



Public Schools of North Carolina

Transforming Lowest Achieving Districts and Schools

Dr. Nancy Barbour, Director
District and School Transformation

House Select Committee on Achievement School District
January 27, 2016

How We Know It Works



100% of the traditional high schools served by District and School Transformation (DST) have increased their graduation rates

See Accountability Chart

How We Know It Works

After 4 years of services from District and School Transformation, **83%** of the 118 schools ranked in the bottom 5% of conventional schools (2009-10) have improved their overall performance and no longer fall in the bottom 5%.



See Accountability Chart

How We Know It Works



Of the 118 schools served, 70% Met or Exceeded Growth.

See Accountability Chart

How it Impacts Students



Averaging across all DST served schools, proficiency in mathematics and science improved more than in comparison schools.

Outcomes and Impacts of North Carolina's Initiative to Turn Around the Lowest-Achieving Schools

Gary T. Henry and J. Edward Guthrie, Vanderbilt University

LaTricia W. Townsend The Friday Institute for Educational Innovation, North Carolina State University

<http://cerenc.org/wp-content/uploads/2015/09/0-FINAL-Final-DST-Report-9-3-15.pdf>

How it Impacts Students



English Language Arts (ELA) gains were positive and significant in elementary schools and middle schools where reading was directly assessed annually

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How it Impacts Students

Proficiency gains in elementary science and middle school mathematics were larger in DST served schools than in the comparison schools.



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What we Know

Knowing and understanding the data is paramount

The CNA targets areas for accelerated improvement planning*

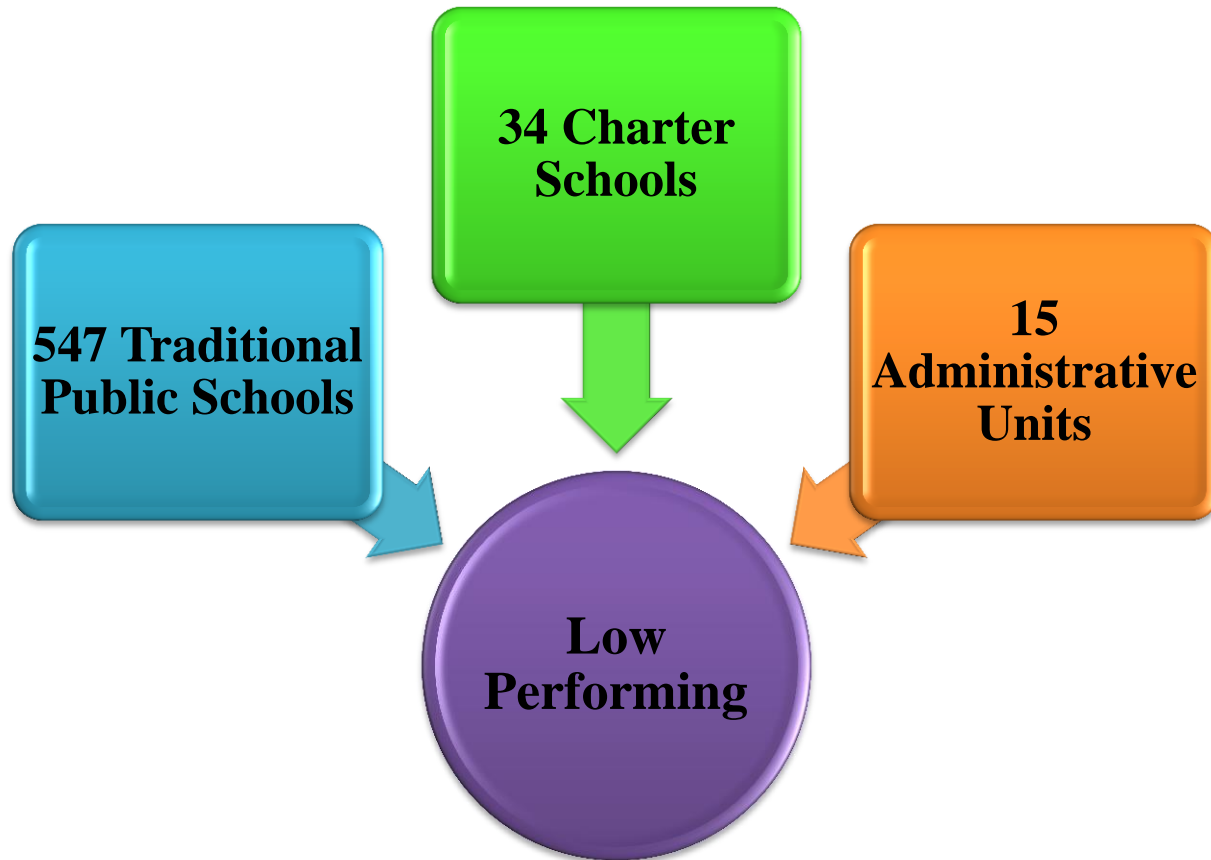
District **and** School Coaches Providing Customized Support*

Leadership matters

Improvement takes Time and Change*

Community involvement is critical

2014-15 Low Performing Information



North Carolina Transformation (NCT)

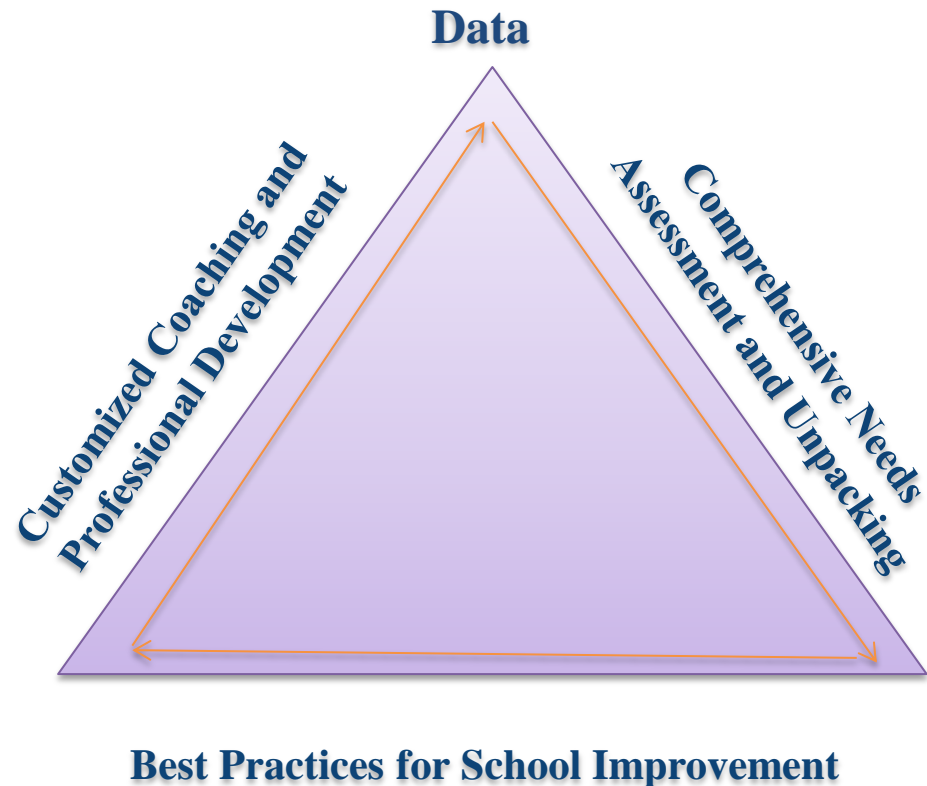
Improvement strategies are driven by data and continuous improvement

Comprehensive Needs Assessment (CNA) report provides an objective view for improvement

Unpacking the CNA develops a process for school improvement planning

Customized coaching and professional development help support best practices and builds capacity for sustainability

NCT Model



Continue the Goal

Improve Student Achievement in the Lowest Schools and Districts

Proportional Service*

79 Schools in 25 Districts, DTC for every low performing district, school leadership and classroom coaching in all schools

40

Elementary
Schools

27

Middle
Schools

12

High Schools

*Removes Big 10 Districts, Charters, and Alternatives who would be served through the Service Support Team and DPI initiatives



Questions

