

2024 Short Session Budget Agenda

Dr. Michael Maher, Amy Rhyne and Dr. Jeremy Gibbs



Preparing All Students for Math 1 With Comprehensive Mathematics Reform

Michael Maher, PhD
Deputy State Superintendent

Current Context for Math



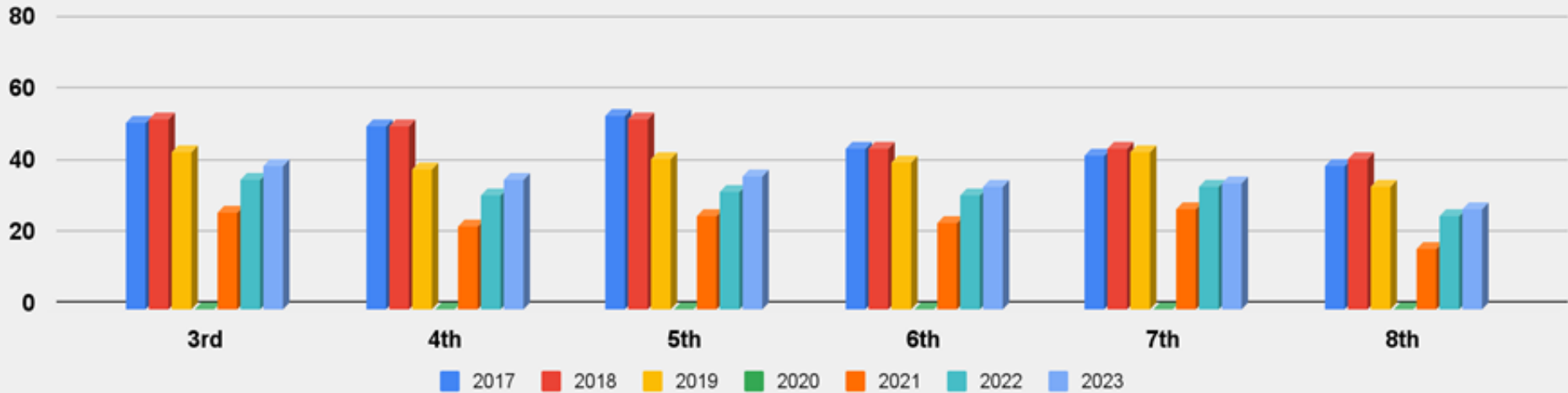
The culture/climate around Math

- “I’m not a math person”
- “It’s okay, math is hard”
- “When am I going to use this?” - Math as a study of Math
- Current approach to Math can be traced back to 1894 with Calculus as the end goal.



Recent Math Data Trends

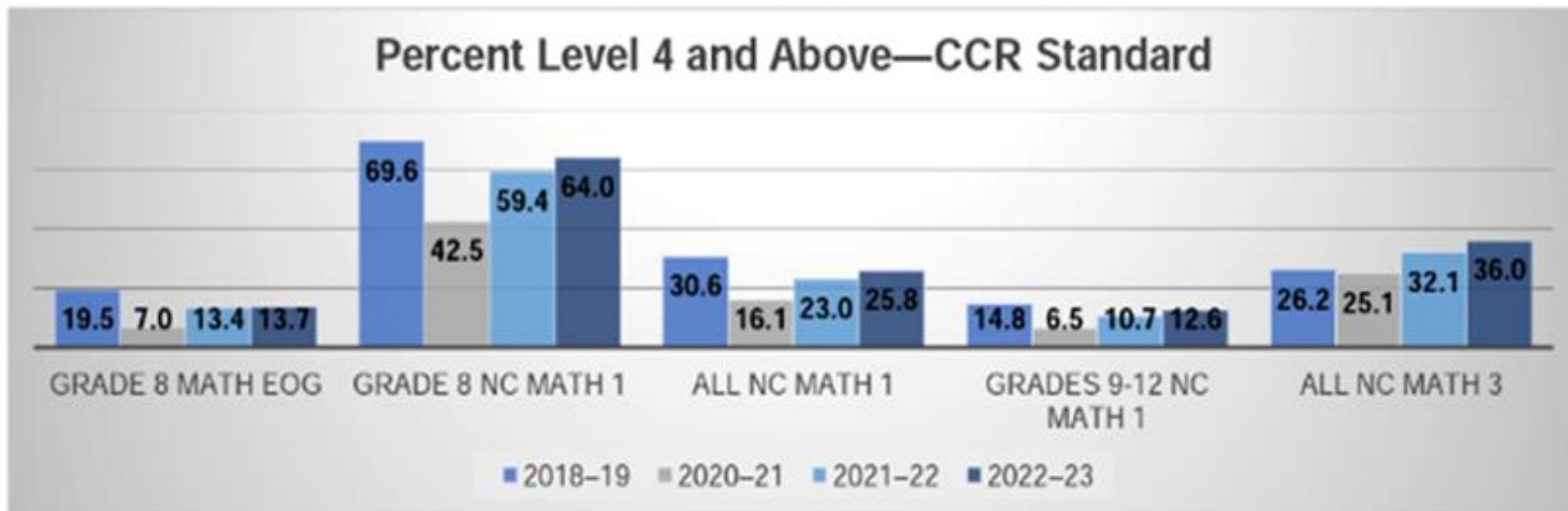
3rd-8th Grade Math College/Career Proficiency



Recent Math Data Trends

2022–23 Grade 8 and High School Mathematics Test Results

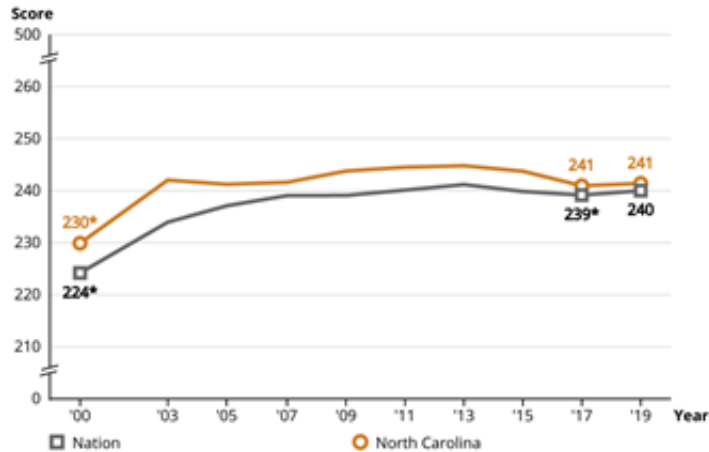
Percent Level 4 and Above—CCR Standard



Recent Math Data Trends

NAEP 2019 Grade 4 Mathematics

Average Scores for State/Jurisdiction and Nation



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

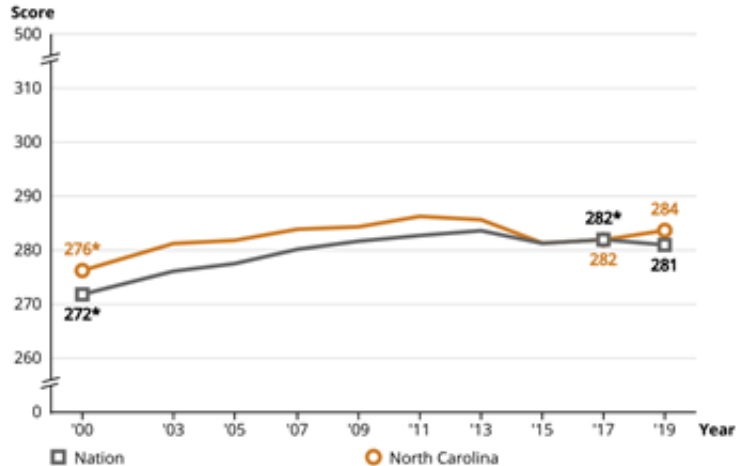
- In 2019, Black students had an average score that was 25 points lower than that for White students. This performance gap was not significantly different from that in 2000 (23 points).
- In 2019, Hispanic students had an average score that was 16 points lower than that for White students. This performance gap was not significantly different from that in 2000 (18 points).
- In 2019, male students in North Carolina had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 21 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (20 points).



Recent Math Data Trends

NAEP 2019 Grade 8 Mathematics

Average Scores for State/Jurisdiction and Nation



Score Gaps for Student Groups

- In 2019, Black students had an average score that was 31 points lower than that for White students. This performance gap was not significantly different from that in 2000 (35 points).
- In 2019, Hispanic students had an average score that was 22 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2019, male students in North Carolina had an average score that was lower than that for female students by 5 points. This performance gap was wider than that in 2000 (2 points).
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 27 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (28 points).



Advanced Courses in Mathematics Legislation

SL 2019-120

Goal: To broaden access and successful participation in advanced courses. Regardless of student background and demographic factors, those who demonstrate readiness are guaranteed access to advanced coursework in mathematics.



Advanced Courses in Mathematics Legislation

SL 2019-120

2023 Report Highlights (2022-2023 school year):

- 58,186 students (grades 6-12) were eligible for placement in advanced math courses.
 - Increase of 9,032 exam scores over the prior year.
- Of those eligible students
 - 94% (54,580) are currently placed in an advanced math course
 - 6% (3,606) not currently placed in an advanced math course.



Math Standards Timeline

- Current Math Standards were implemented in stages:
 - Math 1, Math 2, Math 3 - implemented 2016-2017
 - K-8 Math - implemented in 2018-2019
 - Math 4 - implemented 2020-2021
- K-12 Math standards will all go into the review phase beginning in the 2024-2025 school year
- Any recommendations for starting the revision phase will be brought to the Board in the summer of 2025



Patterns™ for Reaching and Impacting Students in Math (PRISM)



PRISM

Patterns™ for Reaching & Impacting Students in Math (PRISM)

- A 5 year \$7.86 million Education and Innovation Research Grant (EIR) with the U.S. Dept. of Education
- A partnership with Carnegie Learning and WestEd to engage up to 300 rural 4th grade Math teachers serving as many as 7,000 students, across the state in a unique, ongoing professional learning experience
- One of 45 grants awarded from 266 that were submitted
- Goals:
 - Teachers receive individualized support in math content and instruction
 - Increases in growth and math proficiency



Patterns™

- Blended learning platform combining online learning modules with both virtual and in-person coaching
- Successfully used in 19 states
- A flexible, blended professional development program designed to:
 - Deepen understanding of math concepts
 - Show vertical connections across grade levels
 - Build a network of teachers across the state
- Combines independent self paced learning time with scheduled online coaching



Timeline - 5 years

Year 1 (January 2024 - December 2024):

- Finalize all processes, protocols, and procedures to initiate the grant work
- Identify an initial group of teachers and students to plan for the full project roll out

Years 2-4 (January 2025 - June 2028):

- Full implementation
- Complete training for two cohorts of teachers (150 in each cohort)
- Evaluation of impact on teacher knowledge and instructional practices
- Conduct longitudinal evaluation of student outcomes

Year 5 (July 2028 - December 2028)

- Disseminate results



Ensuring All Students are Prepared for Math I

Our Strategy:

Superintendent Truitt's comprehensive math reform proposal

To ensure that each student is prepared for success in Math I starting with 60 minutes of daily, on or above grade level, math instruction to build math proficiency in grades Kindergarten through 8 using effective, standards aligned instructional materials;

- that PSU board policies facilitate educator supports, math instruction, and intervention services to address student math needs;
- and that each student and his or her parent or caregiver be regularly informed of that student's math progress.



Ensuring All Students are Prepared for Math I

Strategies:

- **Instructional Materials:**
 - NC DPI shall provide a rubric detailing a list of criteria and evidence to look for which PSUs can utilize to review and select standards-aligned math instructional materials.
- **System of Support for Educators:**
 - NCDPI shall require and assist PSUs in providing a system of support for all educators who teach math in grades Kindergarten through 12 to ensure they have the pedagogical knowledge and skills to teach effective math lessons to all students.
- **Assessment and Progress Monitoring:**
 - NCDPI shall require PSUs to provide assessment systems for all educators who teach math in grades Kindergarten through 8 to implement in order to ensure teachers have information related to student growth and proficiency necessary for effective instruction and intervention.



Ensuring All Students are Prepared for Math I

Strategies:

- **Parent Notification:**
 - The parent of any K-8 student who exhibits math difficulty at any time during the school year shall be notified in writing, in language understandable to the parent, of the exact nature of the student's difficulty in math no later than 15 calendar days after the identification of the math difficulty.
- **Math Instruction and Intervention**
 - PSUs shall adopt and offer evidence-based math intervention programs to each K-8 student who exhibits math difficulties identified through assessment systems defined in the previous section. The math intervention program shall be provided in addition to the daily math instruction provided to all students in the general education classroom within 30 days of a student being identified.
- **Innovative Math Accelerator Grant Program**
 - In an effort to achieve lasting and sustainable success, this program incorporates robust and ongoing professional learning for math coaches, building-level leaders, and district-level leaders, empowering them to reinforce high-quality instruction in middle school classrooms.



Ensuring All Students are Prepared for Math I

Total Cost:

Math Coaches*	\$15M
Mathematics Screener**	\$4M
Innovative Math Accelerator Grant Program	\$8M

*Long Session Ask for SBE

** Exact figure to be determined based on consultation with FBS



Excellent Public Schools Act Expansion 2024 Short Session Request

Amy Rhyne, Ed.S.
Senior Director, Early Learning

Goal: Expand student literacy measures
and scope to support students in grade
four through eight



NC EOG Reading Data

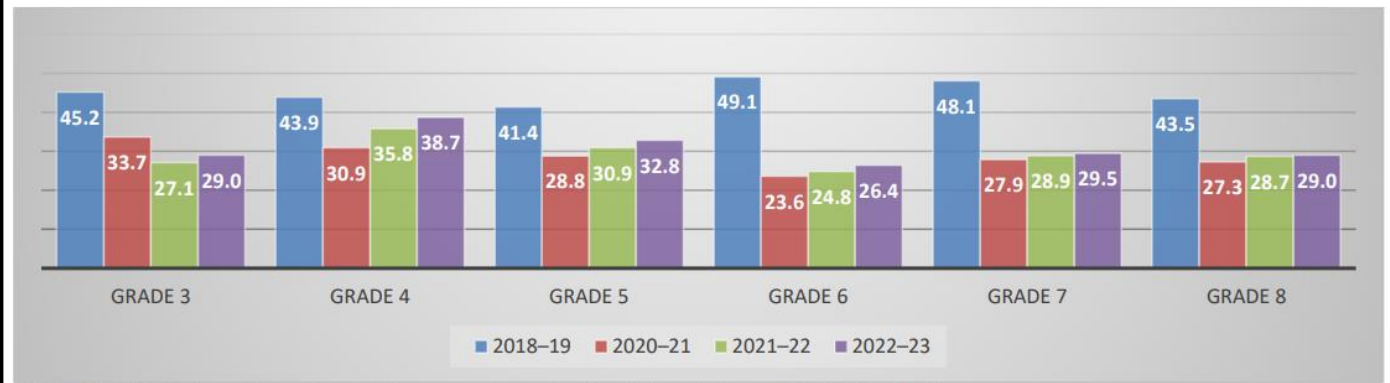


FIGURE 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard).

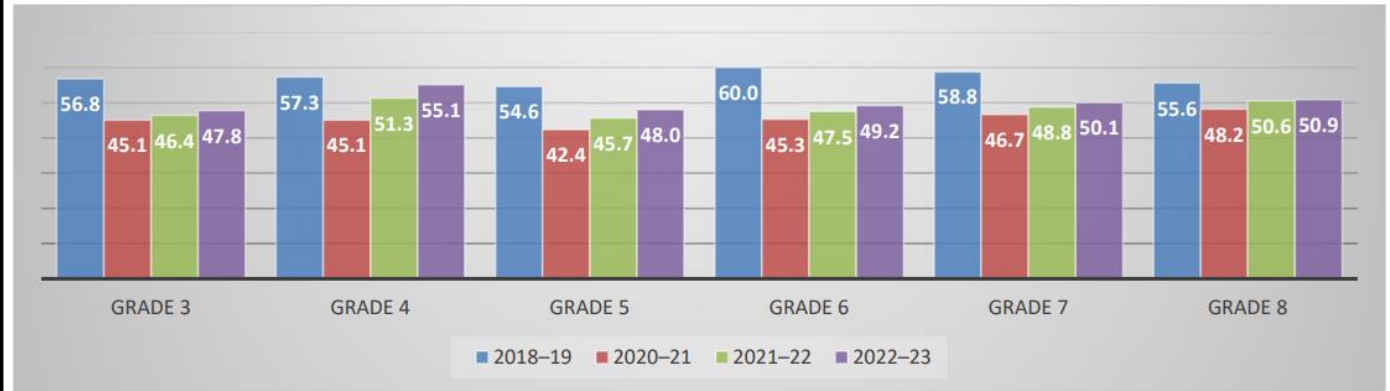


FIGURE 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard).





Early Literacy Matters

State-by-State Policy Implementation Report

Explore North Carolina's adoption and implementation of the 18 Early Literacy Fundamental Principles.



Check Out North Carolina:

- **18/18** Literacy Fundamental Principles being fully or partially implemented!
- Above and Beyond Badge for SoR PD for educators (PK-5)
- Noted for 2 Best Practices – SoR PD and EPP alignment
- NC has become a National Leader

Legislative Expansion Purpose and Expenses

Include grades four through eight:

- Data indicates support is necessary beyond grade three.
- Not all students learn at the same pace/rate - provides opportunity for educator professional knowledge aligned to science of reading, core instructional practices and continuous intervention supports.

Lexia Aspire™ for all content educators in grades six through eight:

- Ensures vertical alignment to support students as they transition from elementary to middle school
- Cost: \$14M (Based on 23-24 ELA, Math, Science, SS teachers)
- Approximately 23K educators (\$600)

Add secondary education general curriculum teachers to EPP requirements:

- Provides long term sustainability related to NC teacher pipeline



Legislative Expansion Purpose and Expenses

Update Literacy Instruction Standards to include grades six through eight:

- The guides are developed to include these grade levels. However, the requirement would support implementation beyond elementary school.

Update Literacy Intervention Plans to include grades four through eight:

- Provides districtwide intervention alignment to support struggling readers beyond grade three.
- Cost: \$10M (require approval of plans prior to release of funds)

Update Individual Reading Plans to include grades four through eight:

- Provides ongoing data collection and supports for struggling readers, as well as the required parent notification process.



Legislative Expansion Purpose and Expenses

Lexia Aspire™ professional development:

- Office of Early Learning and Academic Standards staff supporting grades six through eight. (\$120K)
- (1) District point of contact per LEA (\$69K)
- (1) School Level / Champion point of contact per middle school (\$456K)
- (1) EC and EL School Rep per middle school (\$912K)



Additional Implementation Requests & Expenses

NCDPI Support Structure

- (8) NCDPI Secondary Regional Literacy Consultants (\$945K)
- (1) NCDPI Secondary Literacy Coordinator (\$130K)

Bonuses for Mastery - (\$200/per)

- Content Teachers (\$4.6M)
- School Level / Champion point of contact (\$152K)
- EC and EL School Rep (\$304K)
- District Level (\$23K)

**Long Session – Request Literacy Specialists similar to the ELS model*



Legislative Expansion Purpose and Expenses

Expand statewide formative diagnostic reading assessment through grade five:

- Provides access to teachers that have been trained in LETRS to identify skill strengths and deficits as they continue to support reading success. (Include in JELOC reporting.)
- Cost: \$2,158,150 (Software \$1.3M; Training \$458,150; mClass Kits \$400K)

Include PSUs in statewide formative diagnostic reading assessment requirements:

- Recent three-cueing legislation includes PSUs. This will support data collection aligned to the science of reading.
- Cost: Include in current EPSA funds – No additional funds

Include PSUs in limitation of one statewide alternative assessment requirements:

- Recent three-cueing legislation includes PSUs. This will support data collection aligned to the science of reading.



Overall budget request

Total Cost:

Reading Diagnostic through Grade 5	\$2.16M - R
ASPIRE Professional Development	\$15.6M - NR
Aligned Implementation (LIP)	\$10M - R
Regional Support - Staff	\$1.1M - R
Bonuses	\$5.1M - NR

*Long Session Ask

** Exact figure to be determined based on consultation with FBS



Short Session Request: Thrive

A state legislative grant of \$4.5 M to continue providing support to low-performing schools

*Dr. Jeremy Gibbs
Deputy State Superintendent
District and School Support Services*

The Goal

To continue and refine ongoing support efforts to low-performing districts and schools beyond September 30, 2024.

Building on the CARES Pilot

Coaching and Professional Learning

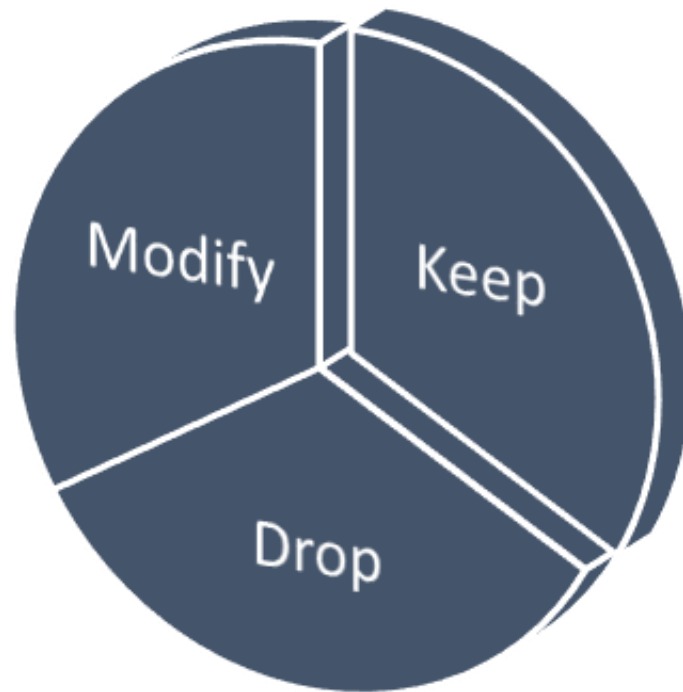
Coaching Staff in Schools

- 21-22: 81 Schools
- 22-23: 102 Schools
- 23-24: 110 Schools

Professional Learning on Instructional Leadership

Keep, Drop, Modify: Continuous Improvement (An Iterative Process)

Next Steps: Cycles of Improvement



FROM CARES TO THRIVE



CARES Begins

- Planning Begins 2020
- Performance and Poverty Metrics to Identify
 - Partnership with Districts
 - Responsive to Local Needs

CARES

2021-22 to Present

- Coaching Staff in Schools and Districts
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ESSER III Ends

Funding for staffing and programming in the CARES program ends September 30, 2024.

Thrive: A Bridge

\$4.5 Million grant request to the General Assembly allows NCDPI to continue targeted support for improvement in low-performing schools beyond October 1, 2024:

- professional learning
- coaching
- systems design
- capacity building

Thrive: Long Term

2026: Focused system of support to schools across NC facing the greatest challenges. Directly aligned with new school performance grade metrics, improved school designations or identifications, and a thoroughly modernized state ESSA plan.

Convergence

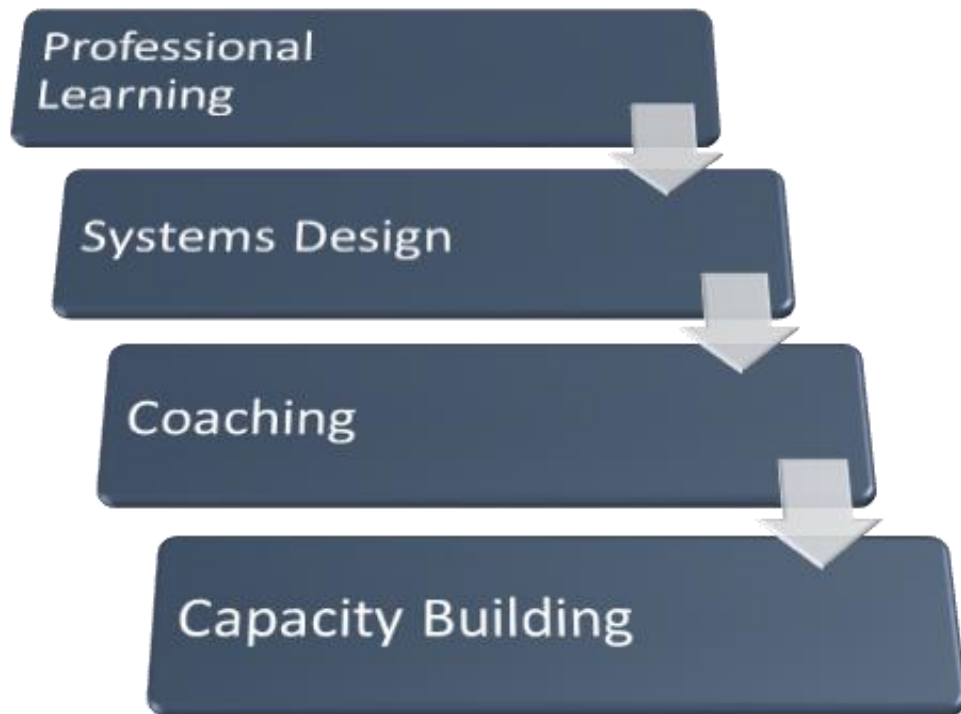
- School Performance Grade Redesign
 - Provides Better Metrics to Triage and Prioritize Support
- Thorough Rewrite of ESEA Plan
 - Opportunity to Refine Identifications and Service Delivery
 - Realize Efficiencies Throughout
- Return in 2025 Long Session with the Next Iteration of State Support to Low-Performing Schools
 - Based on School/District Needs, Lessons Learned, and Critical Evaluation



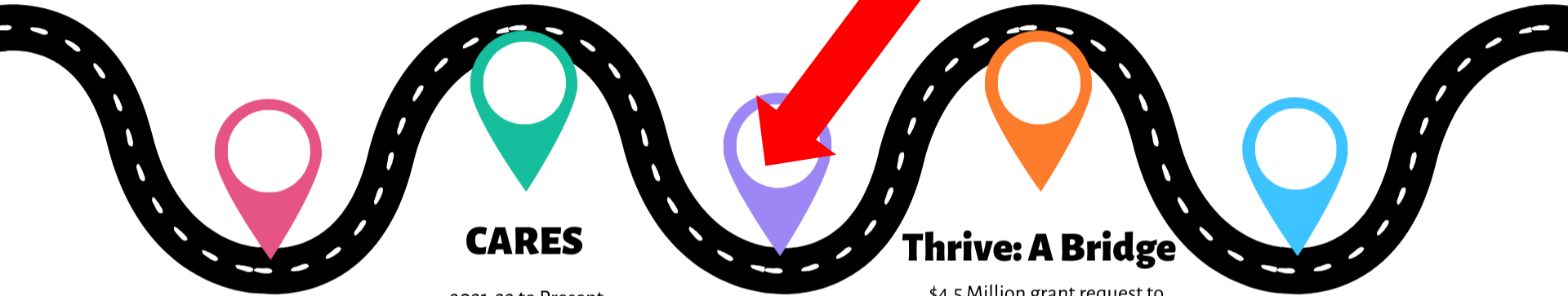
Thrive: Strategy

Requested appropriations will allow NCDPI to continue to partner with schools and districts beyond September 30, 2024.

Focused state support on **improving instruction** by addressing local needs as a bridge to a long-term strategy for supporting low-performing schools.



FROM CARES TO THRIVE



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[PhotoCredit](#)

Tentative Budget: Thrive

Major Item	Detail	Cost
<i>Professional Development for Educators</i>	<ul style="list-style-type: none"> Professional development designed to support demonstrated instructional strategy and content area needs in low-performing districts and schools. 	<i>\$500,000</i>
<i>Instructional Coaching and Support for Content Areas</i>	<ul style="list-style-type: none"> Instructional Coaching Support in Low-Performing Schools Support for Local Curriculum Development Initiatives 	<i>\$1,500,000</i>
<i>School-Level Leadership Development for Instructional Improvement</i>	<ul style="list-style-type: none"> Leadership and Capacity Coaching Support Continue Principal Mentoring Pilot Stipends Currently Underway in New Hanover County Schools; Expand to additional districts 	<i>\$1,750,000</i>
<i>District Capacity Building and Systems Design</i>	<ul style="list-style-type: none"> Temporary staffing or contracted services for targeted, short-term support and capacity building for school and district leadership improvement teams Consultation and contracted services to provide support for effective school and district improvement planning Funding for diagnostics, evaluation, and monitoring 	<i>\$750,000</i>
<i>Total Request</i>	<i>State Appropriations</i>	<i>\$4,500,000 (NR)</i>

QUESTIONS?

2024 Short Session Budget Agenda



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