

NCAE State Board Review

Provided by NCAE Center for Teaching and Learning

The State Board of Education met in Raleigh, NC on September 2-3, 2009. The following actions took place.

Provided the following TRANSITION plan for Competency and Computer Skills

SB 202/SL 2009 called for the elimination of Competency and Computer Skills assessments to save the state money. The eliminated assessments take effect July 1, 2009. Because there are students who have failed to meet the competency and/or computer skills proficiency standards, a transition plan to address the graduation requirements for these students has been developed to include the following:

- Students currently enrolled in public schools who have not meet proficiency on the NC Reading and/or Math Competency Test(s) or the Computer Skills Test(s), or the alternative assessments, are no longer required to meet these skills for graduation. In order to receive a high school diploma, these students' records must show that all state and local requirements have been met.
- Students who recently completed school but did not meet proficiency on the NC Reading and/or Math Competency Test(s) or the Computer Skills Test(s), or the alternative assessments, are no longer required to meet the standards. These students have a five year window spanning July 2009 to July 2014 to petition for a NC High School Diploma stating they met the required graduation requirements.

Amended and approved the following policy to ensure NC has every opportunity to qualify for RT3 grant funds from the USDE. TCS EEO C 021 .001 Appropriate Use of EVAAS reports: **.001 Appropriate Uses of EVAAS reports;**

The "teacher effects" described in EVAAS reports are estimates of the effect of a teacher's performance on student achievement. If used as a part of a teacher's comprehensive evaluation, any EVAAS Report should include, at the minimum, an average of three (3) years of teacher specific data. ~~Therefore~~ Furthermore, to assure appropriate use of the EVAAS reports, the State Board of Education recommends that teachers, principals, and superintendents receive appropriate professional development regarding analyzing EVAAS report data. That training should include explanations how the EVAAS report may be used to:

- Allow a teacher or appropriate supervisors to identify strengths/weaknesses for the purpose of professional development ; or
- Create a teacher development plan.
- Can be used by individual teachers to assess their own strengths/weaknesses which can be shared with peers in professional learning communities

~~Unless authorized by local board policy prior to January 1st, 2008, local boards of education and their employees shall not use EVAAS reports for disciplinary actions or rely upon them for summative teacher evaluations until EVAAS reports are incorporated into the Rubric for Evaluating Teachers and adopted by the North Carolina State Board of Education.~~

NCAE would like to thank Lt. Governor Walter Dalton and SBE member Melissa Bartlett for asking some tough questions on why the SBE needed to rush in changing this policy if the federal grant guidelines are not yet finalized. Several SBE members also raised concerns over the fact that only 35% of NC teachers will be impacted by this policy due to the

current standardized assessments used in our state. State Board Chairman, Bill Harrison noted that approving the policy did not mean the SBE was endorsing the use of EVAAS but that it was a necessary tool for federal grant funds. He noted that further conversations will be held surrounding this issue.

1. Received as information data on the State Turnaround Schools receiving statewide and focused assistance. For the last three years 66 high schools have received comprehensive support. Thirty of these schools now have 60% of the students at Level III. For the last two years, 37 middle schools have received comprehensive support and 4 of these schools have 60% of the population at level III.

This year the NC DPI Transformation Team will assist Bertie County, Hertford County, Lexington City, Columbus County and Richmond County with comprehensive support. There are 57 schools within these 5 LEAs that will have leadership coaches and instructional coaches working with staff weekly. NC DPI staff will also be working directly with 75 LPS, 2 LP Charter Schools, 521 Title I schools in some form of school improvement, and 33 high schools not yet to 60% of the population at Level III. NC DPI staff will be working daily with staff in Halifax County.

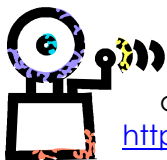
2. Approved the **new Essential Standards** for K-12 Math, English 10, Occupational Course of Study and K-12 Information and Technology.
3. **Approved the list of Supplemental Educational Services** providers based on the ESEA NCLB Act, where schools who do not make AYP for two years in one subject. This year the following LEAs applied and were granted approval to provide afterschool support: Anson, Ashe, Brunswick, Burke, CMS, Clinton City, Durham, Edenton-Chowan, Granville, Jackson, Johnston, Kannapolis, Pender, Robeson, Richmond, Sampson, Union and Winston Salem.
4. **Approved changes** and clarifications to the policy on annual measurable achievement objectives for **Title III schools**. This policy addresses ELP students and their assessments. Students who attain English language proficiency on the ACCESS and ELLS will exit LEP identification. The state will need one more year to gather more data to better support this population of students.
5. **Approved changes to the policy delineating the components of the NC ABC Accountability Program**. This action was taken to comply with Senate Bill 202/S.L. 2009-451. The following **tests/assessments will not be conducted** this year and therefore will not be part of the ABCs performance composite. **Competency Tests in Reading and Mathematics**, the End-of-Course Tests in **Chemistry** and **Physics**, and the **Computer Skills Tests** be removed from the testing and accountability program effective with the 2009-10 school year. In response to the technical peer review letter from the U.S. Department of Education (USED), the NCDPI requests that the **NCCLAS Alternate Assessments** be removed from the testing and accountability program for the 2009-10 school year. This will remove NCCLAS Alternate Assessments in Science Grades 5 and 8, Algebra II, Biology, Chemistry, Civics and Economics, Geometry, Physical Science, Physics, and U.S. History from ABCs performance composite calculations. NCCLAS Alternate Assessments in Reading Grades 3-8, Mathematics Grades 3-8, Algebra I, English I, and Writing Grade 10 will be removed from ABCs performance composite calculations and AYP results.

6. After much discussion the SBE decided not to name Longview School in Wake and Metro Center in Charlotte as Persistently Dangerous Schools. The SBE is placing these two schools on Probation and will monitor and assist these special schools.
7. **Approved 21st Century Community Learning Center** grants as well as the NCBL IMPACT Grants. The IMPACT grants have four categories and all four were approved.
8. Approved the new cut scores for the **School Leaders Licensure Assessment Series** that will be used in NC until the new leadership assessment/portfolio and programs are implemented statewide. The new cut score will be **163 instead of 155**. The new administrator license assessment is 4 hours, with Section 1 being 2 hours 20 minutes consisting of 100 scenario-based multiple-choice questions and Section 2 being 1 hour 40 minutes for 7 constructed-responses.

Recognized two new Advisors to the State Board; Mr. Vann Pennell, Principal of the Year and Superintendent Advisor Dr. Hoke of Alexander County.

Cindi Riggsbee 2008-09 Teacher of the Year shared belief statements of the State Superintendent's Teacher Advisory Council on 21st Century Teaching and Learning. The Council of Teachers believe:

- ≈ *Educational excellence and teacher retention are positively influenced by administrative collaboration and advocacy in professional learning environments.*
- ≈ *Teachers in every school share instructional leadership with administrative staff.*
- ≈ *Site-based formative and summative assessments should drive instruction and enable students to achieve mastery of knowledge and skills before they advance to the next grade level.*
- ≈ *All teachers must receive the necessary tools, support, and professional development opportunities in order to promote educational excellence and teacher retention.*
- ≈ *Beginning teachers need time to examine exemplary resources and to observe experienced teachers in order to become proficient in content knowledge and diverse teaching methodologies.*
- ≈ *21st Century instruction and learning require 21st Century technology training, access, and ongoing support in order to impact student achievement and teacher retention.*
- ≈ *Teacher recruitment and retention are directly influenced by each teacher's ready access to and preparation for 21st Century technology.*
- ≈ *Teacher retention requires targeted and sustained professional and personal mentoring.*
- ≈ *A highly developed and effective mentoring program, such as a system-wide LEA flexible mentoring plan, is essential for developing beginning teachers into highly qualified experienced teachers who purposefully choose to remain in the classroom.*
- ≈ *The North Carolina Working Conditions Survey should be used by all LEAs as a means of improving individual school conditions.*



NC DPI is providing resources to schools to assist with emergencies. This link has a variety of resources for PreK-12 Schools including information on H1N1.

<http://www.ncpublicschools.org/emergency-resources/>