Lieutenant Governor
Mark Robinson

*Informing the future of North Carolina*

House Select Committee
on an Education System for North Carolina’s Future

*February 21st, 2022*
*Office of the Lieutenant Governor*
An Education System for North Carolina’s Future

- **Governance and Infrastructure of the Education System**
  - Who is in control of our education system?
  - Increasing parent and community involvement
  - Transparency and accountability make for great schools

- **Restoring Order to our Schools**
  - Providing safe learning environments, ALPS options
  - Empowering teachers and administrators to restore order in classrooms
  - Focus on root causes of unacceptable behaviors, instead of “equitable outcomes in data”

- **Educating our Students for the 21st Century Economy**
  - Revamped focus on the foundations of education
  - Curriculum transparency and consistency
  - Credit based/tiered instruction with emphasis on CTE, civic engagement, and life skills
A Snapshot of North Carolina’s 2020-21 Student Outcomes
END-OF-GRADE READING PERFORMANCE BY GRADE
PERCENTAGE OF STUDENTS LEVEL 3 AND ABOVE - GLP STANDARD

Grade 3: 56.8 (2018-19), 45.1 (2020-21)
Grade 4: 57.3 (2018-19), 45.1 (2020-21)
Grade 5: 54.6 (2018-19), 42.4 (2020-21)
Grade 6: 60.0 (2018-19), 45.3 (2020-21)
Grade 7: 58.8 (2018-19), 46.7 (2020-21)
Grade 8: 55.6 (2018-19), 48.2 (2020-21)

Source: NC Department of Public Instruction
END-OF-GRADE MATHEMATICS PERFORMANCE BY GRADE PERCENTAGE OF STUDENTS LEVEL 3 AND ABOVE - GLP STANDARD

Source: NC Department of Public Instruction
MATHEMATICS END-OF-GRADE AND END-OF-COURSE PERFORMANCE INFORMATION GRADES 8-12 (PERCENTAGE OF STUDENTS LEVEL 3 AND ABOVE - GLP STANDARD)

<table>
<thead>
<tr>
<th>Grade 8 Math EOG</th>
<th>Grade 8 NC Math 1</th>
<th>All NC Math 1</th>
<th>Grade 9-12 NC Math 1</th>
<th>All NC Math 3</th>
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<tbody>
<tr>
<td>35.6</td>
<td>92.7</td>
<td>75.7</td>
<td>56.1</td>
<td>46.8</td>
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<td>16.5</td>
<td>38.6</td>
<td>25.1</td>
<td>20.1</td>
<td>44.6</td>
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Source: NC Department of Public Instruction
END-COURSE-PERFORMANCE BY SUBJECT (PERCENTAGE OF STUDENTS LEVEL 4 AND ABOVE - CCR STANDARD AND LEVEL 3 AND ABOVE - GLP STANDARD)

GRADE LEVEL PROFICIENCY

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018-19</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>59.6</td>
<td>45.6</td>
</tr>
<tr>
<td>English II</td>
<td>59.7</td>
<td>58.5</td>
</tr>
</tbody>
</table>

COLLEGE AND CAREER READINESS

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<td>Biology</td>
<td>51.7</td>
<td>38.5</td>
</tr>
<tr>
<td>English II</td>
<td>50.3</td>
<td>34.9</td>
</tr>
</tbody>
</table>

Source: NC Department of Public Instruction
Curriculum Standards & Student Outcomes

• **Students in all grades are underperforming across North Carolina**
• Improved standards for curriculum are necessary to increase the number of students at grade level proficiency in every major subject area
  • **Standards should be clear, concise, and measurable**
  • Clarity – Students need clear expectations to aim for
  • Concise – Comprehensive, well-defined points that teachers can aim for
  • Measurable – State and Local Leaders, Teachers, Parents and Students need good data points to work from – and we ought to know exactly what students have learned upon successfully completing a course
• **North Carolina families should know what students will be mastering before graduation, and our standards must reflect that**
Governance and Infrastructure of Education System

- **Re-tooling local communities’ oversight and accountability**
  - Recruit strong principals and school leadership with an emphasis on good professional development for staff
    - Give teachers the training, support, and resources to perform their roles with excellence
    - Improve schoolwide practices with data from the Teacher Working Condition Survey

- **Professional Development Oversight with School Leaders**
  - Classroom Management strategies need to be prioritized by LEAs
  - Teachers need a feedback system with school leadership to properly implement new strategies
PROFESSIONAL DEVELOPMENT FEEDBACK

Q: IN THE PAST 2 YEARS, HAVE YOU HAD 10 CLOCK HOURS OR MORE OF PROFESSIONAL DEVELOPMENT IN ANY OF THE FOLLOWING AREAS?

CLASSROOM MANAGEMENT TECHNIQUES

- Yes
- No

0% 25% 50% 75% 100%
Governance and Infrastructure of Education System

- **Increasing local communities’ roles in education**
  - Decreasing reliance on federal tax dollars and programs
    - Programs developed by local schools and districts, not state and federal bureaucracies
    - *Increased input in programming and instructional materials from parents and communities*
  - Fostering parent, student, and community relationships with LEAs
    - Principals, Superintendents and Local School Boards that are accountable to constituents and responsible for oversight of districts
    - *Transparency regarding lesson plans, instructional materials, and academic goal-setting with students’ families*
Educating our Students for the 21st Century Economy

- **Recommit to a classical elementary education of reading, writing, and mathematics**
  - Students are struggling in every major core subject
    - Laser-focus on literacy throughout K-5 education
    - Improving our state's reading proficiency will lead to better outcomes throughout our education system
    - Remove social science theories from elementary education that take instruction time from core subjects

- **Prioritize Career & Technical Education in K-12 System**
  - Facilitate student engagement with employers throughout K-12
  - DPI + NC Community College partnerships for clear student pathways to postsecondary education via youth apprenticeships & certifications
Lieutenant Governor's Initiative with ApprenticeshipNC

- Enhance Apprenticeship Programs throughout North Carolina
  - Our office worked with the General Assembly to provide resources to ApprenticeshipNC, administered by North Carolina’s Community College System to partner with small businesses in tier 1 & 2 counties in sectors with a high-demand for labor
  - $12 million is being used to provide grants for employers looking to bring on apprentices ages 16-25
    - $2,000 per year for employers to onboard and train apprentices
    - $2,500 per year for tuition, books, and fees for students
    - Up to a $15/hour (non-high school) and $14/hour (high school) match
Educating our Students for the 21st Century Economy

• Rethink K-12 Cohorts and Course Credits
  • Study a move to a credit requirement system for K-12
    • Remove current grade level designations
    • Students have 13 years to complete courses with peers on their level
    • Partner with NCCCS enabling LEAs to offer college credits to K-12 students in more regions across the state

• Highlight Civic Engagement and Prepare Graduates for the Workforce
  • Give students the tools they need to succeed in America's shifting economy as they graduate high school
  • Produce graduates with the skills that employers currently say are lacking in North Carolina's workforce
  • Promote the value of civic engagement, and teach students to make use of the American system of governance
Discipline & Order in North Carolina Schools

- 336,293 Disciplinary Incident Reports in 2019-2020
- **The rate of crime at North Carolina High Schools is nearly double the State’s crime rate**
  - 3,642 incidences of possession of a controlled substance in violation of the law
  - 1,655 reports of the possession of weapons on campus
  - 1,035 assaults on school personnel
- The most frequent disciplinary action by administration is the use of short-term suspensions
  - The need for disciplinary action increases in grades 6th-8th, but over a decade of data shows the strongest need for discipline in the 9th grade
  - **Defiant behaviors (51.5%)** and **Assaults/Threats (23.3%)** were the most cited unacceptable behaviors leading to suspensions
  - Black males are consistently suspended at a higher rate than their peers
Alternative Learning Placement Schools (ALPS)

- North Carolina needs alternative and remote options for students who cannot be in the classroom due to unacceptable behaviors listed in their LEA’s student code of conduct
  - Classroom disruptions and other defiant behaviors take the focus away from instruction for other students
- 10,757 placed in ALPS in 2019-2020
  - 3,524 placed in ALPS due to chronic misbehavior
  - 22.5% of participants were in ALPS for an entire academic year while 45.2% were enrolled for a semester or less
- ALPS have shown to be effective in providing an instructional option for students who are disruptive in standard classroom settings
School Funding and Expansion of Choices

• Utilize best practices across all types of instruction
  • Remove barriers to quality educational options, and be accountable to the families of North Carolina
    • Families choosing the best fit for their student proves accountability
  • Expand Opportunity Scholarships & Education Savings Accounts
    • ESAs currently limited to students with IEPs
    • Opportunity Scholarships bolstered in 2021 Budget
      • Market the variety of quality options to North Carolina families
  • Increase access to charter education, public and private magnets, homeschooling options, tutoring, and instructional materials outside of LEAs
STUDENT ENROLLMENT ACROSS NORTH CAROLINA

- Public Schools: 77.4%
- Homeschools: 9.7%
- Charter Schools: 7%
- Private Schools: 5.8%

Source: NC Department of Administration; Source: NC Department of Public Instruction
An Education System for North Carolina’s Future

• **Governance and Infrastructure of the Education System**  
  • Empower local school leaders and boards to address concerns in their districts  
  • Give parents a voice in their students' education  
  • Make instructional materials available to families

• **Restoring Order to our Schools**  
  • Provide safe learning environments for our students  
  • Give LEAs the power to restore order in our classrooms  
  • Tackle the root causes of unacceptable behavior in school by partnering with families at home

• **Educating our Students for the 21st Century Economy**  
  • Reading, Writing, and Arithmetic - building solid foundations for early learners  
  • Curriculum that is consistent with standards across the state, with a community flare  
  • Reimagining "track" based education, and preparing students for a shifting labor market