

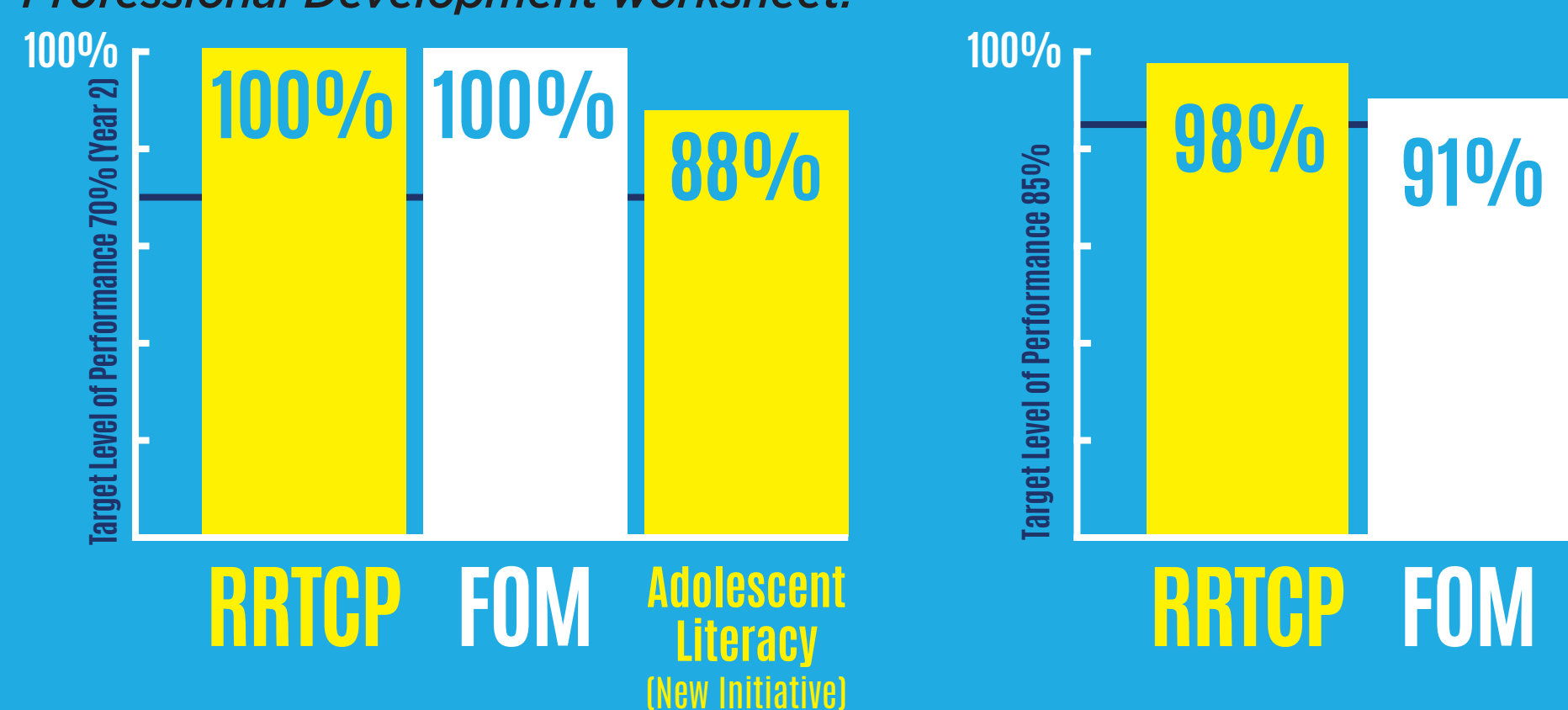


# ANNUAL PERFORMANCE MEASURES

Uses evidence-based practices to support attainment of identified competencies

By the end of Year 3, 80% of NC SIP evidence-based professional development components score 3 or 4 on the Office of Special Education Programs Evidence-Based Professional Development worksheet.

NC SIP courses are rated high quality (85% or higher ratings on end-of-course survey).



Those who completed the coursework demonstrate improvement in implementation of practices over time

One year after completion of coursework, 80% of teachers who received reading or mathematics program training will implement with fidelity.



NC SIP sites will score 75% or above on the rubric for continuation of engagement. The data below shows the results after the third year of implementation.



88% of Regional Coaches agreed that coaching from NC SIP consultants enhanced their skills (n=21) Target = 80%.



## Adolescent Literacy Overview Professional Development

**83%** of participants who attended reported they had an increased understanding of Adolescent Literacy (Target was 80%)

**87%** of participants indicated they were very confident or confident in their secondary literacy team's ability to build a plan for professional development and support implementation.

## Institutes of Higher Education Highlights

**18** Number of Courses with NC SIP Content embedded (Target was 12)

**282** Number of Pre-service teachers enrolled in courses with embedded NC SIP Content (Target was 250)

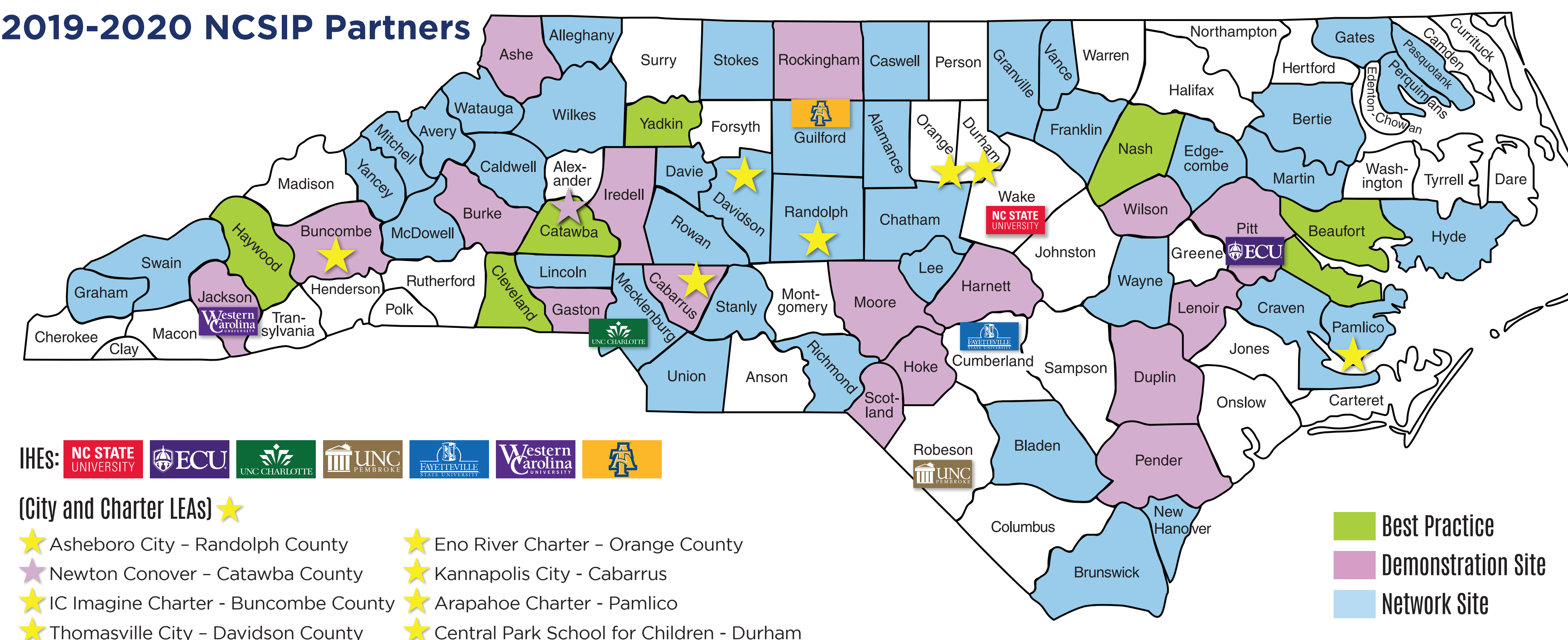
**89%** Percentage of Preservice Teacher Candidates who scored a "B or Better" in courses with embedded content (Target was 75%)



# North Carolina State Improvement Project

Improving Instruction for Students with Disabilities

## 2019-2020 NCSIP Partners



## NC SIP GOALS 2016 – 2021

- 1 NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.
- 2 District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.
- 3 Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.
- 4 Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

Since 2001, the North Carolina State Improvement Project (NC SIP) has worked to address achievement gaps for students with disabilities through the OSEP State Personnel Development Grants supporting teacher professional development. The project has developed evidence-based courses addressing literacy and math instruction for North Carolina educators and has partnered with Institutions of Higher Education to embed the course content into their teacher preparation programs.

## TEACHER TRAINING & CERTIFICATION

Content taught in the courses closely correlates to items on the Pearson practice exams (exams required for NC teacher licensure).

**80%** correlation to Reading Research to Classroom Practice content

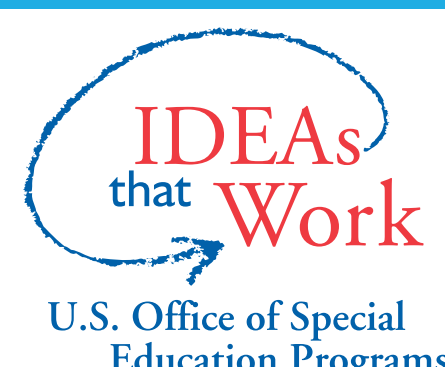
**72%** correlation to Foundations of Math content

Fully certified teachers relocating from other states and seeking North Carolina licensure in Elementary and Special Education (General Curriculum), can use the courses to satisfy licensure requirements in place of taking the Pearson exams.

**132** completed the requirements for Licensure under RRTCP

**133** completed the requirements for Licensure under FOM

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# NUMBERS AT A GLANCE

NC SIP partners include

**72** Local education agencies

**7** Institutions of Higher Education

As of August 2019

**40,743**

educators have completed program training and Reading Research to Classroom Practice and Foundations of Mathematics courses.

Over **400**

course instructors have been developed and maintained for Reading Research to Classroom Practice and Foundations of Mathematics through a rigorous certification and coaching process. This number is steadily increasing.

**7** other states have sent their own educators to North Carolina to participate in the courses or have requested NC instructors lead the courses in their state.

## COLLECTIVE IMPACT

### Common Agenda

Improving the literacy outcomes for K-12 students through teachers' use of evidence-based practices

### Shared Measurement

Data collection on high quality professional development, participant growth, fidelity, coaching, parent satisfaction and student outcomes

### Mutually Reinforcing Activities

- Parent training support provided by the Exceptional Children Assistance Center
- Local Education Agencies place IHE pre-service teachers with RRTCP, FoM and program trained classroom teachers.
- Statewide, regional, and local professional development courses
- Annual NC SIP Spring Networking Conference

### Continuous Communications

Face to face and virtual meetings and webinars, NC SIP Coordinator quarterly meetings and newsletters, email lists, extending communication through Regional Coaches, DPI Literacy and Math Consultants

### Support Organization

- Office of Special Education Programs
- NC DPI, Exceptional Children Division
- 72 Local Education Agencies
- 7 Institutions of Higher Education
- 11 State Consultants and 26 NC SIP Regional Coaches
- Framework modeling implementation science: Best practices for building capacity and sustainability of high quality professional development