


Public Schools of North Carolina

# Implementing the NCDPI Organizational Assessment Recommendation #6: Regional Support Structure

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**NC DPI organizational  
assessment**

Final report

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## Project overview

Our work highlights 18 recommendations that could be implemented to support the transformation of NC DPI

<p><b>Transform NC DPI into a collaborative, data-driven, student outcomes focused organization</b></p> <ol style="list-style-type: none"> <li>1. Establish a central repository that sources, validates and maintains data</li> <li>2. Bolster and embed analytics capability across key program offices</li> <li>3. Develop a policy and strategy function to facilitate collaboration and feedback around agency priorities</li> <li>4. Engage division leaders as business owners of their budgets</li> <li>5. Improve the efficiency, governance and transparency of contracting</li> </ol>	<p><b>Create a more integrated and streamlined system of support to LEAs</b></p> <ol style="list-style-type: none"> <li>6. Redesign the regional structure to better coordinate and differentiate identified supports to LEAs</li> <li>7. Align, coordinate and potentially streamline assessments</li> <li>8. Combine educator talent-related functions into a single end-to-end talent division</li> <li>9. Reduce IT support response times to the field and improve resolution experience</li> </ol>
<p><b>Redefine and restructure IT as a lean and agile organization designed to provide value-driven support</b></p> <ol style="list-style-type: none"> <li>10. Centralize shadow IT and consolidate the IT organization</li> <li>11. Repurpose IT by outsourcing common and low value functions and refocusing to advise and support business needs</li> <li>12. Implement a vendor-first approach for application services and prioritize cloud hosting</li> <li>13. Design and implement the future state application portfolio (rationalize/consolidate/upgrade)</li> </ol>	<p><b>Recruit, retain, and develop the right team</b></p> <ol style="list-style-type: none"> <li>14. Streamline and accelerate the talent acquisition process using technology and internal process optimization</li> <li>15. Enable HR to be a strategic function</li> <li>16. Develop an employee engagement and support strategy focused on communication, transparency, learning and development</li> <li>17. More effectively align compensation levels and changes with performance</li> </ol>

**A transformation management office should be created to support the effective implementation of these recommendations (Recommendation #18)**

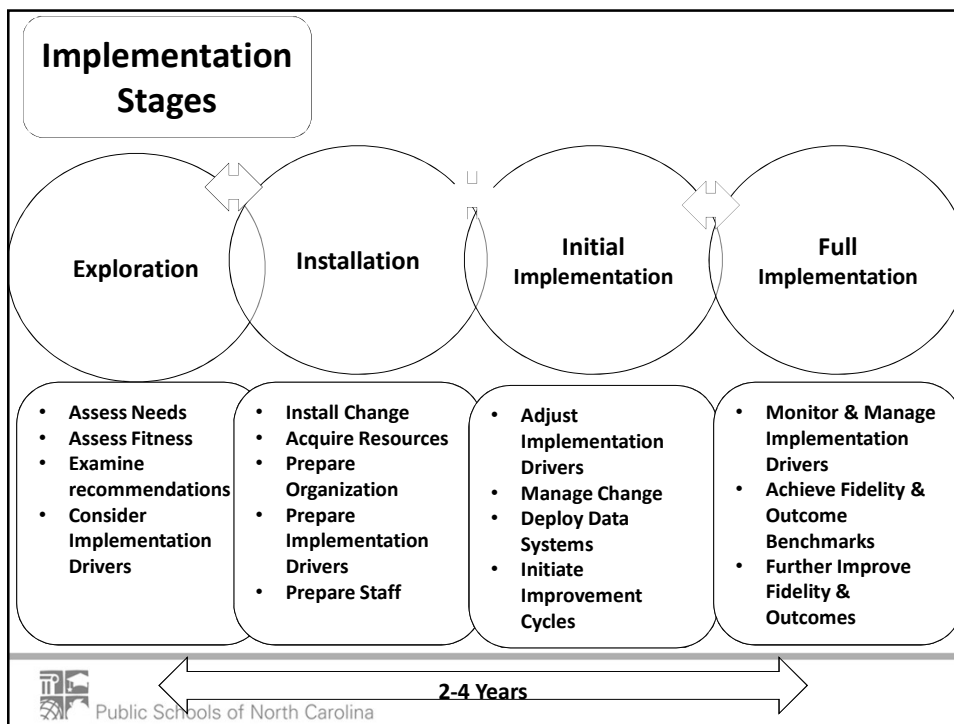
Note: Shadow IT refers to resources performing IT related functions that resides in divisions outside of the IT organization

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### Support: Recommendation #6: Redesign the regional structure to better coordinate and differentiate identified supports to LEAs

- Coordinating academic supports (catalog of supports) to the field, including intensive support for low-performing LEAs/schools and more targeted, programmatic support for the remaining LEAs/schools
- Each region would have a Regional Case Manager, who oversees a Regional Support Team
  - Coordinating
  - Assessing
  - Planning
  - Evaluating



## Working with the Guiding Coalition

### Regional Support Team Membership:

- Regional Case Managers
- K-3 Literacy Staff
- Foundations of Reading and Math Staff
- Integrated Academic and Behavior Systems Staff
- Digital Teaching & Learning Staff
- CTE Regional Services Staff
- Regional Education Facilitators
- EC Regional Coordinators
- EC Regional Monitoring Staff
- Regional Accountability Coordinators
- Office of Early Learning Staff
- Federal Programs & Monitoring

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## **John Kotter's 8 Step Process for Leading Change**

Each Regional Support Team:

- Regional Case Manager
- 10+ Regional Support Team Members



## **What will the Regional Support Teams do?**

Regional Support Team goals include:

- ✓ Assess & modify services
- ✓ Assess needs in LEAs
- ✓ Coordinate, plan & provide services
- ✓ Evaluate supports and services



## Expectations for Installation

Local Superintendents will receive the following:

- Regional Case Manager Announcement
- List of Regional Support Team members and their contact information
- A description of what each Regional Support Team members' work responsibility entails
- A process for submitting requests for services



## Next Steps During Installation

January – March 2019	DPI Steering Committee member will be meeting with regional superintendent councils to discuss specific regional needs
February 2019	Regional Case Managers will contact local superintendents for an introductory conversation
March 2019	Regional Support Teams will begin meeting as a team to review LEA data
April 2019	First draft of the Catalog of Services will be available to include requirements for schools identified. Phase II and Phase III of the Catalog of Services will include other state/federal requirements and optional consultative services from NCDPI.
May, 2019	Survey sent to Local Superintendents and Chief Academic Officers to finalize initial implementation for the 2019-2020 school year.



## Possible Vision and Strategy

115 LEAs

Time ↑

Intensity ↑

Based on data for certain Low Performing Schools/LEAs, especially the bottom 5% of Low Performing Schools/CSI Schools

Based on data for certain Low Performing Schools/LEAs

LEAs/Charters

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## Review

Assess	
Action Step	Documents and Tools
<p><b>District Data Analysis</b></p> <p>Regional Support Team members collect and analyze available data using the District Data Analysis process</p>	<p><b>Stock Take Process</b></p> <ul style="list-style-type: none"> <li>• <b>District Data Analysis District Deep Data Analysis Tip Sheet</b></li> </ul>

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# Review

Assess	
Action Step	Documents and Tools
<p><b>Initial Regional Meeting with Districts</b></p> <p>Meeting with districts in the region to introduce team and purpose of work; gather broader information about district support and build relationships.</p> <p><i>Face to Face meeting with Regional Support Team Members</i></p>	<ul style="list-style-type: none"> <li>• <b>Agenda for Initial Regional Meeting with Districts</b></li> <li>• <b>District Contact Spreadsheet</b></li> <li>• <b>List of Possible Services</b></li> </ul>



# Review

Assess	
Action Step	Documents and Tools
<p><b>District Data Analysis Team Meeting</b></p> <p>Team meets to discuss and analyze data to create initial areas of focus for the Regional/District Support Plan.</p> <p><i>Face to Face Meeting with Regional Support Team Members</i></p>	<ul style="list-style-type: none"> <li>• <b>Agenda for District Data Analysis Team Meeting</b></li> <li>• <b>Stock Take Process</b> <ul style="list-style-type: none"> <li>• <b>District Data Analysis Team Meeting Protocol</b></li> </ul> </li> <li>• <b>Regional Support Plan</b></li> <li>• <b>Regional Support Plan Tip Sheet</b></li> </ul>



## Possible Example of Strategy in Action

### Tiered Approach – Begin with Data Review

- Discipline, attendance, and state testing data would be a part of the preliminary review for each Local Education Agency (LEA)
- The number of schools per LEA and the Average Daily Membership (ADM) per school will be considered
- The Multi-tiered System of Support (MTSS) cohort will be considered
- Based on preliminary data, comparisons will be made to state averages



## Possible Example of Strategy in Action

### Tiered Approach

Other documents would be included in the review:

- Annual Report for Restart Schools (when applicable)
- NCStar District and School Improvement Plans (when applicable)
- Comprehensive Needs Assessment (CNA) and CNA Unpacking Documentation (when applicable)





## Possible Example of Strategy in Action

### Tiered Approach

#### Use of State/Federal Supports

- Guidance in the use of Formula and Competitive Federal Grants
- Consideration for Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI) Efforts under ESSA (Every Student Succeeds Act)
- Consideration of Evidence Based Interventions



## Immediate Next Steps

- Work with the Guiding Coalition to review data for regions and districts
- Continue the hiring process for Regional Case Managers
- Work with the Guiding Coalition to determine what services will be provided (Catalog of Supports/Services)
- Continue to seek feedback from stakeholders
- Plan professional learning for the Regional Case Managers and Regional Support Team Members
- Develop the strategies, approaches, protocols, and processes to ensure quality implementation
- Finalize the communication strategy as we unveil the Regional Support Structure



**Support: Recommendation #6:  
Redesign the regional structure to better  
coordinate and differentiate identified  
supports to LEAs**

Desired Outcomes:

- Increased coordination across the academic areas at NCDPI
- More efficient deployment of agency resources as duplication of effort is reduced
- Clear articulation of DPI's priorities as they relate to programs and associated supports (menu of options)
- Increased use of data to drive decision-making
- Improved field perceptions on the consistency and quality of supports provided by NCDPI



## Questions

