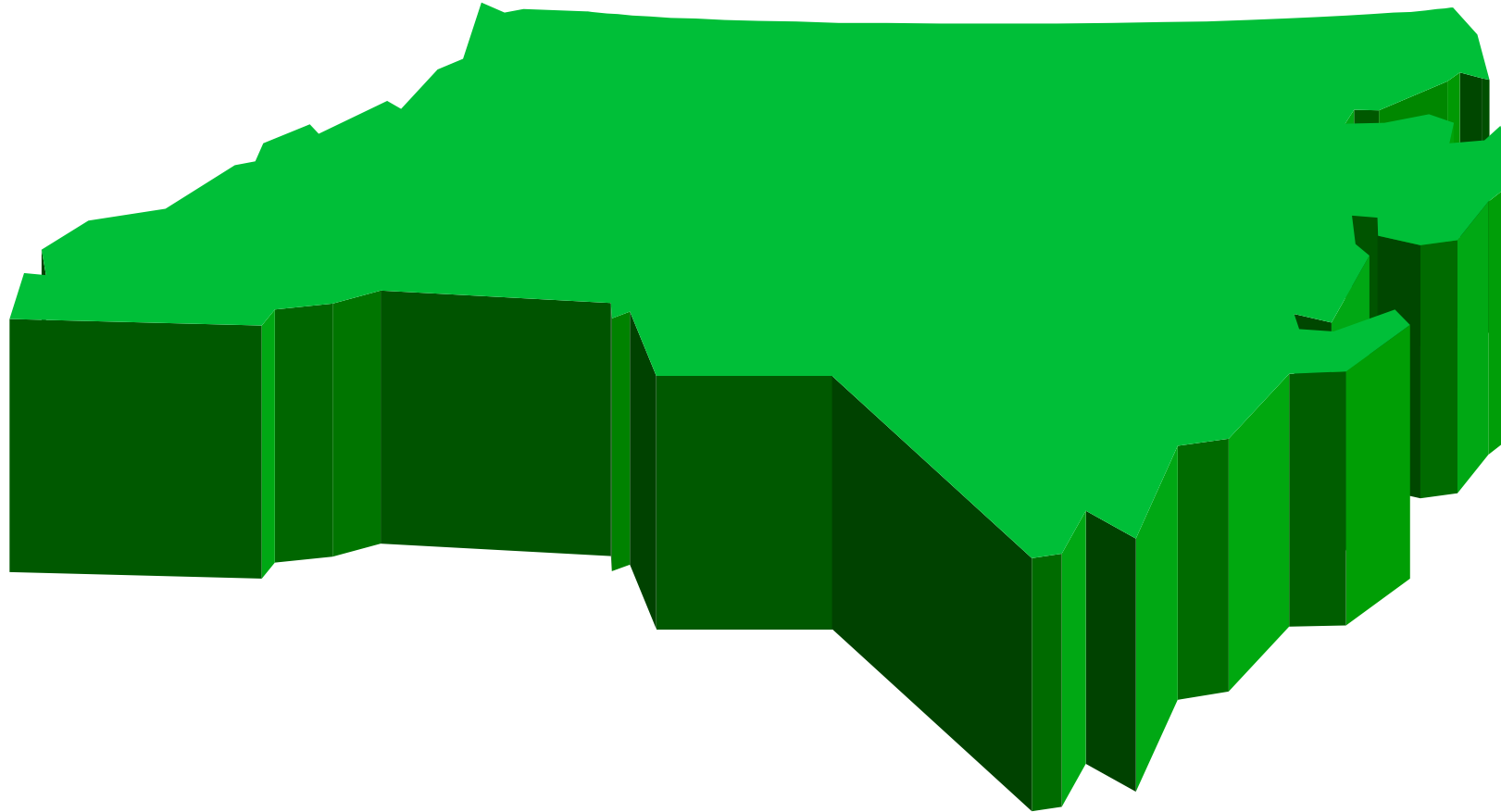
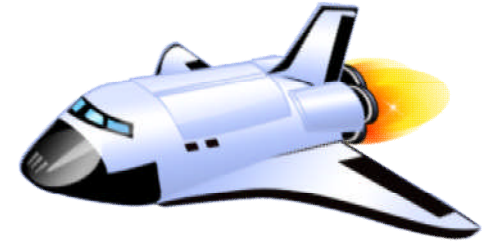


Goals for Future-Ready Schools

- **Globally competitive students**
- **21st century professionals**
- **Healthy, responsible students**
- **Leadership/innovation**
- **21st century systems**



North Carolina



RTTT Calendar

- July 28, 2009 Draft guidelines
- August 28 Comments
- November Final guidelines
- January 2010 Round 1 proposals
- April Funding decisions
- June or July Round 2 proposals

Four school years, through 2013-2014, to use the funding



Success Factors

- Leading state for education reform and improvement
- Model state where educational initiatives can be replicated
- Well-designed, research-based plan
- Adherence to RTTT criteria and guidelines



NC Strategic Approach

Measurable goals

- Increase graduation rate
- Turn low-performing schools into successful schools
- Increase number of students taking challenging capstone courses
- Ensure qualified, effective teachers and principals in all classes and schools
- Prepare all students to be college- and/or career-ready



NC Strategic Approach

Enhance & accelerate bold initiatives already underway

- New teacher and school executive standards and evaluation processes
- ACRE
- CEDARS
- District and School Transformation
- NC Virtual Public School
- School connectivity
- Teacher Working Conditions Survey
- Nationally Board Certified Teachers
- Early college high schools



LEAs

- At the center of the proposed initiatives
- 50% of funding by Title I formula + additional funding
- MOUs from LEAs are required

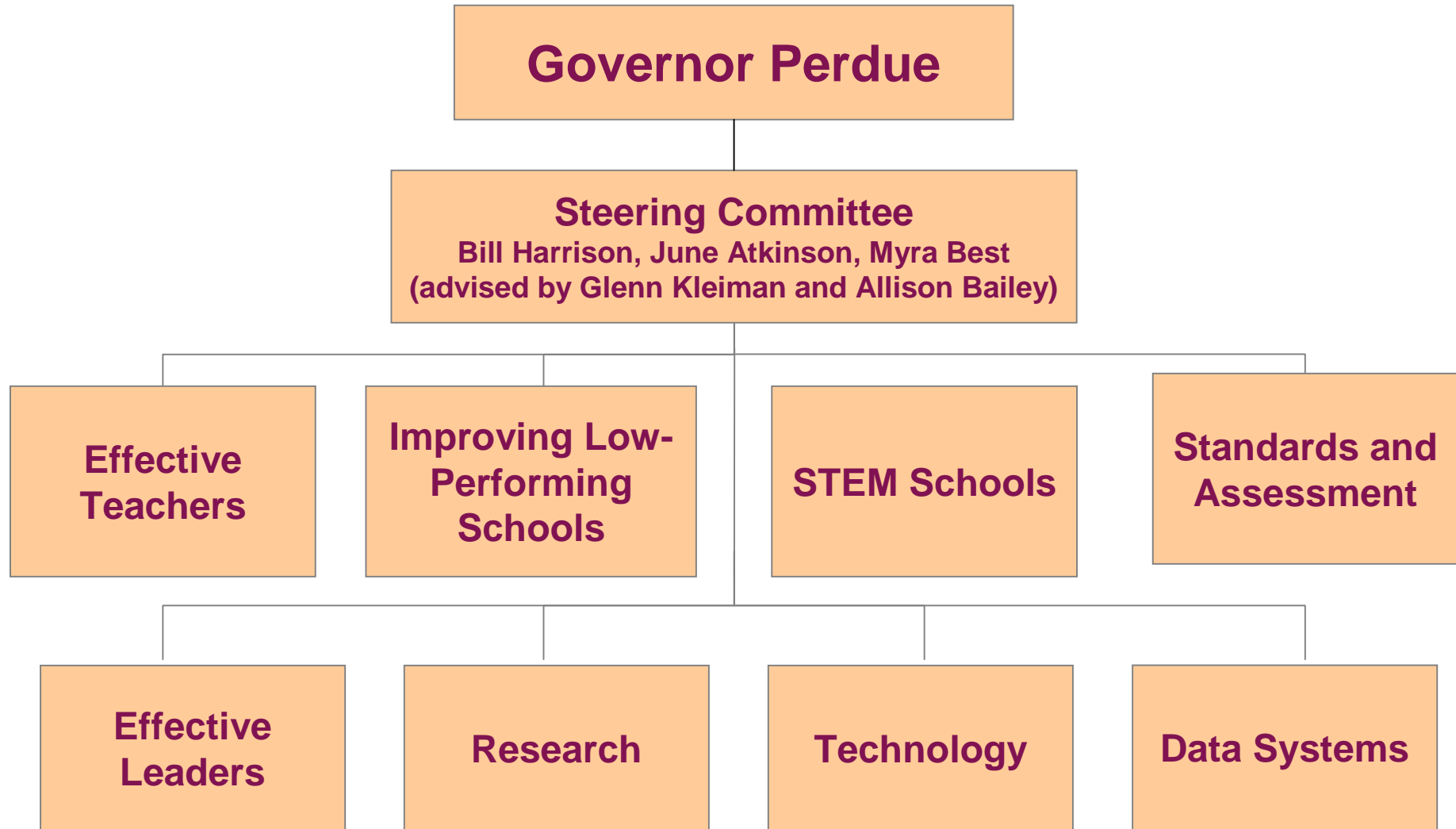


Evaluation Criteria for RTTT

1. Address critical data-driven needs in NC K-12 education
2. Build upon a solid foundation of research, successful programs, and effective practices
3. Be innovative and scalable to address statewide needs
4. Fit RTTT guidelines
5. Make good use of four years of RTTT funding and then be sustainable
6. Connect with and support the other initiatives



NC RTTT Proposal Development Leadership





Potential Partnerships with National Organizations

- New Leaders for New Schools
- National Commission for Teaching and America's Future
- Strategic Management of Human Resources Collaborative
- New Teacher Center
- Teach for America
- Gates Foundation
- CCSSO



Support for NC RTTT Effort

- DPI
- NC State University/Friday Institute
- Gates Foundation
 - Funding for the Boston Consulting Group
- NC Network of Grantmakers
 - Golden Leaf Foundation
 - Z. Smith Reynolds Foundation
 - Weaver Foundation
 - Warner Foundation
 - Oak Foundation
 - Burroughs Wellcome Fund
- Hunt Institute
- Many organizations in NC providing staff time



Status of the RTTT Proposal Development



Assurance One: Standards and Assessments

- Build upon the ACRE project
- Participate in national common core standards and assessments
- Request RTTT funding to develop diagnostic and formative assessments to inform classroom instruction
- Request RTTT funding to develop resources to help teachers make effective use of assessment data
- Address requirements for assessment adaptations for students with disabilities and students with limited English proficiency





The ACRE work was initiated by the Blue Ribbon Commission on Testing and Accountability (Jan 2008) and...



**The SBE's Framework for Change
(June 2008)**

Work Definition

To develop a new generation of **essential academic standards**, a comprehensive **assessment** system including formative, benchmark and summative assessments and a revised **accountability** system to ensure every student graduates globally competitive.

Essential Standards

Assessments

Accountability

Essential Standards	Objectives
<ul style="list-style-type: none"> Develop Essential Standards that will lead to global competitiveness Design and deliver professional development increasing teacher skills in ensuring student achievement 	<ul style="list-style-type: none"> Create tools, resources to ensure teachers understand and use the standards effectively Build state wide investment in the new Essential Standards

Assessments	Objectives
<ul style="list-style-type: none"> Develop a three-tiered assessment system with a new focus on diagnostic and formative uses of data Design online professional development to teach teacher's daily formative assessment practices for use in classroom instruction 	<ul style="list-style-type: none"> Build a benchmarking assessment tool with a rich set of assessments Revise state summative assessments to increase transparency and include more authentic and performance-based assessments

Accountability	Objectives
<ul style="list-style-type: none"> Develop an accountability model that will incentivize graduating globally competitive students (include in HS model Grad Rate, Future-Ready Core and Post-Secondary measures) Revise the ABCs including instituting an improved growth model 	

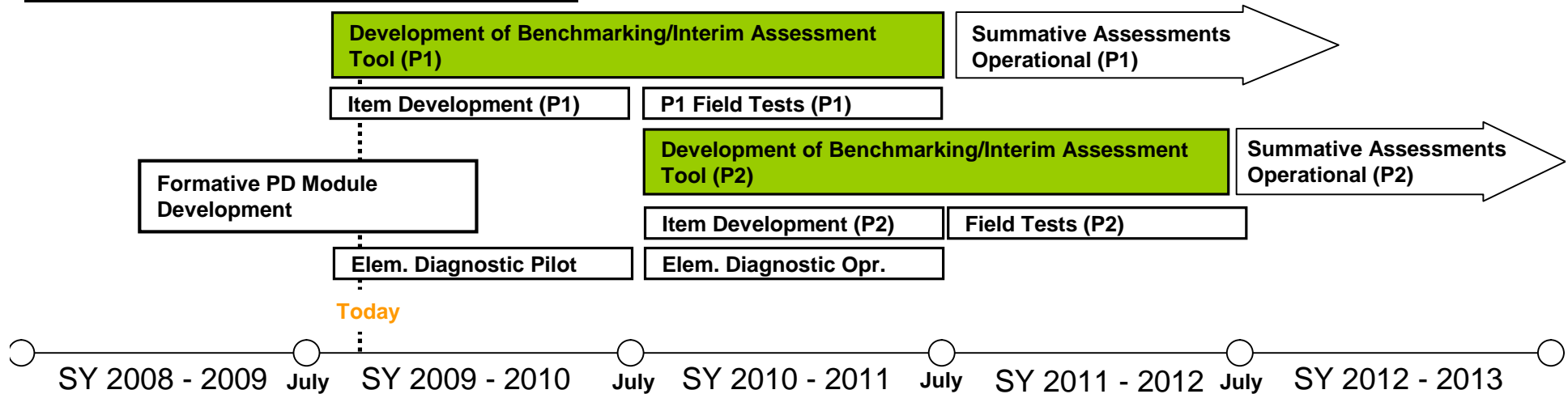


Assessments

P1 = Phase I (Math, Science, Eng 10, Information and Tech Skills, Occupational)

P2 = Phase II (ELA, Social Studies, Other Subject Areas)

Time Line



Outcomes Thus Far

Formative Online Modules: ●

- Developed logic map, session designs, videos and draft modules (1-5). Modules needed more external review and design feedback before release.

Summative: ●

- Planning 09-10 Field Test
- Drafted criteria for use of constructed response to be presented to the SBE in October

Benchmark ●

- RFP developed; however, more detailed development/seeking of vendor is paused because of budget constraints

Elementary Diagnostic Assessment

- New Initiative. High-level time line is established; however, a more detailed time line has not been established.

Innovative Assessment ●

- Innovative Assessment Research Report on Gaming/Simulation to SBE

Costs

Total request (non-recurring) for the work of the ACRE project in the 09-10 was 4.7 million.* No funds were appropriated in the 09 -11 budget.

Longer-term assessment cost estimates include

- Benchmarking Assessment Tool (~ 2.6 m)
- Innovative Assessment (simulation, gaming) research and piloting (~800 K)
- Inclusion of Constructed Response Items on Summative Assessments (~ 2.3 m)





Key Questions and Votes – Next Two Years

School Year 2009-2010

September 2009

- Phase I Essential Standards (Action)

October 2009

- New Accountability Model Draft (Discussion) with a focus on components**
- Plan for Integrating Constructed Response into Summative Assessments (Discussion)**

November 2009

- New Accountability Model Draft (Action)
- Plan for Integrating Constructed Response into Summative Assessments (Action)

December 2009

- Science Standards K-12 (Discussion)

January 2010

- Science Standards K-12 (Action)
- Formative Assessment Module Demo (Info)

March 2010

- Portfolio Report (Information)

April 2010

- Online Assessment Report (Info)

May 2010

- Phase II Essential Standards (Discussion)

June 2010

- Phase II Essential Standards (Action)

School Year 2010-2011

June 2010

- New Instructional Support Toolkit Components Demo (Information)

January 2010

- Case Studies on Administering 21st Century, Computer-Based Assessments (Information)

Anticipated topics in coming two years not yet scheduled

- Teacher effectiveness tied to student achievement in the accountability model**
- Issues and processes for adoption of/alignment to the common core
- Possible planning for common assessments
- Elementary Diagnostic Assessment (Direction and Vision)
- Other RTTT-related issues
- Innovative Assessment Pilots
- NCLB changes and implications
- Professional Development Model to support new Essential Standards



Assurance Two: Longitudinal Data Systems

- Connect to work on the CEDARS system
 - Funded by a separate federal grant for state longitudinal data systems
- Connect to separate proposal to link preK-20 data systems (“P-20+”)
- Request RTTT funding to prepare educators to make effective use of the data to improve planning, instruction, and overall effectiveness



CEDARS Quick Facts

- **CEDARS Webpage:** www.ncpublicschools.org/cedars
- **CEDARS Contact:** cedars-info@dpi.state.nc.us
- **3-Yr Development Budget:** \$6 m Federal, \$6 m State
- **Target Completion Date:** September 2010
- **Will be a core component of “NC P-20+ Data System”**
(will submit ARRA grant proposal by November 10)



CEDARS Objectives

1. Provide Infrastructure to Enable Data-Driven Decision Making

Enable state, local, and federal policy makers and service providers to make outcome-based data-driven decisions based on analysis of trends and relationships

- **across different types of P-13 education data**
- **over time**



CEDARS Objectives

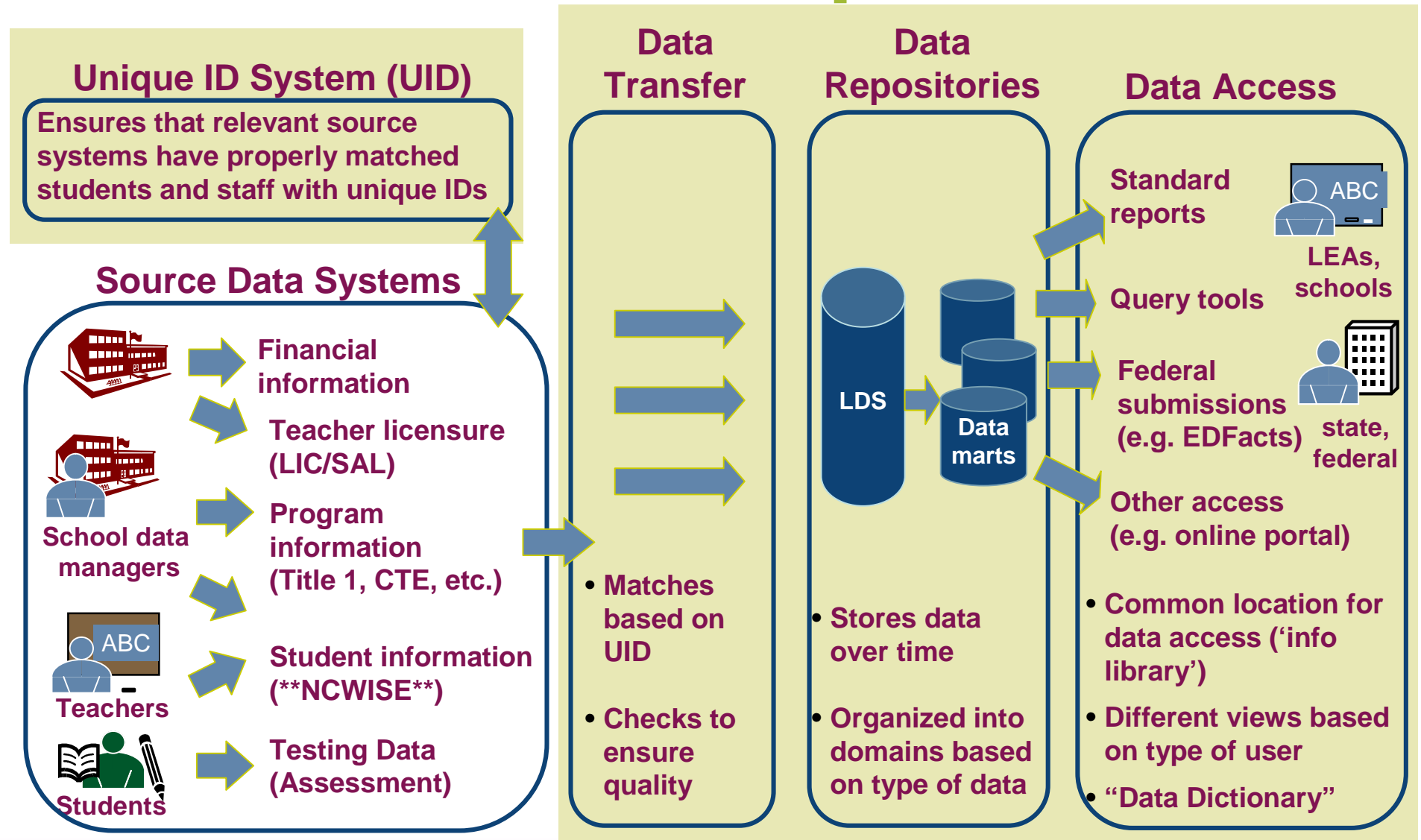
2. Increase Quality and Accessibility of Education Data

Increase the quality and accessibility of P-13 educational data, including...

- **student and teacher demographic**
- **course and assessment**
- **program (Exceptional Children, Title I, etc.)**
- **financial**



CEDARS Components



Assurance Three: Turning Around Struggling Schools

- Update plan previously developed by DPI with BCG
- Request funding to implement full-scale school improvement and support plan
- Build upon success of existing support system
- Argue that ECHS, redesigned high schools, magnet schools, virtual school, etc. serve the functions of charter schools, with additional advantages
- Request funding for the development of a network of STEM high schools
- Request funding for expansion of NCVPS



SBE Initiative: District and School Transformation

Three elements drive District and School Transformation

Support to Districts & Schools

- Provides support to all NC school districts and schools
- Provides customized support to districts and schools identified by equity, growth, performance, and capacity issues
- Ensures increased **student achievement and graduation rates in challenged districts and schools**

Build Capacity at District/School Level

- Focuses on building capabilities at the district level so that school districts better support their schools
- Intervenes directly in a smaller number of chronically underperforming districts and schools to ensure a sound basic education

Customize

- Provides and/or facilitates customized support tailored to specific, identified school district and school needs
- Include services for instructional coaching, leadership coaching, and professional development on instruction, organization, and leadership practice



Statewide System of Support



All N.C. Schools Receive Support Through Roundtable Structure

Customized Support Models
Based on Metrics of Equity,
Growth, and Performance

District Support Models

District and School Transformation: Capacity and Achievement

Consent Order: Judicial/Proficiency

District Improvement: NCLB/Equity

School Support Models

Low Performing: ABCs/Below 50% and not meeting growth

Corrective Action Level 3 or Higher: NCLB/Equity

Turnaround: Executive & Judicial/Constitutional right to basic education – High Schools below 60% for two consecutive years and selected feeder middle schools below 60%

District and School Transformation: All schools in the five partner LEAs

Consent Order: All schools in Halifax



Scope, Timeline, & Resources

Support Model		Year 1 2008-09	Year 2 2009-10	Year 3 2010-11
Districts	District and School Transformation	6	5	5
	Consent Order	0	1	1
	Corrective Action and beyond	40	35	TBD
	Unduplicated Count	41 districts	40	TBD
Schools	Turnaround	113	64	TBD
	District and School Transformation	78	57	57
	Consent Order	0	11	11
	Schools in Corrective Action and beyond	191	212	TBD
	Low Performing Schools	100	73	TBD
	Unduplicated Count	373 schools	333	TBD
Staff		Year 1 2008-09	Year 2 2009-10	Year 3 2010-11
Staff Projected		106	106	
Staff Reality		63	63 + New \$/Legislative appropriation	
GAP		-43	- TBD	



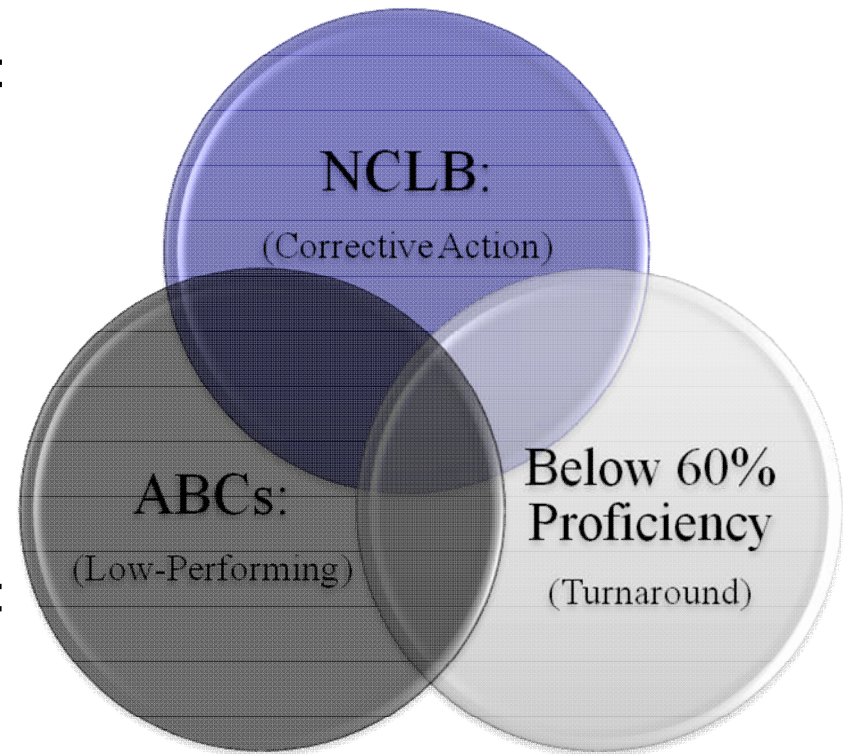
Statewide System of Support Serves All Districts and Schools

SSOS Targets Schools When Performance:

- Is below 50% and not meeting growth expectation – ABCs (state statute) or
- Has gaps – NCLB (federal law) or
- Is below 60% proficiency target (NC executive & judicial)

SSOS Targets Districts When Performance:

- Is challenged by performance gaps or capacity
- Is under consent order

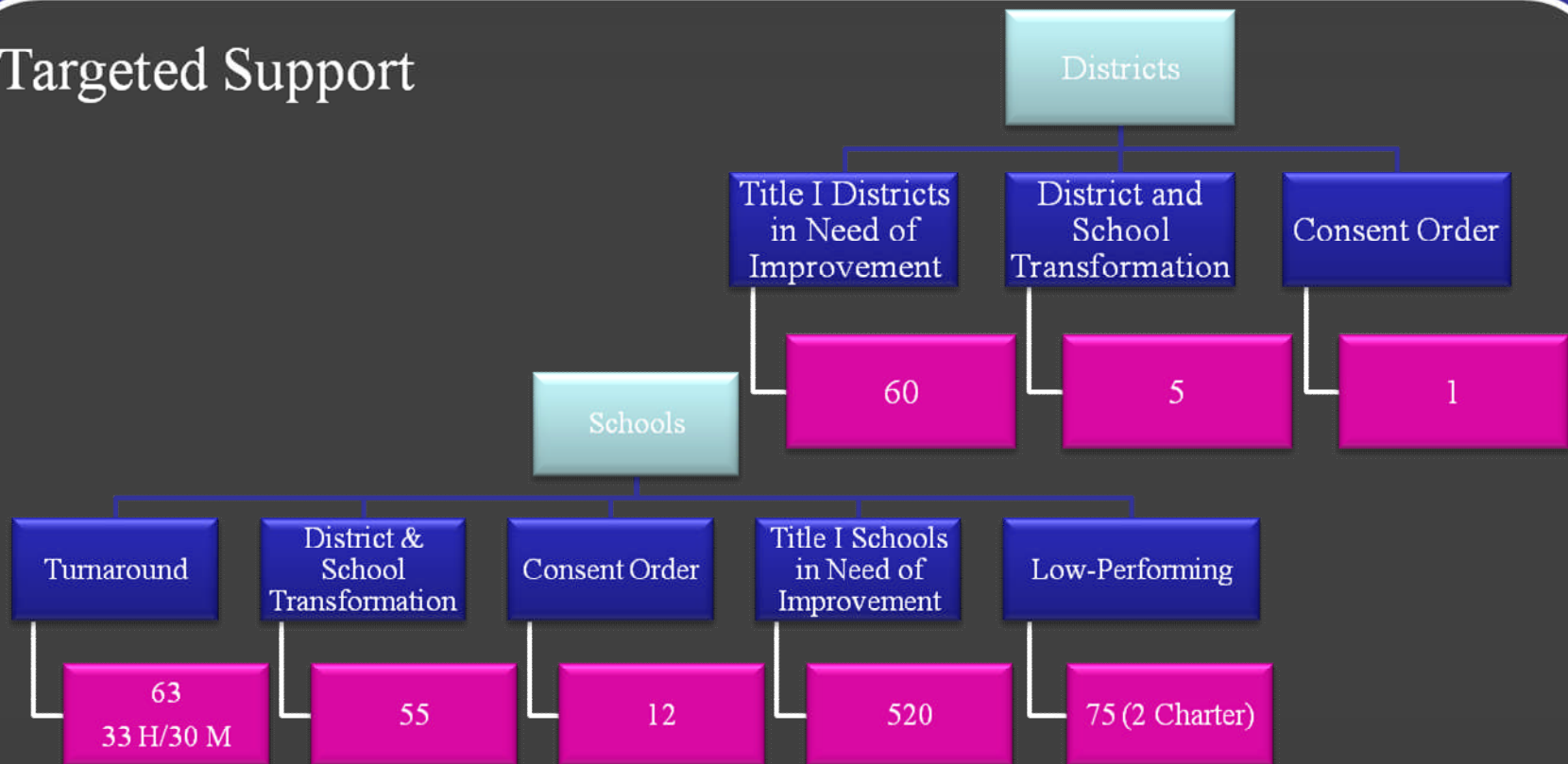


Statewide System of Support 2009-10

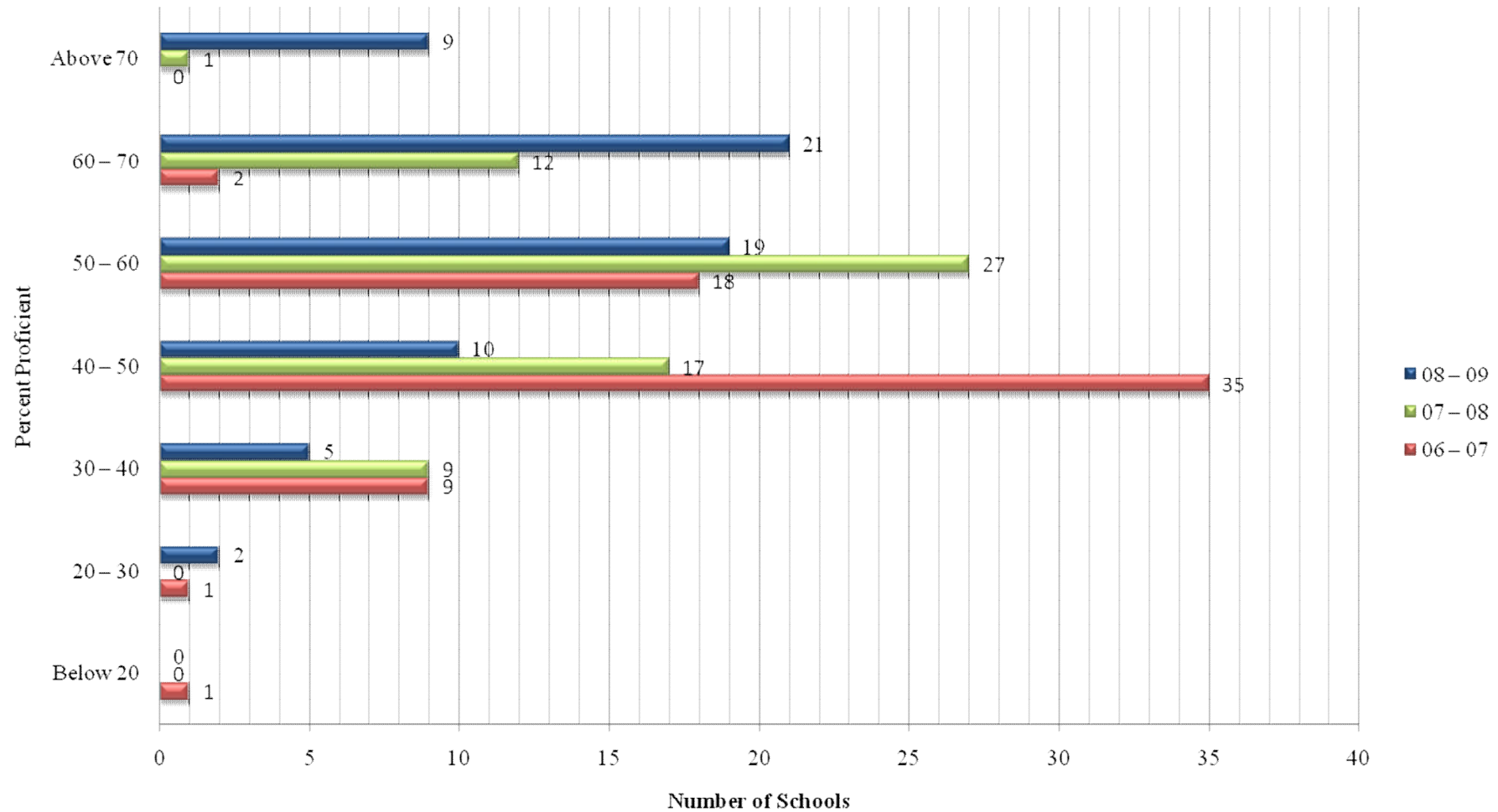
District and School Transformation Supports 61 Districts and 678 Schools
 (unduplicated count)

All N.C. Schools Receive Support Through Roundtable Structure

Targeted Support



Turnaround High School Data



Assurance Four (Part One) : Effective Leaders

- Build upon the school CEO standards and evaluation process
- Build upon the prior SBE and Public Forum reports and the proposed plan for regional leadership academies
- Address need for leaders prepared to improve low-performing schools
- Build upon “Action Tank” research and resources from New Leaders for New Schools

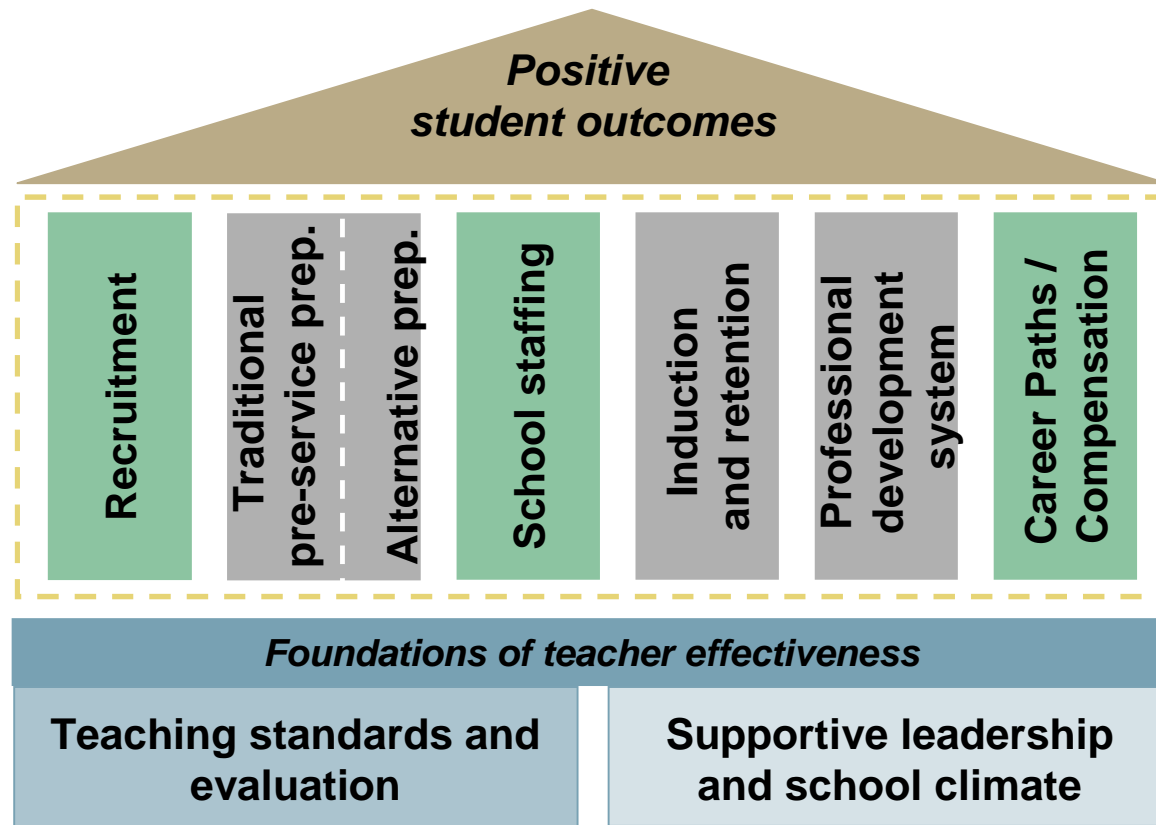


SBE Initiative: Administrator Effectiveness

- New school executive standards; evaluation instrument fully implemented 2008-09
- Principals' instrument being validated with Assistant Principals (2009-10)
- Superintendent standards developed and evaluation instrument piloted (2009-10)
 - *Limitations:*
 - *Resources to provide professional development against identified capacity gaps*
 - *No student outcome data officially tied to evaluations*



Assurance Four (Part Two): Effective Teachers



SBE Initiative: Teacher Effectiveness

- Measured against 21st century standards
- New evaluation instrument
 - Phase 1 (2008-09) 13 systems
 - Phase II (2009-10) 39 systems
 - Phase III (2010-11) 63 systems
- 2008-09 all LEAs trained with Train the Trainer Model

Possible limitations of new instrument – student outcomes not available for non-tested areas, principal is solely responsible, no content specialty input, limited resources for addressing capacity gaps

Note: Signed contract with McREL to collect and analyze data comparing educator evaluation ratings to student performance

NC Professional Development System Goals

Provide access for all teachers to high quality professional development that:

1. supports individual professional growth needs as determined by the NC Teacher Evaluation Process
2. enables teachers to successfully integrate new state initiatives into classroom practices
3. helps teachers implement school and district initiatives



Educator Preparation

- Higher Education programs will align with all Principal and Teacher Standards - evaluation instrument under development for teacher candidates
- Teacher education preparation programs revisioned & implemented by 2010-11
- Masters in School Administration programs revisioned in 2008-09; programs implemented no later than 2009-10
- Alternative licensing programs
 - *Limitation – Induction process for proven teacher talent from Teach for America, Visiting International Faculty, and Lateral Entry; Need for special skills when working with high poverty schools*



Technology

- Technology role is to support each initiative in the four reform areas
- Build upon the School Connectivity Initiative, Project IMPACT, and NC 1:1 Learning Technology Initiative.
- Develop NC Education Cloud to provide reliable, cost-effective networking infrastructure and support
- Develop an NC Education Platform to provide a digital content, tools, and collaborative workspaces



Research and Evaluation

- Conduct evaluations of RTTT programs to inform program improvement and policy decisions
- Form a statewide collaborative modeled in part on the Chicago Consortium for School Research



GPS

RTTT

100%



Questions & Comments?

