



“Lighting the Path to Student Success”

NCStar at the District Level



Public Schools of North Carolina

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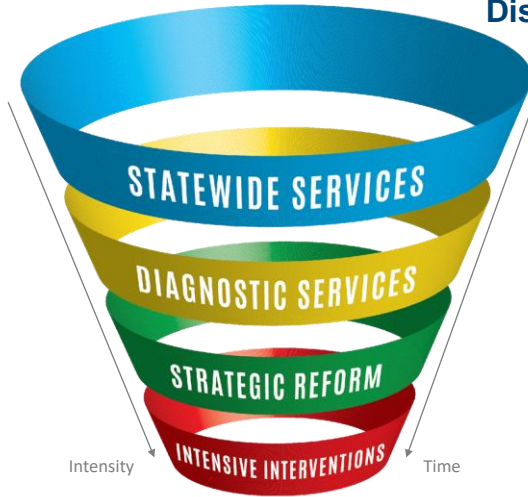
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District and Regional Support

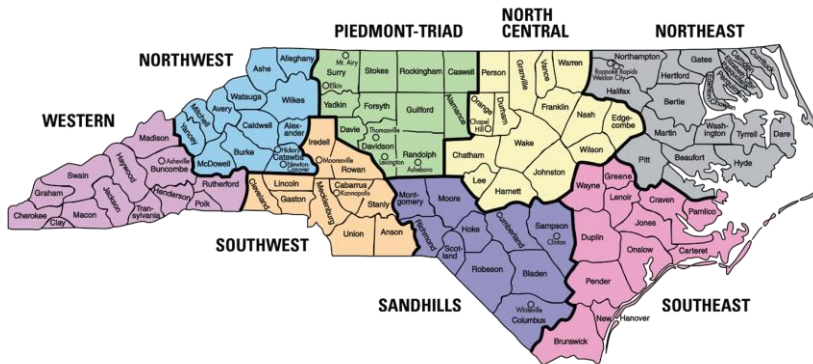


- **Statewide Services:**
 Services with established systems and procedures across the agency designed to support all Public School Units.
- **Diagnostic Services:**
 Services that provide evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes.
- **Strategic Reform:**
 Services offered to support and monitor recurring low performing schools who have elected one of the four reform models to strategically address areas of improvement.
- **Intensive Interventions:**
 Services offered to chronically low-performing schools and districts that require a collaborative partnership to identify and remedy root cause(s), develop highly focused incremental action steps with performance measures, and clear, monitored governance plans.



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Cynthia Martin – Director of District & Regional Support
 Alessandro Montanari – Asst. Director of District & Regional Support

REGIONAL CASE MANAGERS

Stickney	Western – Jeremy Gibbs	Northeast – Catherine
	Northwest – Stephanie Dischiavi	Southeast – Beth Metcalf
	Southwest – Chris Triolo	North Central – Melany

Paden



Piedmont-Triad – Fran Harris Burk

Sandhills – Jessica Swencki

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Outcomes

Understand

NCStar fosters school improvement planning as a continuous process that is based on data-driven decision making to assess, create, and monitor effective practices needed to support student achievement.

Know:

- District Reports
- Coaching
- TAG

Do:

Use the NCStar platform to monitor and support schools with school improvement planning.



Agenda

- Introductions
- NCStar Weebly
- Who has Access?
- District Reports
- Coaching in NCStar
- Q & A
- Final Reflection



Q & A

Ask us a question!

Go to www.menti.com

Code: 73 27 43 1



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Our NCStar Weebly

www.ncstar.weebly.com



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NCStar Vocabulary

- **Comprehensive Report** – the School Improvement Plan
- **Indicator** – research based effective practice related to an area of school improvement.
- **Wise Ways** – research-based evidence and examples that help the SIT team assess each indicator.
- **Objective** – an indicator chosen to be included in the SIP. Once Indicator has been assessed, it is now called an objective through the school improvement process.
- **Actions** – an action step that is necessary in order to achieve the objective.
- **Process Manager** – the individual at a school that will assist the Principal in managing the school improvement process.



Access Levels Recap

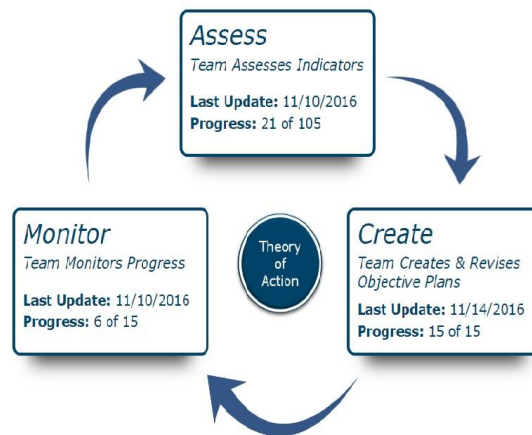


NCStar District Planning Portal

- LEAs will have 36 District indicators to choose from.
- Districts do not have any Key Indicators.
- Process is identical to school side. LEAs will focus on the three stages of Assess-Create-Monitor with the indicators that they have chosen to work on.



The NCStar Continuous Improvement Cycle



What comes to mind when you see the word “coach”?

<http://bit.ly/ncstarcoach>



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The need for Leadership Coaching

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

Of the approximately \$1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.

School Leaders Network. (2014). *CHURN: The high cost of principal turnover*. Retrieved from http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf



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Role of an NCStar Coach

- Support the team in the process of assessing indicators, creating the plan, & monitoring the plan
- Help the school understand the indicators (use WiseWays as needed)
- Offer reminders and suggestions
- Assure a 'culture of candor' exists during SIT meetings
- Advise and guide the collection of missing data
- Celebrate achievements
- Challenge schools to do better (even great schools have areas of improvement)
- Provide SIT members resources that will lead to action completion



BENEFICIAL ASPECTS OF DISTRICT COACHING

- Respondents indicated that the support and guidance provided by coaches were of great help, as coaches offered constructive communication in the form of clarifying questions and consistent feedback.
 - *Knowing our district coach is aware of our goals and is willing to give feedback for us to accomplish these goals is the most beneficial aspect of coaching for this process. This helps us fine tune our SIP in order to achieve our goals.*
 - *The most beneficial aspect of the district coach is when she comes to School Improvement Team meetings and participates in the discussions because the feedback is immediate and she understands the decision-making process at our school.*



LEAST BENEFICIAL ASPECT OF DISTRICT COACHING

- A number of survey respondents shared that no coach was assigned, or that they were not aware of a coach.
 - *Coaching implies there is a cycle of improvement. There is no coaching cycle in place. A training here or there is not the same as coaching. No one has come to any SIT meetings to see how we do things. No one has provided feedback to let us know what we could improve upon. There is no coaching*
- Among the most consistent feedback from those who could identify a coach were infrequent comments, digital only comments, and sometimes minute/vague comments which were not viewed as supportive of the NCStar model, nor the overall school improvement process.
 - *Sometimes the coaching seems nit-picky and focused on what is missing, rather than what is present or what actual improvement is occurring. In my opinion, comments created seem more focused on meeting the quota provided to coaches by the district and not on providing meaningful feedback that contributes to school improvement.*



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T.A.G. Method for Coaching / Consulting

Tell the school or district something you liked

Ask the school or district at least one question

Give the school or district at least one suggestion

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SAMPLE COACHING COMMENTS

- ✓ Indicator A1.05 – **T:** I like that you have included this objective even after marking B2.03 (team structures) as fully implemented. This shows me that the school improvement team agrees that structures are in place at ----- but probably the time during that structure is not being used as efficiently as possible by those teams. **G:** I would again increase accountability by creating grade level actions that will allow you to monitor the use of data in these teams
- ✓ Indicator B3.01 – **A:** How will the extended learning time happen during the school day? **G:** In other words, try to upload some evidence that shows this increase in time. **T:** Great job focusing on EVAAS data as the setting up for the extended learning time. **A:** What will you use to monitor the time’s effectiveness throughout the year?
- ✓ Key Indicator E1.06 – **A:** Parental engagement/participation will always be difficult, however, how can ---- do more to make curriculum information available at home? **G:** Think of action steps that can keep parents/guardians informed and also provide good parental practices. If teachers have their own websites, they can mention specific homework, reading, or enrichment strategies. **A:** How will the school reach parents/guardians that never come to the school but are trying at home to help their children succeed?
- ✓ Regarding your “School Team” – **T:** I noticed that you had two parent reps which is great. **G:** Make sure you have provided the parent reps with the Leadership Team login information. Also, it might be best to be more specific with each teacher’s role. For example, for Ms. ----, instead of writing teacher you would write 2nd grade teacher by selecting the “other” option.



Structuring District Coaching on NCStar

- Structure A – Shared Username/Password (Default Setting)
 - Everyone on a District Support & Improvement Team sees all schools and is able to coach all schools
 - 1 person (default is Superintendent) receives all reply emails from schools (system also allows the addition of a district process manager that will also receive emails) OR this can be changed to the entire District Support & Improvement Team receives all reply emails
- Structure B – Regional or School Level Teams
 - East/West/North/South Regional Teams – everyone in the team receives reply emails from that region
 - Elementary/Secondary Teams – everyone in the team receives reply emails from their designated schools
 - Elementary/Middle/High Teams – everyone in the team receives reply email from their designated schools
- Structure C – Individual Coach per school
 - A coach has one or a set of schools – coach receives emails from his/her schools



District Reports

Administrative Reports

Welcome, North Carolina Test District!

NCStar Lighting the Path to Student Success

North Carolina Department of PUBLIC INSTRUCTION

Our Direction	Our Meetings	Success Cycle	Our Progress
Normative Objectives (Ongoing)	Leadership Team Meetings (Last 90 Days)	Actions Completed (Last 90 Days)	Objectives Met (Last 90 Days)
0	0	0	0
Update Profile	Manage Meetings	Assess, Create, Monitor	View Reports
Set Direction Mission/Goals - Data Review - Select Indicators			View Feedback

Indistar Connect | IndistarBURST | Indistar Website | Indistar Success Stories | Indistar 3.1: Step-by-Step

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District Reports

Close

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North Carolina Department of PUBLIC INSTRUCTION

School Year: 2020-2021

School Group: --- select a group ---

Data Mining | Reports | School Activity

Summary | Display Progress | Submitted Reports | Critique/Feedback

Summary (0)

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Final Reflection and Feedback

Please use the following link to provide a final reflection and feedback on today's session.

<http://bit.ly/Fall2020NCStar>



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Reach out to us! We're here to help!

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