



NCAE SBE Review

ESSA UPDATE on LOCAL Planning Opportunities

North Carolina is not requiring LEAs to create separate local ESSA plans. The State Plan incorporates policies and mandates already in place in North Carolina for Title I schools, performance grade, and categories of low-performing schools. The protocol and policies within ESSA and state mandates for local plans are being driven by the needs assessments and each school’s School Improvement Plan. The platform being used to incorporate the needs and ESSA requirements are contained in the NCStar platform. Using this platform does not exclude the use of educators being engaged and involved in the process of school improvement and supporting student achievement.

Now more than ever YOUR VOICE is needed in your local.

<http://myschoolmyvoice.nea.org/>

The approved federal Every Student Succeeds Act (ESSA) is intended to guide the state’s continuing efforts to improve the quality of all schools and the educational outcomes of all students while closing gaps in achievement among them. The state accountability model is used to meet the ESSA plan requirements and is used to calculate School Performance Grades in which schools earn A–F grades based on proficiency measures and student-growth targets.

The accountability measures being used can be found in this [policy](#) and further details in this [policy](#).

Congratulations to the NCDPI Exceptional Children:

Division: The Exceptional Children’s Division received Meets Requirements - the **highest ranking given** by Office of Special Education Programs – This reflects progress in our results with our 17 federal indicators. North Carolina was one of 22 states to meet requirements.



Salary Notes of Interest for 2018-19

VETERAN TEACHER BONUSES PROGRAM REPORT CODE:

Session Law 2017-57, Section 8.8A Guaranteed allotment. A bonus payment of \$385 to certified teachers with 25 or more years of teaching experience, employed by October 1, 2018, and did not receive an increase in State-funded salary according to the 2018-2019 monthly teacher salary schedule. The bonus is to be paid by October 31 and is not subject to retirement.

A bonus program that provides principals with performance-based bonuses.

ELIGIBILITY: Each LEA is entitled to funding, based on the Education Value-Added Assessment System (EVAAS) student growth index score for the school.

FORMULA: A. The proportion stipulated in legislation is allotted to the LEA based on bonuses to any principal who supervised a school in that LEA as a principal for a majority of the previous school year, if that school was in the top 50 percent of school growth in the state during the previous school year.

These funds shall be allocated as follows to qualifying principals:

Statewide Growth Percentage	Bonus
95% -100%	\$10,000
90% - 94.99%	\$7,500
85% - 89.99%	\$5,000
80% - 84.99%	\$2,500
50% - 79.99%	\$1,000

B. A principal who receives a bonus in A and supervised a school with an overall school performance grade of D or F for the majority of the previous school year

shall qualify for a bonus of twice the amount listed in A. The bonus shall be paid at the highest amount for which the principal qualifies. Principals in charter and lab schools also qualify.

Teachers of Advanced Courses Bonuses: No teacher shall be awarded a bonus that exceeds \$3,500.00 in any given school year. The bonus awarded to a teacher shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.

TEACHER PERFORMANCE BONUS STATUTORY REFERENCE: SL 2017-57

TERM: July 1, 2017 recurring

PURPOSE: A program which provides funding to reward fourth and fifth grade reading teachers and fourth to eighth-grade math teachers with performance-based bonuses.

ELIGIBILITY: Each LEA and public school is entitled to funding, based on their teachers Education Value-Added Assessment System (EVAAS) student growth index score for fourth and fifth-grade reading and fourth to eighth-grade math.

FORMULAS: Funds are allotted to pay teachers who are in the top 25 percent of teachers in the state according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth-grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teachers.

Funds are allotted to pay bonuses to teachers who are in the top 25 percent of teachers in their respective LEA according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teacher.

SPECIAL PROVISIONS:

1. Bonuses are payable in January to qualifying teachers who remain employed in the same LEA at least from the school year the data is collected until the corresponding January 1 of the school year that the bonus is paid.
2. Teachers employed in schools that are not in a LEA are only eligible to receive the bonus if they are in the top 25 percent of teachers in the state. No allocation is made at the charter school, Lab school, or regional school level.

➤ The NC Public School Personnel Salary Schedule Manual is available here:
<http://www.ncpublicschools.org/docs/fbs/finance/salary/salarymanual.pdf>

Testing in K-2 is being discussed by the SBE. Proposed language that centers on time to teach with less testing is being considered.

Components of the testing program.

(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. - The State Board of Education shall develop, adopt, and provide to the local school administrative units developmentally appropriate individualized assessment instruments aligned with the standard course of study and Part 1A of Article 8 of this Chapter for the kindergarten, first, second, and third grades. Local school administrative units shall use these assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs. Local school administrative units shall not use standardized tests for summative assessment of kindergarten, first, and second grade students except as required as a condition of receiving federal grants.

To begin the discussion around K-2 assessments, the Department recommended the following *draft amended language for Policy KNEC-016*:

The State Board of Education requires that schools and school districts implement assessments at grades K, 1, and 2 that include documented, ongoing individualized assessments throughout the year to assess progress, diagnose difficulties, and inform instruction and the remediation needs of students. These assessments must be designed to monitor the achievement of benchmarks in the *North Carolina Standard Course of Study*. They may take the form of state-developed materials, adaptations of them, or unique assessments developed by a local administrative unit. In alignment with GS 115C-174.11, local administrative units shall not use standardized tests for summative assessments of K, 1, and 2 students, unless required as a condition of receiving federal grants.



Requirements on earning a license to teach K-6

1. Prior to the 2013-14 school year, NC required elementary teachers to pass Praxis 5015.
2. During the Race to the Top era, there was discussion around how well prepared elementary teachers were in literacy and math foundations. This led to a statute change requiring subtests of mathematics and reading.
3. DPI staff researched and visited several states and the decision made was to use the tests MA had been using (highest literacy scores on NAPE)
4. NC State Board of Education adopts Pearson tests for elementary educators (Pearson 090 - Literacy, 103 - Math, 203 – multi-subject areas).
5. Realities are that the Pearson math test is not aligned to what is being taught to elementary teacher candidates.
6. The PEPSC Subcommittee Comprised of math experts from K-12, universities, and DPI will begin investigating alternative tests to the current Pearson. Reviewing the possible misalignment between the test and NC K-8 curriculum, validating test scores as have been done in the past with Praxis II assessments. Looking for a better test would be less about mathematics content knowledge and more about math knowledge to support strong teaching and pedagogy.
7. In July of this year, the SBE did modify policy to allow teachers another year to retake the Pearson 103 Math test in order to maintain their teaching license.

ROWAN-SALISBURY SCHOOL SYSTEM

ABOUT FAMILIES STAFF COMMUNITY SCHOOLS

EXPERIENCE THE POWER OF A NEW PUBLIC EDUCATION

At RSS, we inspire and provide opportunities for innovative and engaging learning.

19,000 EXTRAORDINARY STUDENTS

A Beautiful, Central LOCATION

3,000 TEACHERS & STAFF

Rowan Salisbury School System has 35 schools and 16 of them were approved as Restart Schools last year. The LEA asked to pilot its district as a *Restart District*. Pursuant to Section SL 2018-32 (HB 986) Part VI: **SECTION 6. (b) of legislation passed during this General Assembly**

➤ **Submission of the Renewal School System Plan.** – The State Board of Education

shall approve a renewal school system plan that meets the requirements of this section that is submitted to the State Board by the qualifying local board of education by July 15, 2018, to begin operation of the plan with the 2018-2019 school year. The local board **shall include at least the following components** in its renewal school system plan:

- (1) A resolution adopted by the local board of education to implement the plan in the local school administrative unit.
- (2) A description of how the plan will meet the purpose set forth in subsection (a) of this section and an outline of strategic goals, including improving student achievement and at least the following:
 - a. Policies and support services that will enhance the ability of each school in the local school administrative unit to achieve its own strategic vision and plan within the context of the school system's vision.
 - b. Strategies for attaining and retaining high-quality instructional, support, and administrative school personnel employed by the local board of education.
 - c. Methods for the analysis of data to ensure the local board of education is meeting its strategic goals.

SECTION 6. (c) State Board Approval. – The State Board shall approve a renewal school system plan that meets the requirements of this section by August 2, 2018. In accordance with subsection (a) of this section, the local board of education with an approved renewal school system plan shall be exempt from statutes and rules

applicable to other local school administrative units for the purpose of operating its schools, except as otherwise provided in this section.

The renewal school system model provides traditional school districts with **the flexibility of a charter school for all school sites within an LEA**. Charter flexibility could allow a school system to implement innovative programs with greater **agility due to the freedom from state rules that often stifle creativity**.

The goal of [Rowan-Salisbury Schools](#) will continue to be, **“Personalized learning outcomes for all students such that they can thrive in an ever changing 21st century.”** To accomplish this goal, RSS will provide engaging academic experiences aligned to students’ personal talents, gifts, and life goals. Through the flexibility afforded by the Renewal School System status and the RSS Strategic Plan, the school system will provide students with opportunities to adapt to change and effect change. Rowan-Salisbury Schools is positioned to implement the renewal school system framework through a visionary leadership structure, culture of change, and record of innovation. The leverage point for the district, which has 16 Restart schools, will be the Renewal School System framework, which allows for system-wide flexibility.

Possible benefits to stakeholders include, but are not limited to:

- Allowing teachers to completely redesign a system that allows for creativity, maneuverability, flexibility, opportunity, and an accountability system driven by community and local control.
- Serving as a state and national model for school transformation, which increases stakeholder morale and engagement.
- Allowing the district to seek out unique funding opportunities and private partnerships to support new, innovative practices.
- Implementing the Renewal School System framework with no incremental state funding or additional burdens on taxpayers.
- Providing opportunities to share best-practices and challenges surrounding implementing the Renewal School System framework in multiple spaces: finance, engagement, morale, lateral entry programs, and curriculum.
- Mimicking free-market competition by allowing public education organizations to use the same charter-like flexibility to transform education.

NC DPI begins the [reorganization](#) based on the EY Audit and the recent law suits between the State Superintendent and the State Board of Education. The first aspect of the reorganization includes new divisions, new leaders, and work flow. The [District Support Division](#) will be lead by Deputy Maria Petri-Martin and she shared how the restructured team will work.

New SBE Advisors were welcomed to the Board:

- ✚ Dr. Janet Mason, SBE Superintendent Advisor; Superintendent of Rutherford County Schools and NC Superintendent of the Year
- ✚ Mr. Tabari Wallace, 2018 Wells Fargo NC Principal of the Year
- ✚ Mr. Freebird McKinney, 2018 Burroughs Wellcome Fund NC Teacher of the Year and **NCAE Member**