

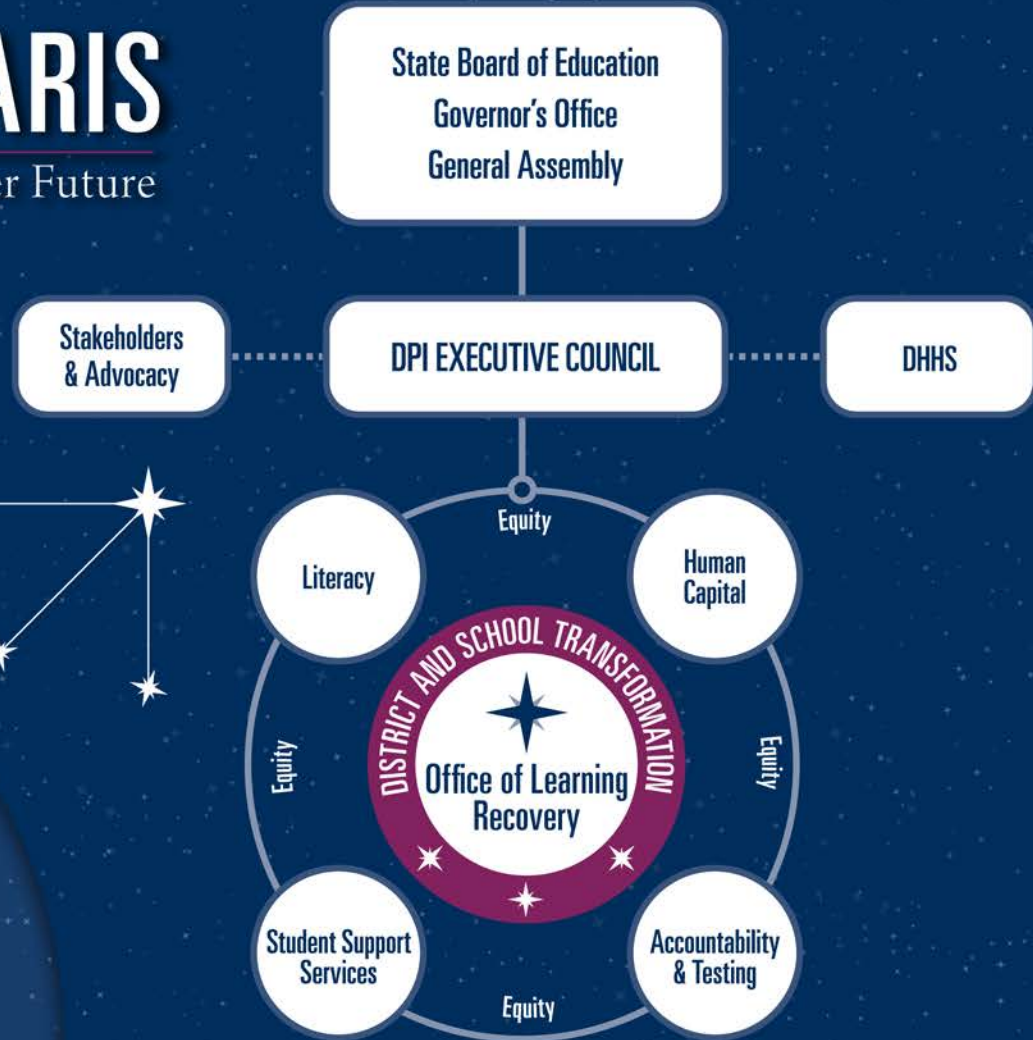
House Select Committee: An Education System for North Carolina's Future

February 7, 2022



OPERATION POLARIS

Navigating Students Toward a Brighter Future



Accountability and Testing



Transform NC's K-12 accountability system

Goal: Measure success based on preparedness for the workforce, higher education and robust civic participation.

- *Redefine* school accountability
- *Rethink* student testing

Why: The pandemic underscored the limitations of both school accountability system and the problems with one-time, high-stakes testing.

Outcome: Ensure graduates are prepared to meet the demands of the *workforce*

Economic mobility rests on education and a state's ability to educate its workforce

The Case for Reform: the School Accountability Model

- Metrics currently used to determine school ratings fail to paint a complete or accurate picture of school success.
- Factors focus too heavily on individual student performance vs. overall student growth.
- Instead, we should include multiple measures that allow us to better reflect how schools are
 - enacting change
 - improving overall success
 - preparing kids for graduation and success in the workforce



The Case for Reform: the School Accountability Model

- Why it should be considered:
 - Gives teachers much-needed flexibility
 - Gives districts opportunity to offer career pathways to *all* students
- Example of metrics that could be included:
 - Number of students enrolled in dual credit programs and/or earning non-degree credentials while in HS
 - Engagement with the local business community to foster work-based learning opportunities
 - Chronic Absenteeism
 - Durable skills attainment

Ultimately, accountability should measure **HOW** schools are preparing students for their future



Statewide Portrait of a Graduate

Goal: better define the knowledge, durable skills and mindsets students need for success after high school while creating a foundation for a competency-based accountability system

Process: DPI and partners are working with Battelle for Kids to engage community stakeholders throughout the State

- The process is grassroots and inclusive
- Facilitating discussions across all 8 education regions
- The regionally held focus groups will help capture regional differences for the development of a statewide model

Stakeholders involved:

- Business owners, superintendents, church and community representatives, higher-education leaders, school administrators, parents, educators, and students

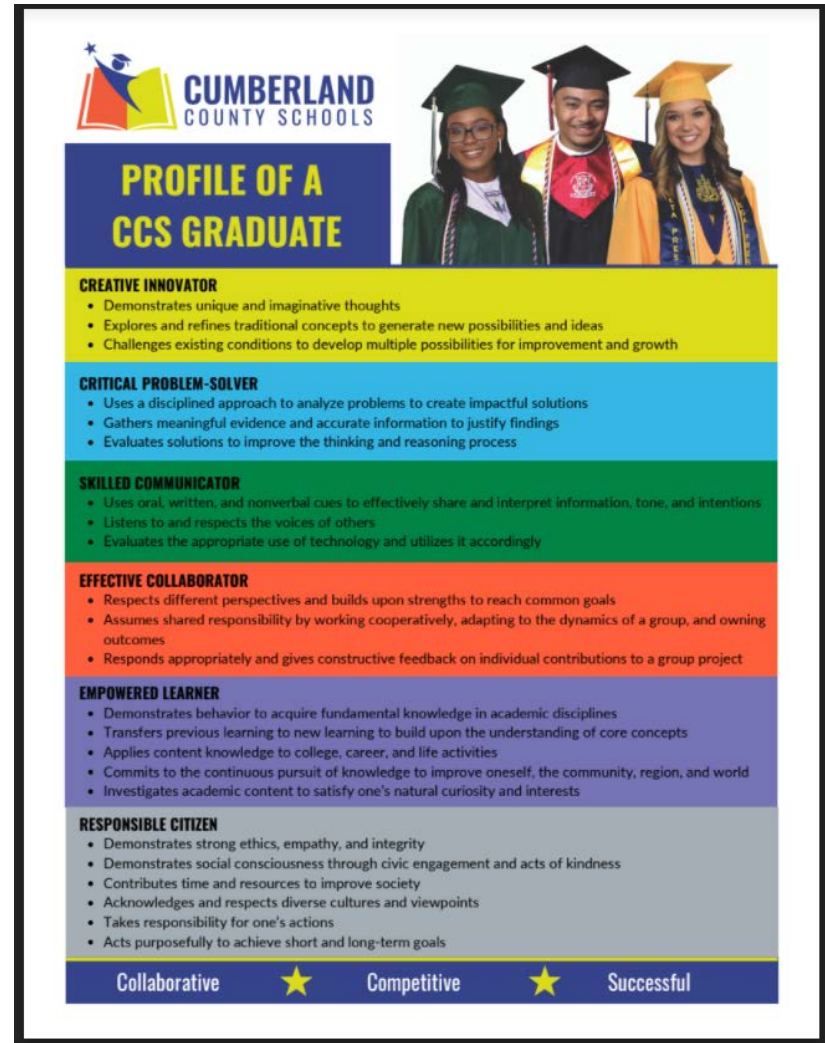
Statewide Portrait of a Graduate

- Emphasizes academic rigor AND ensures development of durable skills and mindsets:
 - Resilience
 - Leadership
 - Communication
- The Statewide Portrait will compliment and align with local district portraits
 - Examples in the following slides
- Debuting in the fall of 2022:
 - Presented to SBE, GA, and our K-12 educational system throughout the state

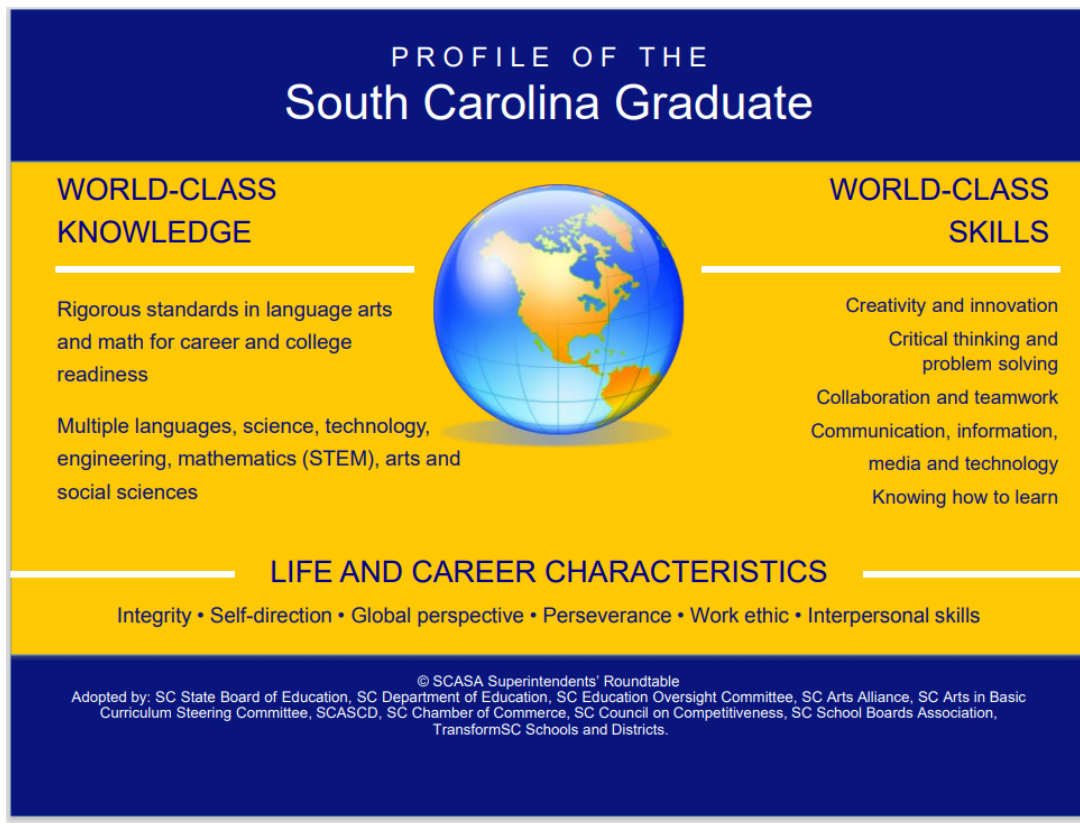


Local Portraits of a Graduate

- Currently: at least 11 PSUs have created a graduate portraits using shared definitions, goals and aspirations for student outcomes after graduation
- Some include a Theory of Action and accountability metrics.
- Metrics include:
 - Creative innovator
 - Critical problem-solver
 - Skilled communicator



Statewide Portraits



- South Carolina, Virginia, North Dakota, Kentucky, and Georgia have created Portraits of a Graduate
- Ohio, Texas, New Hampshire and Washington have competency-based assessment models
- High level skills and characteristics that can be tailored at the local level



Questions?



2022: *The Year of the Workforce*



Why the Year of the Workforce?

- NC businesses in multiple sectors (manufacturing, construction, IT, logistics, and services) continue to report a shortage of talent with the durable skills and technical credentials to maintain or grow their business.
- **Meanwhile:** only one-third of NC students seek additional career certification in the six years following high school graduation.
- **Reality check:** NC is recruiting top companies but are we ensuring a long-term talent pipeline?
- **The answer:**
 - Better align public education with industry needs
 - Introduce students to various career options consistently throughout the K-12 journey

NC is Attracting Business

- 24,224 new jobs announced in 2021
- \$10.1 billion in business investment an all-time high
- Why?
 - Business friendly tax structure, quality of life, and affordable cost of living
 - Great weather and natural resources
 - Top notch community college system and affordable university system
- Strong fundamentals for a strong talent pipeline fuel optimism



Labor Market Trends

- **The labor market is shrinking:**
 - The Great Resignation/ Big Quit
 - Birth rates are declining in US and globally
- **Automation and AI driving workforce changes:**
 - Requires technology skills and credentials
 - Reduces the raw numbers of employees needed to do the job
 - *Still not enough to replace people needed to fill current and future jobs*
- **Employee is in driver's seat:**
 - Employers focus on retention or risk losing talent
 - Looking to non-traditional sources for employees
 - Upskilling, reskilling and work-based learning the norm
- **Youth workforce:**
 - Flexibility a key requirement for millennials
 - Young men pursuing careers/ life later and with less enthusiasm
 - Young women more persistent in education/ career but having fewer children
 - Don't want to be a slave to "productivity"
- **Shift in worker motivation:**
 - Entrepreneurs/ independent contractors taking control of their career
 - Flexible work hours, non-traditional and remote work options as important as pay

Demographic Drought, EMSI 2021



What We've Learned

- **Trends:**

- Employers value durable/ employability skills more than ever before
- Micro-credentials important to reach NC Attainment Goal
- Diploma Integrity Problem in NC

- **Focus:**

- Prepare ALL students for the post-secondary plans of their choice

- **Takeaway:**

- We cannot wait for things to "get back to normal"
- Must extend CTE thinking to full educational experience
 - Applied learning techniques
 - Business/ industry partnerships
 - Work-based learning
 - Built in durable skill development and assessment
 - Project based mastery



The Role of Credentials in K-12 and Workforce

- Credentials build resumes and technical skills required by employers
- Lead to employment upon graduation and higher wages
- Industry-recognized, non-degree credentials build a talent pipeline
- No cost to HS students
 - Readies students to enter the job market on their terms
 - Gives students a leg up to compete for better jobs
 - Companies benefit from job-ready talent
 - Reduced training cost
 - Increased job preparedness and performance



What we're seeing: *Numbers*

- North Carolina has a growing need for talent:
 - The fastest-growing jobs require a postsecondary degree or nondegree credential. ([2020 ENS](#))
 - The growth of jobs requiring a nondegree credential or postsecondary degree is projected to outpace total job growth. ([2020 ENS](#))
 - 2 of 3 of jobs in our state require education after high school, yet less than half of North Carolinians have the level of education required ([mFNC](#)).
 - Individuals with a credential or college degree make as much as 2-3 times more than someone with a high school diploma or with less within 15 years of graduation ([mFNC](#)).

What we're seeing: *Takeaways*

- We know that both a college degree AND non-degree credentials are key levers to economic mobility
- Durable skills and additional educational attainment are vital to employers and continued economic/job growth
 - We need to ensure students are consistently introduced to career pathways during their K-12 journey
- Better alignment between the education system and top NC job sectors will lead to increased employability and student success post-graduation

DPI's Approach: Goals Framework

- Understand what we are doing right: CTE and CCP
- Observe national, state and regional workforce trends to identify gaps in our state's workforce/education alignment and work to fill them
- Visit districts to see career exploration and student leadership firsthand
 - Halifax, Charlotte, McDowell, Burke, Surry, Brunswick DVV's
- Listen to superintendents, teachers, principals and students to help shape this workforce strategy.
- Crosswalk the goals with economic development, business and post-secondary school leaders to be sure we were on the right track



The Four Workforce Goals

Goal 1: Prepare the future workforce with the skills and experiences required to be successful productive citizens, providing a robust talent pipeline that powers the State's economic development efforts.

Goal 2: Ensure that all students have access to *post-secondary pathways* that align with growing, high wage careers that meet local, regional, and/or statewide industry demand for talent.

Goal 3: Assist all students and parents in making informed plans and decisions about future education and career opportunities.

Goal 4: Ensure that all students *engage in career exploration and real-world learning activities* throughout the K-12 journey.



Preparing North Carolina Students for Post-secondary Success:

Future focused. Career ready.



Developing a talent pipeline for a stronger North Carolina



GOAL 1

Prepare our future workforce with the skills and experiences required to be successful, productive citizens, providing a robust **talent pipeline** that powers the State's economic development efforts.



GOAL 2

Ensure that all students have **access to post-secondary pathways** that align with growing, high wage careers and meet local, regional, and/or statewide industry demand for talent.



GOAL 3

Assist all students and parents in making **informed plans and decisions** about future education and career opportunities.



GOAL 4

Ensure that all students engage in **career exploration and real-world learning activities** throughout their K-12 journey.

Launching the Goals: *Event Kickoff*

How K-12 Education Fuels NC's Competitive Success



Gary Salamido
President and CEO
NC Chamber of Commerce



Catherine Truitt,
State Superintendent of Public Instruction
NC Department of Public Instruction



Mebane Rash, Moderator
CEO and Editor-in-Chief
EdNC

Workforce Webinar
11 a.m., Jan. 26, 2022

NC  Chamber

 North Carolina Department of
PUBLIC INSTRUCTION

EdNC



How K-12 Education Fuels NC's Competitive Success

- Joint Webinar with the NC Chamber of Commerce
 - Over 515+ registrations
 - School District involvement via CTE Directors: Chatham and Cabarrus
 - Hosted by EdNC's President + CEO Mebane Rash
- Thoughtful questions, like:
 - “Is there a business case for companies investing time and resources by offering more internships and work-based learning opportunities?”
 - “Can you provide 2-3 examples of companies who are out front of this career/K-12 education issue? 2-3 examples of school districts in NC closely linked to regional/local business?”
- Open Q&A at the end:
 - Fielded questions from registrants and media



Questions?



The work underway

OLR: Career Accelerators

Human Capital Pipeline: Assistant Principal Leadership Accelerator Program

Literacy: Science of Reading



Career Accelerators

- Powered by \$23 million in federal COVID-19 stimulus money.
- Includes rising sixth through 12th graders who have been disproportionately impacted by the COVID-19 pandemic
- It will launch in **all** school districts and many charter schools
- **The key:** Each school will host a program that will align with workforce goals- credential attainment, work-based learning, and/or career exploration.

Assistant Principal Leadership Accelerator Program

- Recognize the need to provide PD opportunities to school administrators
- Bridging a divide:
 - NCPAPA + NCDPI worked together to provide a leadership acceleration program for strong assistant principals to lead a high-needs school in a district
- Secured funding from the Belk Foundation



Assistant Principal Leadership Accelerator Program

- A district may qualify for this grant-funded program if:
 - 1) *They anticipate having an upcoming principal vacancy in the near future at a high-needs school*
 - 2) *They have a strong assistant principal who could be ready with additional coaching and support*
- Up to 25 assistant principals will be selected for the initial cohort.
 - They will be provided a concentrated blended curriculum of job-embedded PD and provided support throughout their first-year as principals to facilitate their success.

LETRS Cohort Update

Course	Cohort 1 (30)	Cohort 2 (29)	Cohort 3 (57)	Total to date (59)
Early Childhood	868	761		1,629
K-5 (3rd edition)	11,131	11,947		23,078
Administrator	501	562		1,063
Totals	12,500	13,270		25,770



LETRS Cohort 1 Update

Completed Admin Course	Will Complete Admin Course in March
Bertie, Bladen, Catawba, Clay, Clinton, Columbus, Haywood, Hoke, Madison, McDowell, Mt. Airy, New Hanover, Newton-Conover, Northampton, Onslow, Polk, Scotland, Stokes, Union, Whiteville, Wilkes, Wilson, Winston-Salem Forsyth	Anson, Cabarrus, Vance
Completed Early Childhood Course	Will Complete Early Childhood Course in March
Columbus, Scotland, Whiteville, Wilkes, Winston-Salem Forsyth	Bladen, Catawba, Newton-Conover, Vance, Washington



LETRS Cohort 1 Update

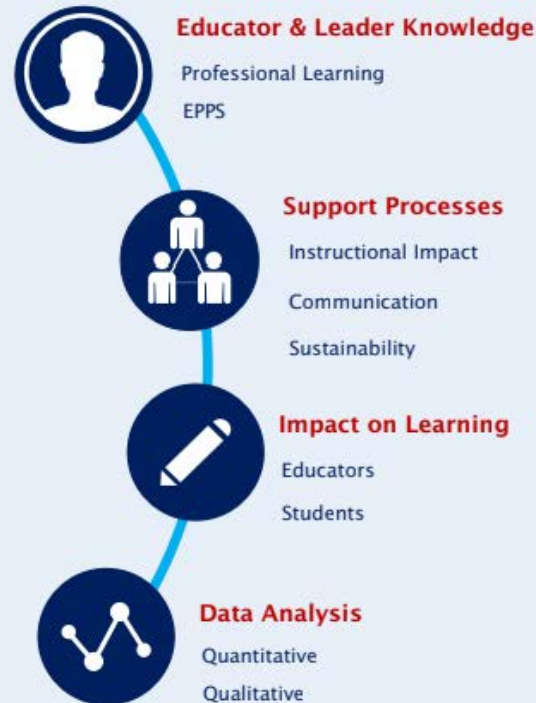
- Polk County will complete the first year of K-5 LETRS training in March!
- Volume 1 (Units 1-4)



LETRS Evaluation Process

Excellent Public Schools Act – Read to Achieve


Evaluation



LETRS Evaluation Process

Professional Learning				EPPS			
	Indicator	Data Source	Link to Data		Indicator	Data Source	Link to Data
QUALITATIVE	1.a. Changes in satisfaction with coursework	LETRS Course Survey Data		QUALITATIVE	2.a. Student-Teacher and Beginning Teacher perceptions, feelings, and acknowledgment of support.	Survey Data	
QUANTITATIVE	1.b. Level of understanding coursework			QUANTITATIVE			
	1.c. Correlation between # of participants in LETRS and # of participants that completed LETRS coursework						
Instructional Impact				Sustainability			
	Indicator	Data Source	Link to Data		Indicator	Data Source	Link to Data
QUALITATIVE	1.a. Changes in educator/leader knowledge	LETRS from the field videos submitted to NC DPI		QUALITATIVE	2.a. Methods used to address beginning teacher training and new to district teacher training	stakeholder feedback/surveys, coaching presentations/meeting minutes, coaching logs	
					2.b. NC DPI Regional Science of Reading Coaching Support	Coaching meeting agendas/presentations Coaching logs	
QUANTITATIVE	1.b. Changes in educator/leader knowledge	Documentation of # of participants with "mastery" of LETRS K-5, Early Childhood an Administrator training		QUANTITATIVE	2.c. NC DPI OEL Early Literacy Consultants	Consulting meeting agendas/presentations Consultant logs	
	1.c. Changes in educator growth data	Documentatino of EVAAS data for educators participating in LETRS training				Documentation of # of BTs and new to district staff needing training	
QUANTITATIVE	1.d. Changes in student indicator of risk of reading difficulty data	Documentation of BOY/MOY/EOY		QUANTITATIVE	2.d. Change in number of LETRS Facilitators (state/local)	Documentation of # of facilitators (state/local)	
	1.e. Changes in 3rd grade reading comprehension data	Documentation of 3rd grade EOI end of year data		QUANTITATIVE	2.e. Change in LETRS trainings led by VS/state/local facilitators	Documentation of # of LETRS trainings held by VS/state/local facilitators	
QUANTITATIVE	1.f. Reading camp attendance	Documentation of reading camp attendance numbers			2.f. Change in LETRS training data led by VS vs. state vs. local	Pre/post training score data comparing VS vs. state vs. local	
	1.g. Changes in Reading Camp student reading outcomes data	Documentation of pre/post reading camp data		QUANTITATIVE			
Instructional Support				Communication			
	Indicator	Data Source	Link to Data		Indicator	Data Source	Link to Data
QUALITATIVE	1.a. Reference list of support documents and tools offered by NC DPI	List of Documents/Tools used to support districts		QUALITATIVE	3.a. Existence of Communication Plan	Documentation of Communication Plan	
	1.b. Professional learning support webinars	Webinar Recordings			3.b. Weekly communication with the field	Documentation of weekly OEL memos	
QUANTITATIVE	1.c. Educator and leader perceptions, feelings and acknowledgment of support	Educator and leader self assessment data Stakeholder feedback surveys		QUANTITATIVE	3.c. Communication documents supporting educators, families, community partners, vested partners	Documentation of documents	
	1.d. PLC and/or PLN meetings	PLC/PLN Meeting Agendas		QUANTITATIVE	3.d. Attendance and/or presentations at stakeholder meetings and/or conferences	Documentation of # of presentations/meetings	
QUANTITATIVE	1.e. PLC and/or PLN meetings	Documentation of # of PLNs held					
	1.f. District participation on PLNs	Documentation of # of districts participating in PLN					
QUANTITATIVE	1.g. Professional learning support webinars	Documentation of # of webinar participants	Link to Webinar Spreadsheet				
	1.h. Changes in classroom instruction based on classroom walkthrough data	Documentation of CWT data					
QUANTITATIVE	1.i. Participation in NC DPI regional support team and RESA regional support meetings	Documentation of district participation in NC DPI regional support team and/or RESA meetings					
	1.j. Family engagement with NC DPI online resources	Web Analytics					



		2021-2022 Project Year 1	2022-2023 Project Year 2	2023-2024 Project Year 3	2024-2025 Project Year 4	2025-2026 Project Year 5	2026-2027 Project Year 6	
K-5, Instructional Coaches, EC, ELL	Cohort 1	Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data		
			Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices			
	Cohort 2	Learn Volume 1	Learn Volume 1 Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data		
			Learn Volume 2	Learn Volume 2 Implement Volume 2	Shift in 2-3 Instructional Practices			
	Cohort 3		Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1		Outcomes in K-3 data
				Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices		
Early Childhood	Cohorts 1 & 2	Learn Volumes 1 & 2	Implement Volumes 1 & 2	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness		
	Cohort 3		Learn Volumes 1 & 2	Implement Volumes 1 & 2	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness	
Administrators	Cohorts 1 & 2	Learn Volumes 1 & 2	Implement Volumes 1 & 2 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data		
	Cohort 3		Learn Volumes 1 & 2	Implement Volumes 1 & 2 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data	



Questions?

