Digital Learning Initiative

The team from Digital Learning Initiative provided an updated overview to the board and audience of the scope of work and phases. They are currently in phase three of the plan. They have been working with educational preparation programs (EPP) to provide a specific set of digital learning competencies and rubric to suit the needs of EPPs. A second symposium will be held on February 14, 2020, at Elon University for all EPP deans and department chairs.

The professional development strategy proposed is micro-credentialing. It supports the faculty through continuous improvement, the professional development is individualized, and publication and network opportunities for faculty. There would be the opportunity to acquire a digital badge that is coded at four levels.

Erin Shoemaker presented on the work happening in Charlotte-Mecklenburg Schools as a recipient of the digital learning initial grant. Their journey has focused on bite-sized topics, ensuring personalization and flexibility, performance-based, and supported learning. For the first pilot year they had 56 participants with three main topics. Participants currently get a stipend for earning a micro-credential. The work will continue as CMS moves into year two of the grant.
D.F. Walker Elementary School
ESEA awarded them Distinguished for High Progress
https://simbli.eboardsolution.com/Meetings/Attachment.aspx?S=10399&AID=201292&MID=6299

Pitt County Early College High School
ESEA awarded them Distinguished for High Performance
https://vimeo.com/306395382

Innovative Partnership Grants
The purpose of these grants is to provide an extra level of support for schools identified as CSI schools. The goal is to help schools move out of CSI status by having external partners to utilize research-based strategies. They must employ a school academic improvement coach for 12 months and the principal must remain at the school for two years of the grant. The applications were completed by the LEA.

The top 10 schools based on applications rankings have been recommended for the Innovative Partnership Grant as part of the first cohort. They are as follows:
ISD: Southside-Ashpole Elementary
Guilford: Bessemer Elementary
Durham: Brogden Middle
Cumberland: Alger B. Wilkins High School
Cleveland: Turning Point Academy
Guilford: Otis Hairson Middle
Buncombe: Community High School
Guilford: Welborn Middle
Richmond: Ashley Chapel Educational Center
Guilford: Jackson Middle

They hope to have a second cohort application open up in February 2020.

Every Student Succeeds Act (ESSA) Update
The State Board of Education discussed the upcoming updates to the ESSA plan that will be sent to USDA in February 2020. The updates fit into three categories:
1. Innovation School District (ISD) - based on Senate Bill 522 the ISD need to be added into the plan with the new definition for qualifying schools in the lowest 5 percent based on their performance score. Over the next two years, they will take one school each year. The qualifying list will begin in 2023. Schools go from the watch to warning list before being moved to the selection list.

2. Support Model - The support structure is being updated to reflect the regional structure design.

3. Technical Revisions - Components to the accountability model are being revised, such as the exit criteria, from targeted support to comprehensive support schools. They are moving from 2021-2022 to 2024-2025 to give schools more time to improve their subgroup performance. English Language Learner exit criteria is being updated based on their data of scoring a 4.6 on EL assessment or a level 3 on an End of Course assessment.

**Educational Preparation Programs - Proposed Model**

Stemming from House Bill 107, PEPSC has proposed a weighted model for educator preparation programs. The model has three domains:

1. EPP Performance Measures - Weighted at 55 percent. These can be NCEES, EVAAS, Proficiency, ed/TPA/PPAT
2. Retention - Weighted at 10 percent.
3. Stakeholder Perceptions - Weighted at 35 percent. These can be recent graduate survey and employer survey.

There is some consideration for a fourth domain, which would be focused around diversity for a two-year pilot. This would look at percentage of people of color, male, first generation, pell eligible, and urbanicity type.

**iStation Update**

An emergency procurement to allow educators to continue to use iStation through March 31, 2020 has been agreed upon. The NC State Board of Education asked questions of the State Superintendent in regards to when they received the actual contract and from whom and a contingency plan for schools after the March 31 deadline if the issue has not resolved.

**History Graduation Requirement Revised**

Based on House Bill 924, the following is being recommended as the new history courses for high schools to be effective for 2020-2021 entering ninth graders.

- World History
- American History - (combines former American History 1 and 2 into one course)
- Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economic & Personal Finance (preferably junior and senior year)

Conversation ensued that some of American History content will be absorbed into the Founding Principles course.

Possible options that were discussed but did not meet the guidelines:

- Make Economic & Personal Finance a CTE course
- Make Economic & Personal Finance a required elective and keep graduation requirements at 22 credits.
- Make Economic & Personal Finance a required elective and increase graduation requirements to 23 credits.

https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=200577&MID=6299

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