

# NCDPI Updates

December 6, 2023



# Hot Topics

- **School Performance Grade Redesign**, *Curtis Sonneman & Dr. Angie Mullennix*
- **Competency-Based Education**, *Dr. Angie Mullennix*
- **Portrait of a Graduate**, *Dr. Angie Mullennix*
- **Teacher Working Conditions Survey Overhaul**, *Dr. Jeni Corn*

# School Performance Grade Redesign

Dr. Angie Mullennix, Director of Innovative Practices and Programs and State Military Liaison

Curtis Sonneman, Section Chief, Accountability and Testing

# School Performance Grade Redesign Timeline

**January '23**

Policy Recommendations Shared with General Assembly

**September '22 - November '22**

Advisory Group Convenes Monthly, Stakeholder Engagement (Survey + Feedback Sessions),  
New Measures Identified

**IMPLEMENTATION**

**'23-'24 School Year**

New Measures Potentially Piloted  
Data Collection Processes Refined

**DESIGN**

**December '22 - January '23**

New Measures Examined by Content Experts, Advisory Group Considers New Criteria for School Performance Grades

**RESEARCH**

**September '21 - August '22**

Operation Polaris - Testing & Accountability Committee Formed, Research on Multiple Measures

# Statewide Stakeholder Engagement

- NC School Board Association
- Superintendent Quarterly Meeting
- Public Information Officers
- NCPAPA
- RESA Meetings – Superintendents
- Charter School Leadership
- Chief Academic Officers
- AIM Conference
- Testing and Growth Advisory
- AIG Regional Leadership
- Teacher Leadership Council
- Governor's Teacher Advisory Council



# School Performance Grade Redesign

## *Phase 2 Timeline*





# Research and Evaluate

## Plan

The indicator needs to be established; requiring discussion and research to determine how to measure and collect from authoritative sources.

## Develop

Some information for the indicator is available, but business rules need to be established.

## Implement

Indicator has sufficient data. Model simulations are created, and business rules are adjusted as needed.

## Finalize

The indicator is final, leadership will determine to include or exclude from the school performance grade model.

# Current Indicator Status

Plan	Develop	Implement	Finalize
	<ul style="list-style-type: none"><li>● Postsecondary Outcomes (Employed, Enrolled or Enlisted)</li><li>● Improving Student Group Performance</li><li>● Durable Skills</li></ul>	<ul style="list-style-type: none"><li>● Postsecondary Preparation (Elementary School)</li><li>● Postsecondary Preparation (Middle School)</li><li>● Postsecondary Preparation (High School)</li><li>● Extracurricular or Intra-Curricular Activities</li><li>● School Climate</li><li>● Chronic Absenteeism</li></ul>	<ul style="list-style-type: none"><li>● 5-Year Cohort Graduation Rate</li></ul>



# Develop

## Postsecondary Outcomes

- Continuing discussions on availability of data and authoritative data sources

## Improving Student Groups

- Reviewed various models
- Continuing discussions on possibilities for a model that shows student group progress
- Workgroup engagement on going

## Durable Skills

- Considering integration in the other indicators
- Multiple year timeline

# Implement

## Postsecondary Preparation – Elementary

- Considering career exploration activities related to the 17 Career and Technical Education clusters

## Postsecondary Preparation – Middle

- Considering career development plans with a work-based learning experience

## Postsecondary Preparation - High

- Identifying measures and verifying data collection system

# Implement

## Extracurricular or Intra-Curricular Activities

- Reviewing survey data and identifying efficient data collection methods

## School Climate

- Developing revised Teacher Working Conditions Survey to collect school climate data

## Chronic Absenteeism

- Reviewing final definition and business rules
- Workgroup meeting October 24, 2023

# Finalize

## 5-Year Cohort Graduation Rate

- Workgroup recommendation is to include this indicator in the redesigned School Performance Grades
- Determining application of 5-year rate into model (including weight).

Note: The 2023–24 5-year cohort graduation rate will be calculated and reported but not included in accountability

# Overall Process - Next Steps

**Determine final indicators for consideration**

**Begin modeling process to determine weights**

**Develop legislative proposal**

- Short session begins April 2024

# Competency-Based Education

Dr. Angie Mullennix, Director of Innovative Practices and Programs and State Military Liaison



# Operation Polaris 2.0

***Vision:** To provide a personalized education system to all North Carolina students that focuses on ensuring students' mastery of concepts and content.*

*A Competency-Based Education Working Group will convene key stakeholders to both pilot the Competency-Based Education digital platform and develop the State's Roadmap. During this phase, there will be a specific focus on stakeholder engagement with teachers and administrators to understand their readiness for Competency-Based Education and identifying any needed training and resources. Through utilizing a pilot model and subsequent differentiated cohort model, we will scale best practices surrounding Competency-Based Education across the state.*

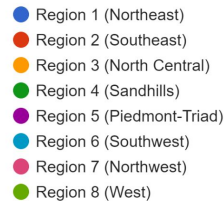
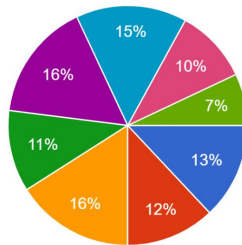
# Operation Polaris 2.0 Action Steps

- Survey North Carolina PSUs to understand their levels of preparedness for Competency-Based Education.
- Establish and Convene a North Carolina Competency-Based Education School Network.
- Develop the North Carolina Competency-Based Education Roadmap.
- ~~• Identify and implement a Competency-Based Education digital tool to support school's transformation to Competency-Based Education.~~
- Develop resources and trainings for PSUs administrators and educators differentiated for the varying levels of readiness.

# CBE Statewide Progress/Interest Survey

- 100 Responses
- All 8 SBE Regions + Charters

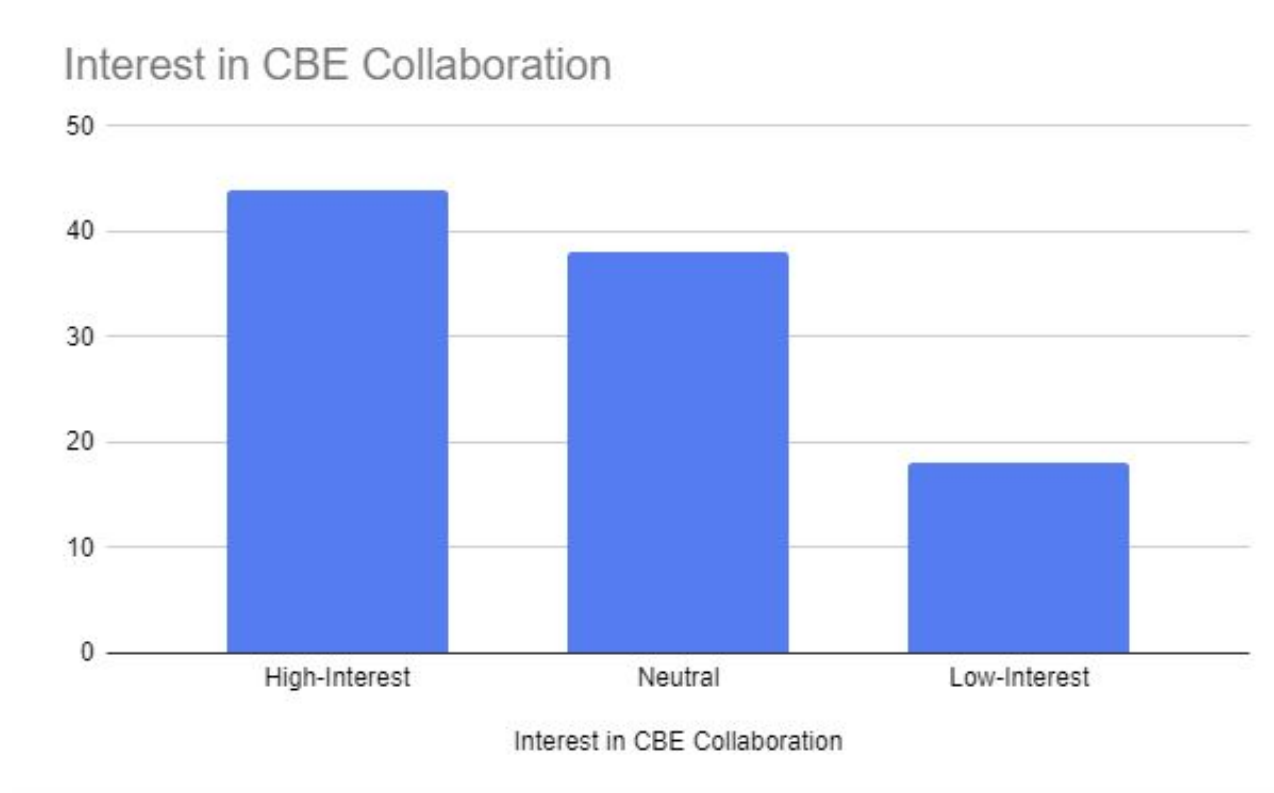
Your Region  
100 responses



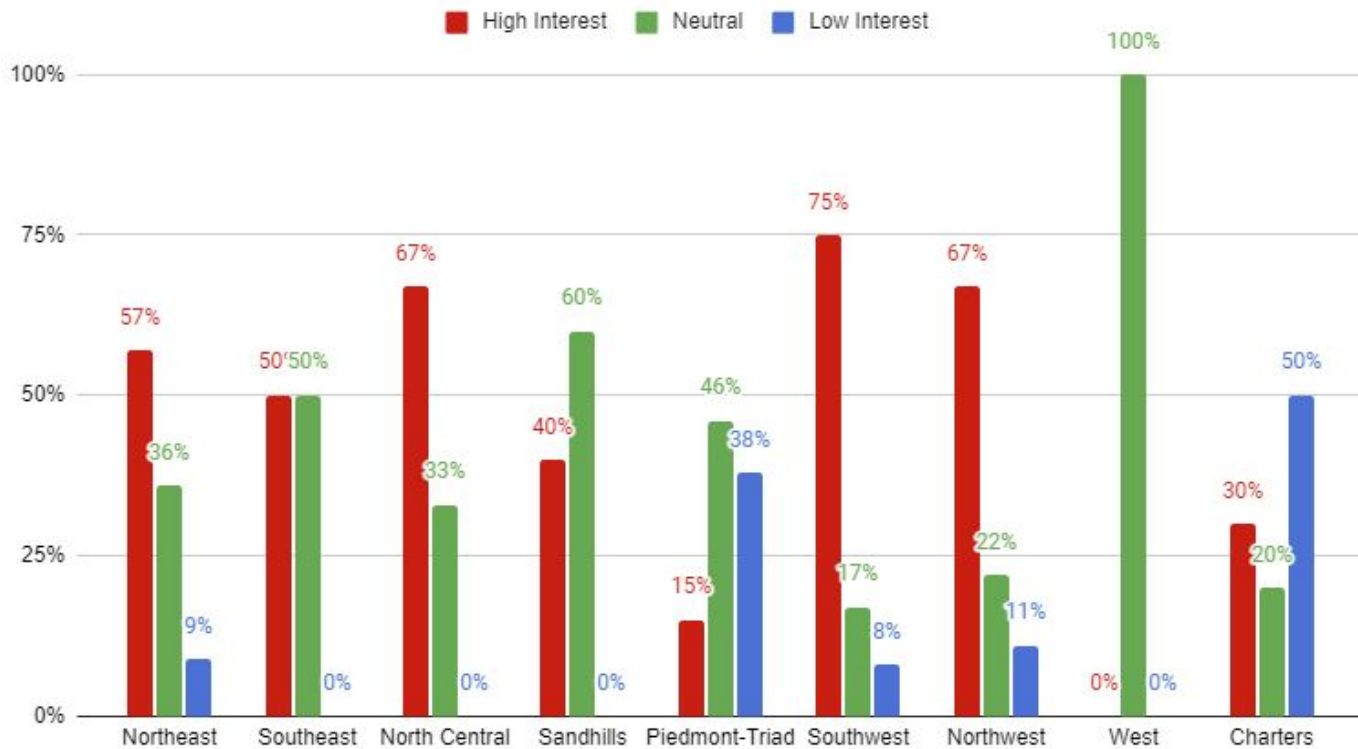
# CBE Statewide Progress/Interest Survey

- **17%** of Districts/Charters self-report **some work** toward CBE
- **41%** of responding Districts/Charters are **working at some level** of CBE - even if it is foundational (written responses)
- Several responses about using SparkNC, Modern Teacher, The Innovation Project, or HRS/Marzano
  - **HRS/Marzano is most widely used** (Just a few notes below)
    - **Cleveland County** will be using HRS for all district middle schools
    - **Lincoln County** is working with HRS to get to CBE
    - **Davie County** did not complete the survey, but all CO staff and ALL principals are HRS trained and the district has embraced HRS as a whole.
    - **Rowan-Salisbury** worked with Morgan and now working with S.Rowan
    - Graham Middle (**Alamance**) has contracted in the past
    - **Johnston County** is currently contracting with HRS
    - Neuse River in **Wake** is working with HRS

# CBE Statewide Progress/Interest Survey

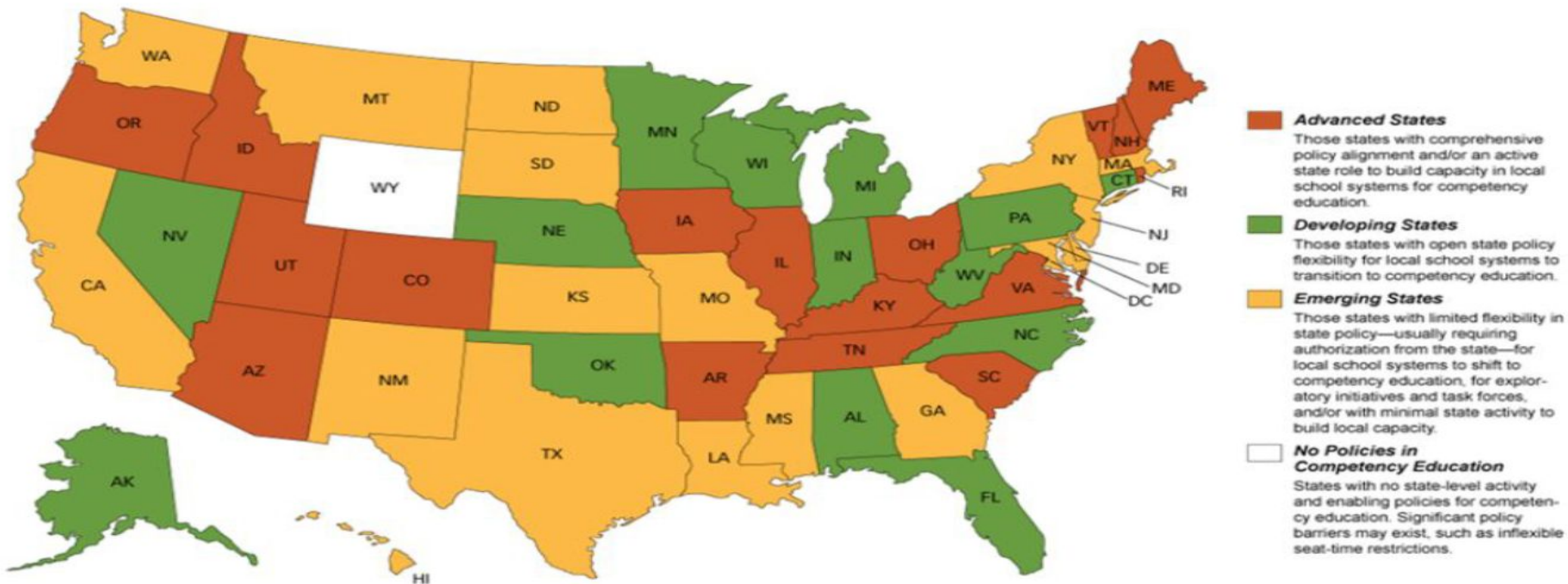


## Interest in CBE Collaboration by Region





# The National Competency-Based Landscape

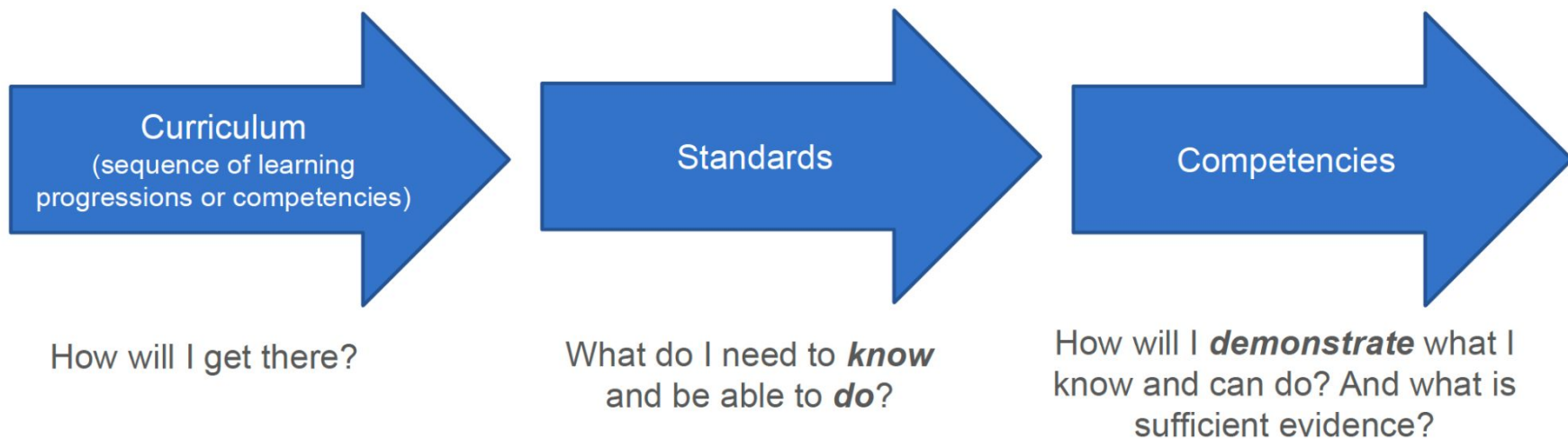


Aurora institute. (2021). [Competency-based Education Across America](#). Arlington, VA: Aurora Institute.

# The Purpose and Use of Competencies

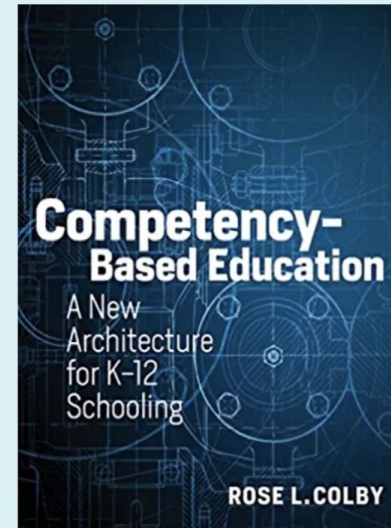
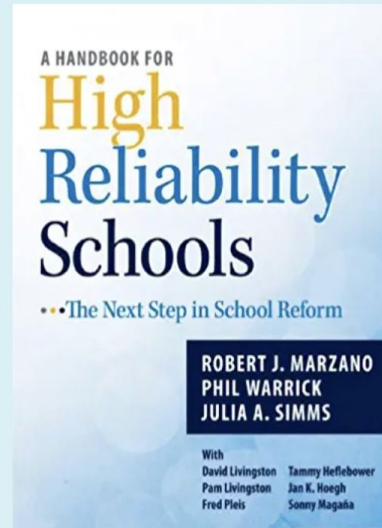
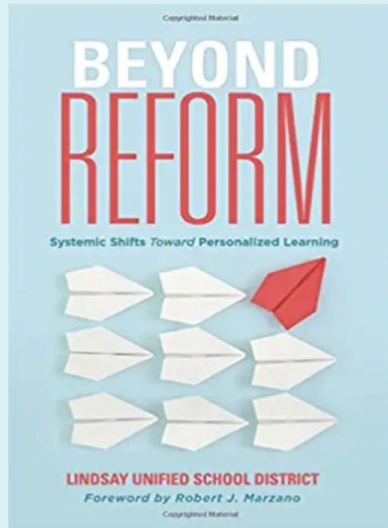
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What is the relationship among these terms?



**Knowledge + Skills + Demonstrated Abilities = Competencies**

# Interested in Learning More?



# Summary of NCDPI Progress & Next Steps

- ✓ Work with the REL Southeast in their CBE cohort
  - ✓ Meet with other state leaders to learn about other states' CBE journeys
  - ✓ Develop a definition of CBE
  - ✓ Present on progress to the General Assembly
  - ✓ Statewide survey of CBE landscape & interests
  - ✓ AIM CBE Meet Up
  - ✓ Convened stakeholder engagement network meeting with UNC & PSUs
- ❑ Develop a CBE roadmap
  - ❑ Identify funding sources
  - ❑ Develop a statewide network “Coalition of the Willing”
  - ❑ Continue to explore research and other states' CBE journeys

# Portrait of a Graduate

Dr. Angie Mullennix, Director of Innovative Practices and Programs and State Military Liaison

NORTH CAROLINA



# PORTRAIT of a GRADUATE





## Our "Why"



**Catherine Truitt**  
State Superintendent of  
Public Instruction

**Fostering the North Carolina  
Portrait of a Graduate Durable  
Skills is imperative for student  
success and workforce  
readiness.**



ADAPTABILITY



COLLABORATION



COMMUNICATION



CRITICAL  
THINKING



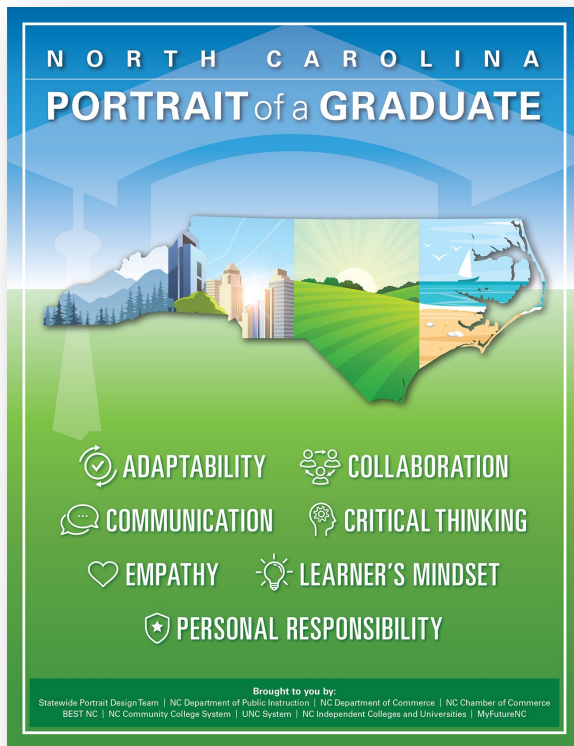
EMPATHY



LEARNER'S  
MINDSET



PERSONAL  
RESPONSIBILITY




NORTH CAROLINA  
PORTRAIT of a GRADUATE

### NORTH CAROLINA COMPETENCY SET

**ADAPTABILITY**

**North Carolina Graduates...**

- Demonstrate agility in thought processes and problem-solving.
- Accept feedback, praise, setbacks, and criticism.
- Balance diverse viewpoints and beliefs to reach workable solutions.
- Demonstrate flexibility when navigating challenging situations.
- Exhibit steadfastness despite difficulty, opposition, and/or failure.

**COLLABORATION**

**North Carolina Graduates...**

- Contribute and respond to diverse perspectives to achieve a common goal.
- Leverage strengths to resolve conflict and foster teamwork.
- Interact respectfully with others in digital and in-person interactions.
- Embrace a variety of roles in a group as a participant and a leader.

**COMMUNICATION**

**North Carolina Graduates...**

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
- Ask questions and synthesize messages to seek understanding.
- Engage in productive discourse to resolve disagreements.
- Craft communication for a range of purposes and audiences.
- Use storytelling and public speaking to express ideas and connect with others.

**CRITICAL THINKING**

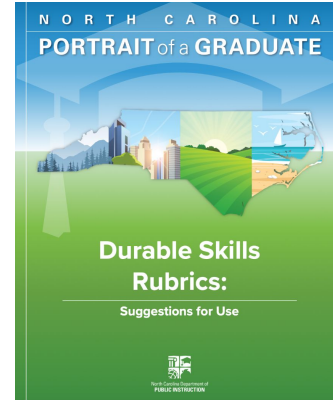
**North Carolina Graduates...**

- Analyze, assess, and reconstruct personal thought processes.
- Apply thinking that is clear, rational, and evidence-based.
- Evaluate and prioritize solutions to difficult or complex problems.
- Employ creative improvements to systems, processes, and organizations.

Learn more here: <https://bit.ly/NCPortrait>

# Portrait of a Graduate Resources

- Rubrics Suggestions for Use Document
- Rubrics for each durable skill (Grade Spans K-2, 3-5, 6-8, 9-12)
- POG Playbook
- Webinar Recording & Slide Deck



This is a screenshot of a website page titled 'Portrait of a Graduate Resources'. The page has a navigation bar with tabs for 'Durable Skills', 'Process and Partners', 'Resources', and 'Supporting Documents'. The 'Resources' tab is selected. The main content area includes a heading 'Download the North Carolina Portrait of a Graduate resources.' followed by a list of links: 'Portrait and Durable Skills: English | Spanish', 'FAQs: English | Spanish', 'Communications Toolkit: English | Spanish', 'Portrait of a Graduate Playbook', and 'Rubrics Webinar' (with a sub-link for 'Slide Deck'). To the right, there is a section titled 'Email us' with the text 'Adopt the NC Portrait or host community conversations.' Below this, there is a 'Related Content' section with a list of links: 'Portrait of a Graduate YouTube Playlist', 'Agency Provides Portrait of a Graduate Classroom-Ready Resources to School Dist...', 'North Carolina Portrait of a Graduate Revealed', 'Work Underway to Develop Statewide Portrait of a Graduate', and 'NC Department of Public Instruction to Develop Statewide Graduate Portrait'.

This is a screenshot of a filter interface for 'Supporting Documents'. The interface has a navigation bar with tabs for 'Durable Skills', 'Process and Partners', 'Resources', and 'Supporting Documents'. The 'Supporting Documents' tab is selected. Below the navigation bar, there are three dropdown menus: 'Durable Skill' with '- Any -', 'Resource' with '- Any -', and 'Grade Level' with '- Any -'. At the bottom left, there is a blue 'Apply' button. On the right side, there is a light blue box with the text 'Rubrics Suggestions for Use Guide'.

# Promising Practices Clearinghouse

## Promising Practices Clearinghouse

Aligned to  
Operation  
Polaris 2.0

Select one or more Polaris 2.0 strands



ACCOUNTABILITY



CBE



DIST & REG SUPPORT



HUMAN CAPITAL



LEARNING RECOVERY



LITERACY



STUDENT SUPPORT

Aligned to NC  
Portrait of a  
Graduate

Select one or more Portrait of a Graduate strands



ADAPTABILITY



COLLABORATION



COMMUNICATION



CRITICAL THINKING



EMPATHY




LEARNER'S MINDSET

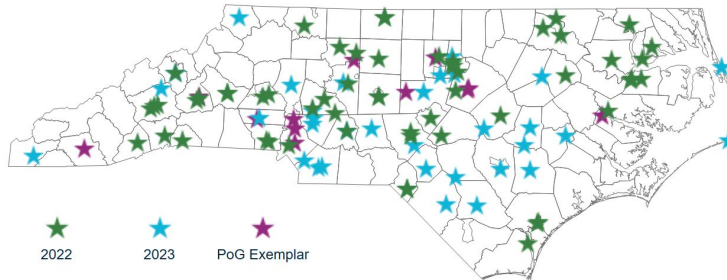


PERSONAL RESPONSIBILITY

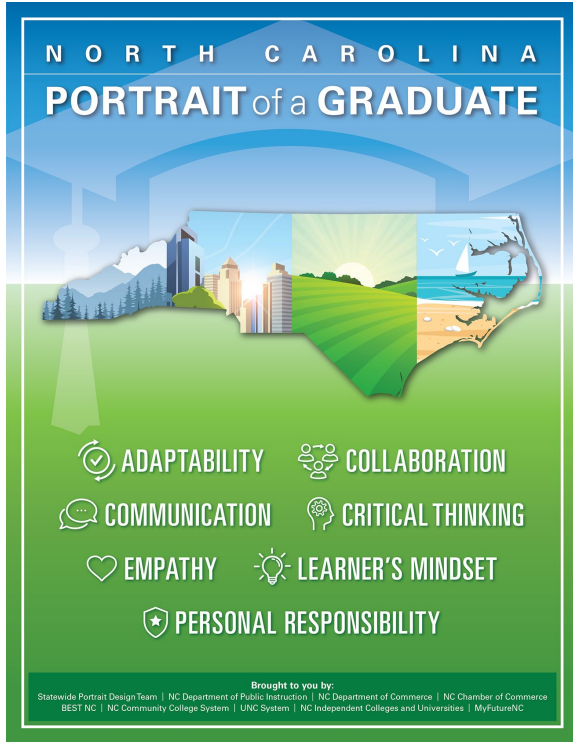
Filter Your  
Search Here

Discover promising practices across NC

Filter your search 



# Portrait of a Graduate Exemplars



Select one or more Polaris 2.0 strands

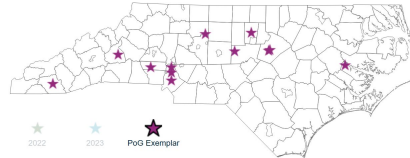


Select one or more Portrait of a Graduate strands



Discover promising practices across NC

Filter your search



[The Quest Program](#)

Charlotte Lab School

[Career and College Promise](#)

Chatham Charter School

[Professional Learning Cycles](#)

Chocowinity Primary School, Beaufort County Schools

[Axolotl Robotics Team](#)

J.M. Alexander Middle School, Charlotte-Mecklenburg Schools

[Leadership in Action: Empathy](#)

Lake Norman Charter School

[Wingspan](#)

Lincoln Charter School

[Strategies that Engage Minds \(STEM\)](#)

Macon County Schools

[Agent of Change Program](#)

McDowell High School, McDowell County Schools

[The Creed and Honor Code](#)

North Carolina Leadership Academy

[Family Science Night](#)

The Expedition School

[Digital Portfolios](#)

Wake County Public School System

# Overhauling the NC Teacher Working Condition Survey

Dr. Jeni Corn, Director, Office of Research and Evaluation



# Responding to a Request

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Dashboard and data discussions during State Board of Education Planning and Work Session in May 2023 led to a request for NCDPI's Office of Research and Evaluation to *revise and update the [NC Teacher Working Conditions Survey](#)*



# Enabling Legislation of NCTWC

The 2005 Appropriations Budget contained the enabling legislation that mandates our NC State Board of Education to:

- administer the survey on a biennial basis
- establish an advisory board to oversee implementation of recommendations from the survey, and
- provide analysis to incorporate into school improvement plans

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2005  
SESSION LAW 2005-276  
SENATE BILL 622

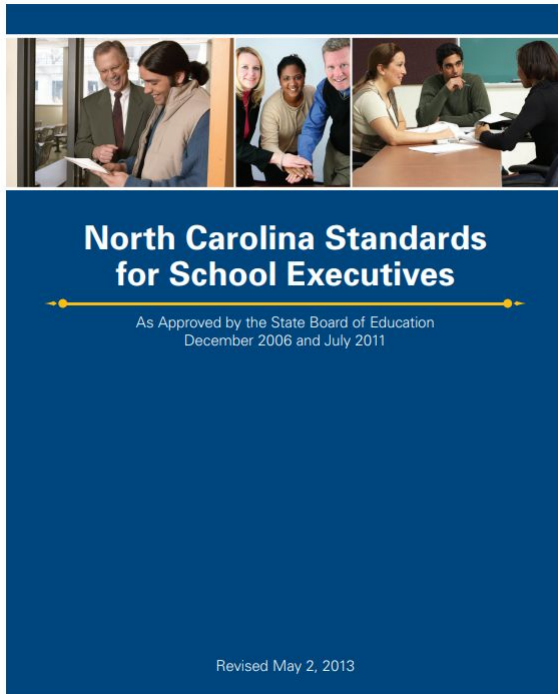
(SL2005-0276 Session Law 2005-276 Page 75)

**TEACHER WORKING CONDITIONS SURVEY**

**SECTION 7.40.(a)** Funds in the amount of two hundred fifteen thousand dollars (\$215,000) for the 2005-2006 fiscal year and two hundred ninety thousand dollars (\$290,000) for the 2006-2007 fiscal year are appropriated in section 2.1 of this act to administer the Governor's Teacher Working Conditions Survey Initiative. These funds shall be used by the State Board of Education, in collaboration with the North Carolina Professional Teaching Standards Commission to (i) administer the survey on a biennial basis, (ii) establish an advisory board to oversee implementation of recommendations from the survey, and (iii) support the NC Network in providing customized analysis to incorporate in school improvement plans.

**SECTION 7.40.(b)** The State Board of Education may supplement these funds with gifts or other private funds donated for this purpose.

# School Executive Standards



## Standard 1: Strategic Leadership

- Utilizes data from the **NC Teacher Working Conditions Survey** in developing the framework for continual improvement in the School Improvement Plan;

## Standard 4: Human Resource Leadership

- Uses the results of the **NC Teacher Working Conditions Survey** to create and maintain a positive work environment for teachers and other staff

# NCTWC Advisory Board

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- Sectors: Governor's Office, NCDPI
- Ex Officio: POY, TOY, POY Charter, TOY Charter
- Regional Representatives: Superintendents, CAOs, HR Directors, Instructional Coaches, etc.
- Sponsors of Incentives: Carolina Teachers Alliance, NCAE, NCBCE, NCPAPA/NCASA, PENC, Bojangles

# NCTWC Response Rates

 **122,371**  
Invitees

 **112,529**  
Respondents

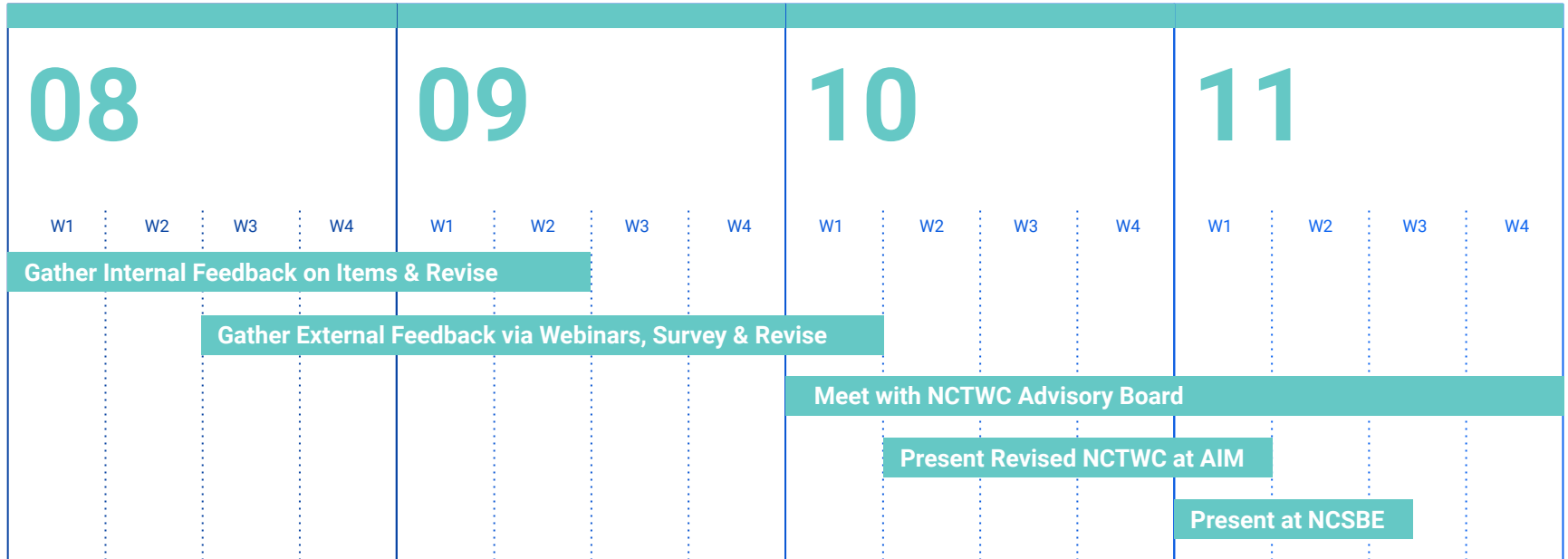
 **91.96%**  
Response Rate

Survey Year	# of Respondents	Response Rate
2016	101,846	85.46%
2018	109,426	90.55%
2020	103,545	84.45%
2022	112,529	91.96%

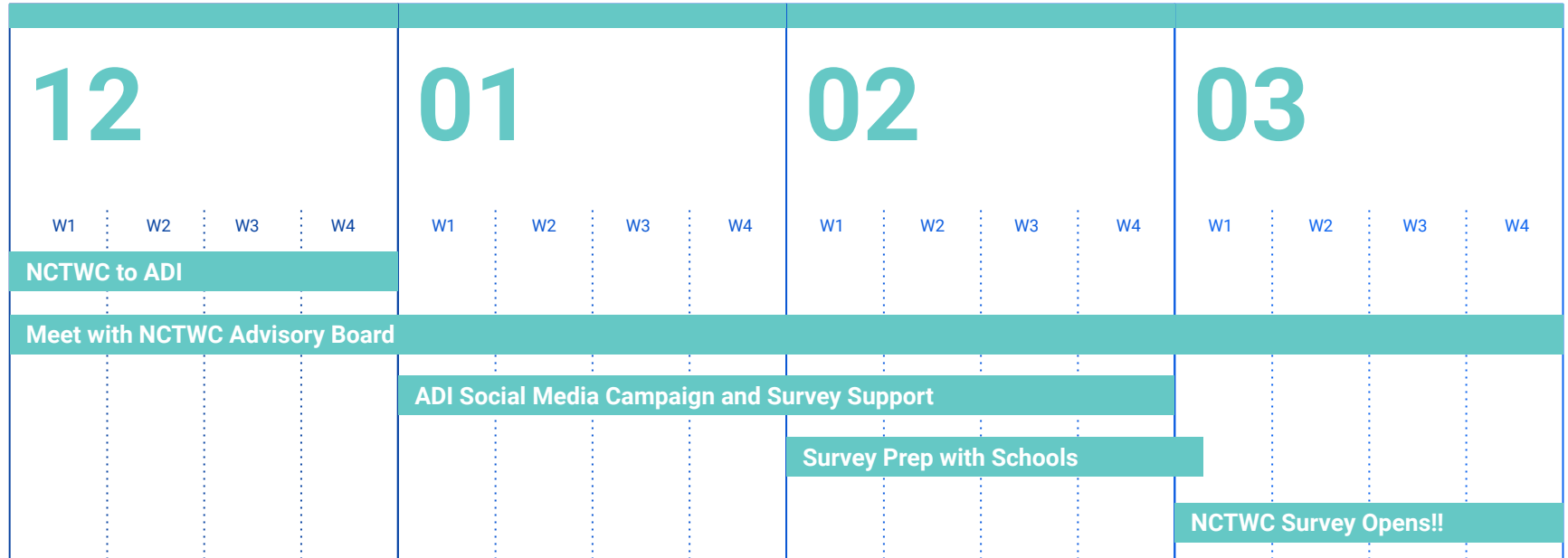


In 2022, reports made available for all districts and schools with a minimum response rates of 40% and at least 5 respondents.

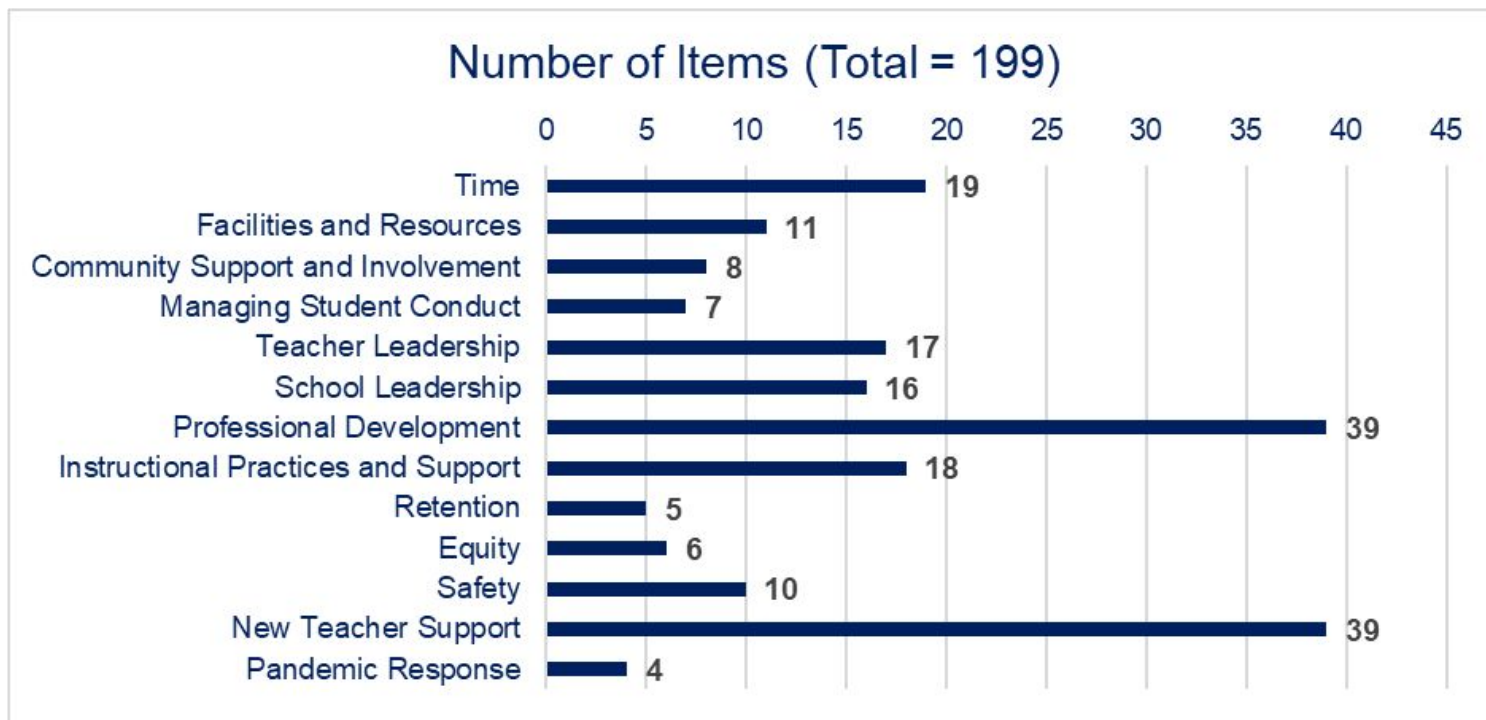
# Timeline



# Timeline



# Current NCTWC “Domains”



**Response Options:** Agreement (SA-A-D-SD-DNK), Time, Multiple Choice \* 3, Yes/No, Roles, Rank

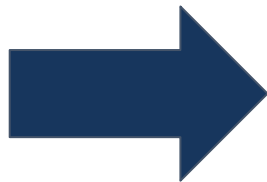


# Goals for Improving Data Quality

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Improve the validity and reliability of the survey while retaining the existing domains.



Significantly reduce the number of TWC items and simplify the number of different response options.

# Summer 2023 Analysis

## Phase 0. Prepare two data sets

- Randomly split the responses from 2022 TWC (n=112,529) into two data sets and include school-level variables such as level, size, locale, and region.
- One data set is used for revising the existing measure in Phase 1.
- The remaining responses will be used for validating the revised measure in Phase 2.

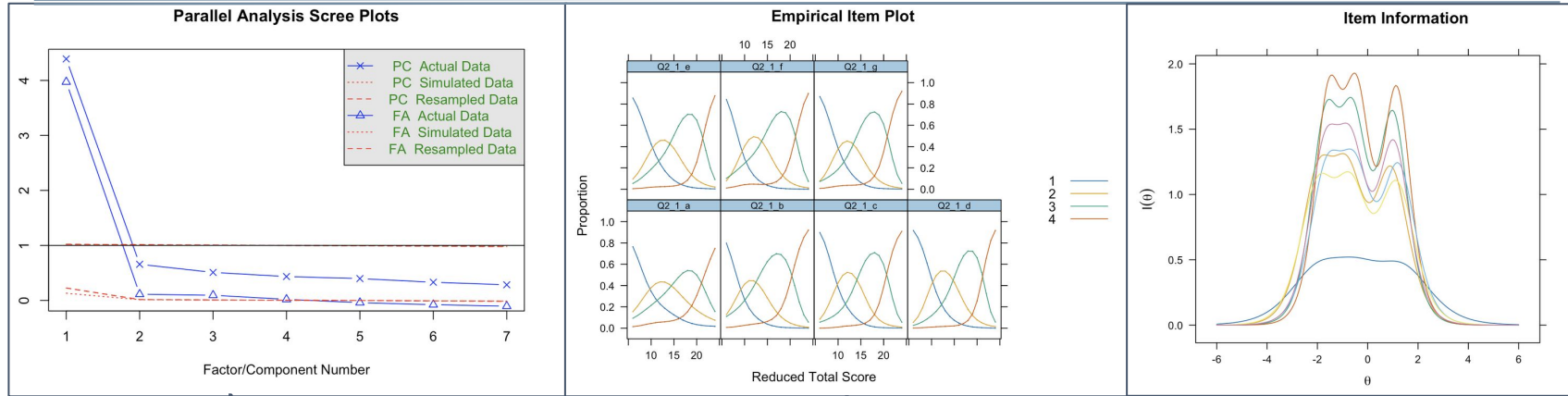
## Phase 1. Revise the individual domains

- Use Item Response Theory (IRT) to screen items within existing 12 domains
  - floor/ceiling effects
  - low correlation with domain
  - IRT-based item fit
- Select from screened items to achieve high overall reliability and ensure domain coverage

## Phase 2. Validate the revised measure

- Use Confirmatory Factor Analysis (CFA) to combine data across domains
  - validate domain structure
  - correlation among domains
- Ensure the measure performs similarly across school level, size, locale, and region

# Item Screening



Item	Floor	Ceiling	Low rho	Low rel.	Item misfit
Q2.1.a			X	X	
Q2.1.b					
Q2.1.c					
Q2.1.d					
Q2.1.e					
Q2.1.f					
Q2.1.g					

"Red flags"



# Evidence of Disengaged Responding

Question	% all "Agree"	% all "Str. Agree"	Total %
Q2.1	9.20	4.52	13.72
Q3.1	12.79	7.45	20.24
Q4.1*	20.30	8.28	28.58
Q5.1*	20.30	9.00	29.30
Q6.1*	24.51	12.36	36.87
Q7.1	16.28	11.84	28.12
Q8.1	18.93	6.12	25.05
Q9.1a-h	18.10	5.64	23.74
Q9.1i-p	28.02	11.28	39.30
Q13.1	28.57	11.86	40.43

# Data Analysis Summary

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- Disengaged responding → too long
- More items than necessary for acceptable reliability on % agreement
  - Need to interpret with caution due to disengagement
- Some domains with multiple response formats, unclear how to report out
  - e.g., agreement, frequency, duration, true/false
  - Conceptually “all over the place”
- Overall conclusion: cut items aggressively
- But, cuts should not be based on just the data analysis

# Stakeholder Feedback

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- Facilitated external feedback sessions with teachers, principals, charter leaders, CAOs, superintendents
- Deployed an external survey (n=2,416) included item-by-item review and open-ended items
- Met with other state leaders and national experts to understand best practices for large-scale teacher surveys
- Leveraged an internal NCDPI Working Group and NC TWC Advisory Board

# Current State of the DRAFT Survey

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## Process

- Reduced the number of items from 199 to 98!!!
- Maintained domain structure
- Emailing a survey link with unique code directly to teachers with regular reminders but maintaining school-level TWC Coordinator as main Point-of-Contact
- Added optional demographic items (including race/ethnicity, content area, licensure status, credentials)
- Increasing minimum response rate to 50%
- Partnering with NCPAPA and NC Principal Advisory Committee to create a “NC Principals Working Conditions Survey”

# Current State of the DRAFT Survey

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## Content

- Reordered domains so *Retention* and *School Leadership* are first
- *School Safety* shifted to *Safety & Wellbeing*
- *Facilities & Resources* is now about whether a school's physical environment is sufficient for quality instruction.
- *Professional Learning* is now asking about top three needs for areas for professional development
- *Instructional Supports & Practices* are now about top three needs for support and the NCEES process
- *Teacher Leadership* is now aligned to Standard 1 (Teachers Leading in the Classroom and School)

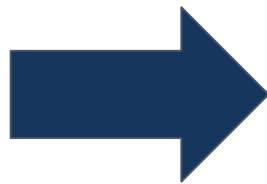


# Goals for Improving Data Use

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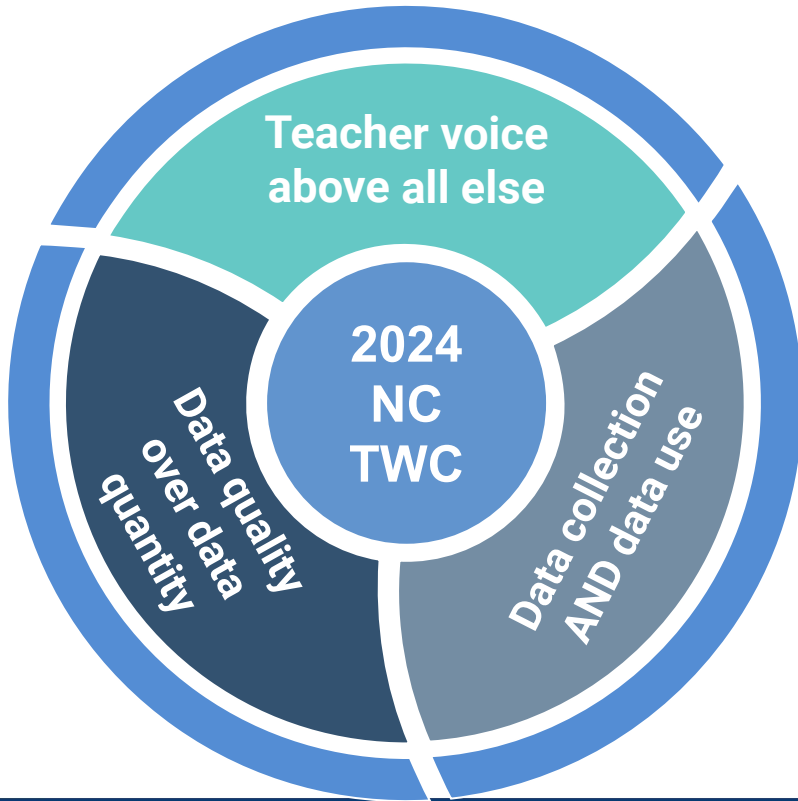
Continue to work with NCTWC Advisory Council and representative group of external stakeholders



Finalize items and consider best strategies to maximize data collection, analysis, and reporting for the 2023-24 school year.

# 2024 Shifts in Focus

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- Introducing the revised survey and continued commitment to anonymity
- Clear messaging about changes in purpose, content, logistics, new incentives
- Gather input and share resources on how schools, districts, and the state use the NCTWC data

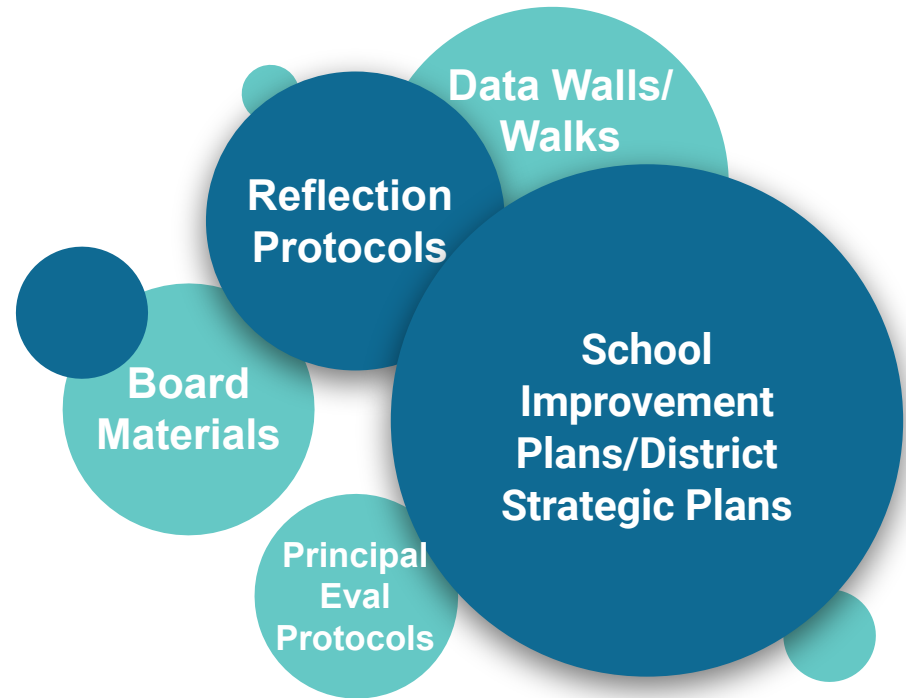
# Looking for Examples...

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Best practices for **using NC TWC data** by school or district leadership

- As part of school improvement planning
- As part of district strategic planning
- As part of data-driven conversations

Email: [jeni.corn@dpi.nc.gov](mailto:jeni.corn@dpi.nc.gov)



# Come to Our Input Session

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9:20 AM - 10:05 AM Wed Breakout  
Session 5.7: **Principal Working  
Conditions Survey Feedback Session**  
in Stevens/Taylor Room

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Interactive session to gather input on  
what topics, issues, etc. should be  
included on the **\*NEW\*** NC Principals  
Working Conditions Survey!!

# Questions?

# Thank you!

Dr. Jeni Corn, [Jeni.Corn@dpi.nc.gov](mailto:Jeni.Corn@dpi.nc.gov)

Dr. Angie Mullennix, [Angie.Mullennix@dpi.nc.gov](mailto:Angie.Mullennix@dpi.nc.gov)

Curtis Sonneman, [Curtis.Sonneman@dpi.nc.gov](mailto:Curtis.Sonneman@dpi.nc.gov)