

Approved the following revisions to the SBE Discipline Policies/Conversions to Rules: Eliminated from the SBE policy manual:

**HRS-A-001** This is *guidance for LEAs* taken directly from statute and is not appropriate for a rule. The information will be added as an appendix to the Discipline Data Collection and Reporting Procedures.

**HRS-A-002** Policy regarding guidelines of acts and conduct that are a *clear threat to the safety* of students: This is a list of offenses that may justify an LEA expelling a student pursuant to local board policy

**HRS-A-003** Policy delineating safe school guidelines for rewarding school administrators and procedures for assignment of safe schools assistant teams.

**HRS-A-004** Policy delineating accountability standards for safe schools

**HRS-A-005** Policy regarding the safe school bonuses

**HRS-A-007** Specific requirements for LEA policies on bullying and harassment have since been *passed into law*. The reporting requirements for this policy are covered by the revised **HRS-A-000. HRS A 000.** The 29 reportable offenses must be reported to the SBE within five days of offense..

## Accountability and Standard Issues

1. The State Board of Education is still discussing how the NC **High School Accountability Model** data will be reported. The US Department of Education has granted NC a NCLB waiver allowing the elimination of the **10th grade English Writing** assessment due to the fact the **ACT** has a writing component.

Absolute/ Performance Index	Items for Growth	Growth Index
Performance Composite	Algebra I, English II & Biology	<b>Growth</b>
<b>ACT</b>	Advanced Placement Benchmarks in English, Math, Science, Reading & Writing <b>(Replacing English I Writing)</b>	<b>ACT</b>
Graduation Rates	5-year cohort	<b>Grad Rates</b>
Math Rigor	Graduates taking and passing Algebra II and/or Integrated Math III	<b>Course Rigor</b>
<b>WorkKeys</b>	Silver Achievement level in career readiness benchmarks	<b>WorkKeys</b>
Graduation Project	School requires and meets standard of quality for Graduation Project	<b>Yes or No not a Growth area</b>

2. **Approved the new Articulation agreement with North Carolina Community College System.**  
The first agreement was in 1999, with each of the 59 institutions that endorsed, adopted, and accepted the North Carolina High School to Community College Articulation Agreement. In 2004, eleven curriculum teams for each CTE pathway reviewed the curriculum. In 2005 the following definition was approved: *Articulation is a systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.* The following criteria will be used to award college credit for identified high school courses: 1. Grade of B or higher in the course, and; 2. A raw score of 80 or higher on the standardized VoCATS post-assessment.

*Continued on page 3...*

## *Race to the Top News*

- \* Amended the Race to the Top (RT3) Detailed Scope of Work (DSW) to address modifications for SAT and ACT tests and the high school accountability model.
- \* Continuing the planning and implementation of having a cadre of educators as ambassadors in each school to help communicate relevant RT3 issues.
- \* DPI is co-hosting with NCAE webinars to help inform educators about the IIS tool that will be part of the NC CLOUD.
- \* Completed comprehensive assessments in several of the lowest-achieving schools.
- \* SBE approved the sanctions for non-compliance of school systems not following their DSW plans.

Received the following reports which are part of the RT3 work in NC:

- ⇒ Addressing Teacher Effectiveness via Designing NC's Measures of Student Learning (MSL) by creating common exams for all subject areas. McREL is working with NC DPI and standards VI (Teachers) and VIII (Administrators) should be added to the online evaluation tool in January. The teacher work groups helping to design MSL will meet in March to address what the test vendor created. MSL are measures of what students know and are able to do after completing a task or course, linked to instruction delivered by the teacher, ONE part of how NC will evaluate teacher effectiveness and similar to common summative

assessments. **MSLs ARE NOT** multiple choice standardized exams for all areas of the NC Standard Course of Study (SCS), assessments delivered in the same manner as EOGs & EOCs, designed without teacher input, the only source of data used to make a decision and are not part of the school accountability model. The timeline for implementation will be a rolling one depending on the type of data/assessments connected to a teacher and the school. The data must be collected over 3 years to be considered part of the standard VI for a teacher.

- ⇒ Building LEA and Regional Professional Development Capacity (a baseline report). SERVE and NCSU are evaluating professional development connected to RT3 initiatives and providing formative data, analyses and recommendations to improve ongoing work. The Regional Professional Development Leads are impacting school systems. The NC DPI Summer Institutes were a huge success with over 2,200 attendees. Recommendations to the SBE is that as statewide PD efforts continue keep in mind each LEA is in a different place and one size does not fit all. Continue the blended approach as it helps with cost savings. Create coherent programs that address PD needs and differentiated PD for elementary, middle and high school teachers. The next report will hopefully provide specific data on how the PD has impacted the students behavior.

**[www.ncpublicschools.org/rttt/](http://www.ncpublicschools.org/rttt/) visit for more detailed information on North Carolina RT3 work.**

*The following NC DPI/NCAE webinar: Instructional Improvement System (formative assessment tool) will be on 2/21/12: [goo.gl/QQEzE](http://goo.gl/QQEzE) to register. Or check out the NCAE web page for more information.*



**Continued from page 1;**

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date. Process to document credit; the official high school transcript and all official standardized VoCATS post-assessment scores will be required to verify that the criteria to award credit for articulated course work

has been met. Where indicated, students will submit supporting documentation to the community college. The change to the articulation agreement includes 50 Career and Technical Education (CTE) programs of study that match the knowledge and skills taught in similar community college courses. The agreement also ensures that if a student is proficient in their

high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes. A school system can add other CTE pathways for consideration; such as the NC Teacher Cadet Program.

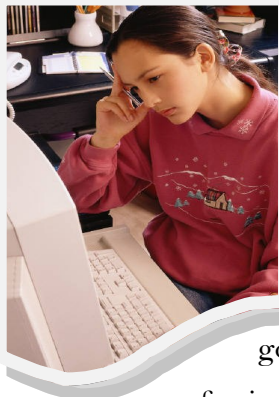
## Charter School News

Discussed the following charter school requests for enrollment increases: **Arapahoe Charter School** in Pamlico wants to increase grades offered from K-8 to K-13. They want to begin an Early College for grade 13 (would need special legislation). **Kestrel Heights School** in Durham was denied last year for an enrollment increase, but academic progress has been made so the Office of Charter Schools approved the request. **Southern Wake Academy** in Wake wants to add grades 6-8.

The other requests were for charter renewals: Cape Lookout in Morehead City, PreEminent Charter School in Durham, and STARS in Moore County. The SBE will vote on these requests in February.

## Other SBE Actions

1. **Approved the North Carolina New Schools Project: STEM Teacher Education Program**, an *Innovative Pathway to STEM Teaching Careers* (IPSTC) which is a statewide program providing an alternate route to teacher licensure for Science, Technology, Engineering and Mathematics college graduates. This proposal, submitted to the US Department of Education, was recently funded for five years under the Transition to Teaching grant opportunity. The proposal seeks to address the need for STEM teachers in North Carolina school districts that are challenged with recruiting and hiring. In year one, the program will begin by placing 16 prospective teachers as interns in four NC NSP Learning Laboratory Initiative (LLI) Schools; Cross Creek in Fayetteville, Caldwell Early College, Hillside High School and Goldsboro STEM High School. Each year the cohort group will grow by 16 teachers having support from ASU, EUC, FSU and NCCU. The 15 month program includes mentors, 2nd semester intern work as a Teacher of Record, their own iPad, a \$2,500 stipend and blended professional development support/classes. Successful STEM teachers must work for the LEA for at least 3 years once they earn their license.



2. Approved the NCVPS standards for online courses. And received information on the new semester enrollment. There are 43 courses being offered this semester and 1,741 students enrolled across the state.

3. **Good news sessions** included presentations from Jones County on how they are collaborating with the NC DPI Transformation team and supporting staff in schools with quality professional development. Another good news session was from Alexander County on how they have used the five

professional days to ensure teachers are prepared for the implementation of the common core and Essential Standards next year. Their team consists of Central Office and teacher leaders representing all content areas by grade levels. Jack Hoke, former Superintendent of the Year from Alexander County announced that he is retiring in February and will become the Executive Director for the NCASA as Jim Causby is retiring from that post.

4. Received information on the AIG Program Standards based on the 2008 audit. An overview of the Program Standards can be found at [www.ncpublicschools.org/docs/stateboard/meetings/2012/aig-standards.pdf](http://www.ncpublicschools.org/docs/stateboard/meetings/2012/aig-standards.pdf)