Overview
- Context: Why Remodel?
- Role of Race to the Top (RttT)
- READY Initiative
  - Standards & Assessments
  - Measuring Educator Effectiveness
  - Technology-Enhanced Instruction
  - Supporting Districts & Schools
- Evaluation
- Budget Info
Why Remodel?

Our state’s economic well-being depends on a workforce that is knowledgeable and able and can compete internationally.

Our students must achieve like never before.
Major Goals

100% graduation rate
Major Goals

125,000 industry-based credentials awarded
Major Goals

90% of graduates remediation free
Major Goals

NC an international leader in reading and mathematics achievement
Race to the Top funding is enabling us to remodel our system…
…through the READY initiative.

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
The central focus of READY is improving every student’s learning ... by enabling and ensuring great teaching.
New Standard Course of Study
Balanced Assessment System
New Accountability Model

Strong Leaders
A Fair Evaluation System
Tools and Training to Improve Practice
Improved Supply of Teachers
Support in Low-Achieving Districts and Schools

Details in 9/15/12 Report (# = report section)
Alignment of Reform Agenda

The State’s Race to the Top (RttT) project plan is aligned with and supports the General Assembly’s reform agenda.
Key Pieces of Legislation
Senate Bill 479

SESSION LAW 2011-280
SENATE BILL 479

AN ACT TO PROVIDE FOR THE ASSESSMENT OF CAREER AND COLLEGE READINESS WITH NATIONALLY AND INTERNATIONALLY BENCHMARKED TESTS; THE CONTINUATION OF NORTH CAROLINA'S PARTICIPATION IN THE DEVELOPMENT AND IMPLEMENTATION OF TESTS RELATED TO COMMON CORE STATE STANDARDS ADOPTED BY A MAJORITY OF STATES; AND DIAGNOSTIC TOOLS TO ASSIST IN TEACHING AND STUDENT LEARNING.
Key Pieces of Legislation
House Bill 950

PART VII-A. EXCELLENT PUBLIC SCHOOLS ACT

SCHOOL PERFORMANCE GRADES
SECTION 7A.3.(a) G.S. 115C-12(9)c1. reads as rewri

PAY FOR EXCELLENCE
SECTION 7A.10.(a) Each local board of education may
## Alignment of NC Reform Agenda

<table>
<thead>
<tr>
<th>National Comparability and College Readiness</th>
<th>Legislation</th>
<th>State Board of Educ / RttT</th>
</tr>
</thead>
<tbody>
<tr>
<td>House Bill 479: “...assessment of career and college readiness with nationally and internationally benchmarked tests”</td>
<td>• ACT, PLAN, EXPLORE  • Common Core and Consortium Assessments</td>
<td></td>
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<tr>
<td>HB 950: “...a nationally normed test of college readiness”</td>
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</table>

<table>
<thead>
<tr>
<th>Teacher Effectiveness</th>
<th>Legislation</th>
<th>State Board of Educ / RttT</th>
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</thead>
<tbody>
<tr>
<td>HB 950: “Pay For Excellence”</td>
<td>• Adding student growth data to educator evaluation and defining excellence</td>
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</table>

<table>
<thead>
<tr>
<th>Formative Assessment And Diagnosis</th>
<th>Legislation</th>
<th>State Board of Educ / RttT</th>
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</thead>
<tbody>
<tr>
<td>HB 479: “...diagnostic tools to assist in teaching and student learning” HB 950: Reading Diagnostic</td>
<td>• Reading Diagnostic Implementation  • Home Base (Instructional Improvement System)</td>
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</tr>
</tbody>
</table>
Vision ➔ Action
Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
Standards

New Standard Course of Study

- Internationally-benchmarked
- When achieved, ensures students are ready for post-secondary education

Common Core
- English Language Arts
- Mathematics
- Science
- Social Studies
- World Languages
- Arts Education
- Information and Technology
- Healthful Living
- Guidance

Essential Standards
- Occupational Course of Study
- English Language Development
- Career and Technical Education
Standards

Benefits of Common Core

- Equity
- College and Career Readiness
- Comparability
- Sharing of Resources
- Economies of Scale
- Student Mobility
Standards

How are we supporting schools?
Standards

2011 Summer Institutes
Introducing the New Standards

2012 Summer Institutes
Classroom strategies for teaching

+ 

• Ongoing Online Learning for teachers and leaders
• Implementation Support (remote and face-to-face)
• Instructional Tools & Resources (on NCDPI website)
Formative Support = State Professional Development (PD) Leads work with local teams to help them plan, find resources, and maintain fidelity to State requirements and use of statewide tools (such as the Educator Evaluation System)
## 2012-13 Professional Development Plan

<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Common Core State and NC Essential Standards PD •</td>
<td>~ 96 sessions</td>
</tr>
<tr>
<td>• Information and Technology Essential Standards PD •</td>
<td>~ 24 sessions</td>
</tr>
<tr>
<td>• Fidelity Support PD •</td>
<td>8 sessions</td>
</tr>
<tr>
<td>• NC Educator Evaluation System •</td>
<td>• ACT or PLAN •</td>
</tr>
<tr>
<td>• Creating the 21st Century Classroom •</td>
<td>• AIG-Focused •</td>
</tr>
<tr>
<td>• Educator Value-Added Assessment System (EVAAS) •</td>
<td>90+ optional sessions</td>
</tr>
</tbody>
</table>
Standards

Example of web resource page on DPI website; one for every content area

* FOCUS * COHERENCE * RIGOR *
Race to the Top is enabling us to remodel the system…through the READY initiative

• Career and College Ready Standards

• Balanced Assessment

• Measurement of Educator Effectiveness

• Technology to Enhance Instruction

• Support for Districts & Schools
Assessments

What is a “Balanced Assessment System?”
### Addresses 3 Needs

<table>
<thead>
<tr>
<th>Schools</th>
<th>School Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use: School Performance Grades, Federal and Public Reporting</td>
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</table>

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Formative and Diagnostic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use: To assist in teaching and learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educators</th>
<th>Educator Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use: To ensure that <em>part</em> of every educator’s evaluation is based on <strong>student growth</strong></td>
</tr>
</tbody>
</table>
School Accountability Tests for School Performance Grades ("A-F"), School Accountability and Federal Reporting

- **End-of-Grade (EOG), End-of-Course (EOC)**
  - 3-8 English and Math
  - 5 & 8 Science
  - 1 each Math, English and Science in High School

- **WorkKeys (12th)***

- **ACT (11th)***

**When:**
- EOC/EOGs - May or June (Dec for Semester I)
- ACT – March
- WorkKeys - February

**Used For:**
- School accountability (state and required federal)
- School data made public and used to target support

**Logistics:**
- Once a year; proctored
Addresses 3 Needs

**School Accountability**
Use: School Performance Grades, Federal and Public Reporting

**Formative and Diagnostic Information**
Use: To assist in teaching and learning

**Educator Effectiveness**
Use: To ensure that *part* of every educator’s evaluation is based on *student growth*
Formative and Diagnostic Assessment
Assessments to assist in teaching and student learning

EXPLORE (8th) & PLAN (10th) & K-3 Reading Diagnostics
Kindergarten Assessment & Any Local Assessments

When:
- EXPLORE - October
- PLAN – October
- Others - ongoing

Used For:
- Diagnosing need
- Determining whether students are on-track
- Improving instruction

Logistics:
- EXPLORE and PLAN - Once a year; proctored
- Others - Implementation decisions made by school staff and teachers
Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
Addresses 3 Needs

School Accountability
Use: School Performance Grades, Federal and Public Reporting

Formative and Diagnostic Information
Use: To assist in teaching and learning

Educator Effectiveness
Use: To ensure that part of every educator’s evaluation is based on student growth
This research suggests:

• **Multiple measures** are important

• **Including student growth** improves objectivity of evaluation
Educator Effectiveness

Teachers

Must be proficient on each of 6 standards to be considered “Effective”

Standards 1-6

1. Demonstrate Leadership
2. Establish Environment
3. Know Content
4. Facilitate Learning
5. Reflect on Practice
6. Contribute to Academic Success

New Standard 6 uses objective student growth data to measure teacher’s contribution to academic success
Educator Effectiveness

Principals

Must be proficient on *each* of 8 standards to be considered “Effective”

New Standard 8 uses objective student growth data to measure principal’s contribution to academic success

Standards 1-8

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. External Development Leadership
7. Micropolitical Leadership
8. Academic Achievement Leadership
New features:

- **Annual Evaluation for all teachers**
- **Student Growth Measure**
  - Uses **Educator Value-Added Assessment System (EVAAS)** for all core academic subjects, grades 4-12
  - All teachers will have some student growth measure
  - Educator must have 3 years of data before receiving an “effectiveness” determination
**Educator Effectiveness**
Tests to measure student growth as a part of educator evaluation

**Measures of Student Learning***:
- Library of Common Exams

**When**:
- End of Year or Semester;
- Flexible window

**Used For**:
- Providing an EVAAS score
- Only for those teachers whose subjects are currently non-tested
- For professional growth, and as a required component of employment decisions*

**Logistics**:
- Once a year
- 1 or 2 class periods
- Should replace teacher-made final exam

* Note: **Not** part of School Accountability Model (“A-F”)
• Following Local Superintendents’ Recommendation
  Local Superintendents recommended that the State, not districts, develop measures of student growth for non-tested grades and subjects

• Designed and Developed with Teachers
  Over 800 teachers are involved in the design and development

• Using EVAAS
  Employs EVAAS to measure student growth facilitated by educators

• Focuses Attention on All Content Areas (not just Math & English)
  Ensuring teachers of all content areas receive feedback on how well they facilitate student growth

• Allows District Flexibility around Administration of Exams
  Districts make choices regarding logistics and who takes which exams
Library of Common Exams: District Flexibility

- Logistics Handled by District
  - No set State testing window – districts schedule at their discretion
  - Exams designed to fit into a typical 90-minute class period, or could be administered during typical exam week
  - Districts can choose online or paper-pencil versions, or a combination
  - Districts choose whether or not to have exam proctors
  - Districts choose methods for scoring short-answer (non-multiple choice) exam questions
  - Common exams should replace teacher-made final exams (therefore, should not create additional testing for students)
Library of Common Exams: District Flexibility

- **Policy Decisions Handled by District**
  - Districts choose whether or not to count common exam scores as part of students’ final course grades.
  - If district includes common exam score in students’ final grade, district chooses *how much* it counts toward final grade.
  - Districts set policies locally regarding what qualifies as a “mis-administration” (for example, cheating).
  - Districts must ensure that each teacher has a measure of how he or she is facilitating student growth, but there is no requirement to administer all of the common exams in the library.
  - Districts use State-provided “decision-tree” to determine which exams must be administered, but can give any exam they choose.
EDUCATORS

Library of Common Exams: State-provided Decision Tree

Does the teacher administer an End-of-Course (EOC) assessment, End-of-Grade (EOG) assessment, or Career and Technical Education (CTE) Post-Assessment to *all* of his or her students?

- **YES**
  - No State requirement to administer a Common Exam.*

- **NO**
  - Does the teacher instruct a course or grade/subject with a Common Exam?
    - **YES**
      - State requirement to administer the Exam.
    - **NO**

* Note: Districts may still choose to administer Common Exams

---

Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
Technology Tools

Goal: Personalized Student Learning

Empowered Teaching

- Universal access to quality instructional tools and resources
- Parent Engagement

...enabled by the NC Ed Cloud
One Technology Platform

HOME BASE

Student Information System (SIS)
Tools for Information and Data

Instructional Improvement System (IIS)
Tools for Teaching and Learning

© 2012 RMAGENCY.COM
Private Sector Partners

Student Information System (SIS)

Instructional Improvement System (IIS)

Pearson

PowerSchool

Schoolnet

true north logic
Sign-On

- Student Information and Learner Profile
- Standards & Curriculum
- Instructional Design, Practice & Resources
- Assessment
- Data Analysis and Reporting
- Professional Development & Educator Evaluation

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**Timeline**

- **Began transition to new SIS**
  - September 2012 →

- **Integration of the SIS and the IIS**
  - Early 2013 →

- **Began preparing Content for Home Base**
  - Fall 2012

- **Pilots for IIS Components of Home Base**
  - Mid-2013 →

- **IIS Vendor(s) Approval & Contract Award**
  - December-Feb 2012

- **Home Base goes Live**
  - Starting 2013-14 School Year

*There will be a phased in roll out of the IIS components of Home Base.*
Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
Support for Districts & Schools

- **District & School Transformation**
  - **Boots on the Ground**
    Experienced state staff work with low-achieving schools to help build local staff capacity/skills.
  - **Direct Coaching**
    Leadership and instructional coaching.
  - **Comprehensive Needs Assessment**
    State and local staff work as a team to determine areas of greatest need (feeds plan for highest-impact actions to take within a district to improve student achievement).
Support for Districts & Schools

- **Targeting:**
  - Lowest-achieving 5% of all traditional schools (by grade span)
  - Any high school with graduation rate below 60%

<table>
<thead>
<tr>
<th>High School</th>
<th>Middle School</th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>23</td>
<td>66</td>
</tr>
</tbody>
</table>
Support for Districts & Schools

Longitudinal Performance Composite Data for the 118 Schools Identified Under Race to the Top

<table>
<thead>
<tr>
<th>Percent Proficient</th>
<th>0-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 (107 Schools)*</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>52</td>
<td>30</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010-11 (116 Schools)**</td>
<td>1</td>
<td>9</td>
<td>23</td>
<td>64</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2009-10 (118 Schools)</td>
<td>2</td>
<td>6</td>
<td>49</td>
<td>54</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Goal is movement over time... ensure all 118 schools > 60%

* Ten schools closed during the 2011-12 school year. They used school closure as their transformation strategy. West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.
Race to the Top is enabling us to remodel our system...through the READY initiative

- Career and College Ready Standards
- Balanced Assessment
- Measurement of Educator Effectiveness
- Technology to Enhance Instruction
- Support for Districts & Schools
“North Carolina has set a clear path forward on comprehensive education reform that will better support teachers and principals and enable student growth for years to come. They have overcome challenges and proved what’s possible when everyone works together. We look forward to seeing their continued progress and strong execution of key efforts that will empower educators to transform their classrooms into models of 21st century learning.”
How are we doing?

US Department of Education (Secretary Arne Duncan, 2/1/13):

- NC one of three RttT states (Tennessee and Rhode Island are the others) which “[have] overcome considerable challenges and stayed right on track.”
- North Carolina is fully implementing its teacher-evaluation system
RttT Evaluation

Consortium for Research & Evaluation – North Carolina (CERE-NC)

- NCSU, UNC-CH, UNC-G
- Formative and Summative evaluation of each initiative
  - Reports due periodically over 4 years
  - RttT Management Team (NCDPI) briefed on each
  - Reports posted on RttT website once final
- Overall Summative Evaluation coming in 2014
- Summary of Findings to date (see CERE-NC handout)
RttT Budget: Key Points

- RttT funds spent to create new capacity
- **No obligation for State** to add funding to sustain RttT Initiatives – left to General Assembly’s discretion
- Where there are needs for ongoing support funding (as with Home Base, for example), **NCDPI will redeploy existing funds or cost-share**
- **There are opportunities for General Assembly to support or expand key initiatives, to leverage the RttT investment**
# RttT Budget Summary

$234 million managed at State Level

<table>
<thead>
<tr>
<th>RttT Initiative</th>
<th>RttT Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development (Supporting Transition to New Standards, Assessments, and Technology Tools; Building Local Capacity to Sustain)</td>
<td>$ 33.3 m</td>
</tr>
<tr>
<td>NC Education Cloud</td>
<td>34.6</td>
</tr>
<tr>
<td>Home Base (Instructional Improvement System)</td>
<td>25</td>
</tr>
<tr>
<td>Teacher &amp; Principal Evaluation/Teacher Effectiveness</td>
<td>10.2</td>
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<tr>
<td>Turning Around Lowest-Achieving Schools</td>
<td>39.2</td>
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<tr>
<td>Regional Leadership Academies</td>
<td>18.6</td>
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<tr>
<td>Teach for America</td>
<td>7.4</td>
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<tr>
<td>NC Teacher Corps</td>
<td>5.1</td>
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<tr>
<td>New Teacher Support Program</td>
<td>7.8</td>
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<td>Strategic Staffing</td>
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<td>Performance Incentives for Lowest-Achieving Schools</td>
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<td>Effective Teacher via Virtual &amp; Blended STEM Courses</td>
<td>6.5</td>
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<tr>
<td>STEM Anchor &amp; Affinity Schools</td>
<td>9.7</td>
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<tr>
<td>RttT Management</td>
<td>7.9</td>
</tr>
<tr>
<td>RttT Evaluation</td>
<td>9.4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 233.9 m</strong></td>
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Every Student READY