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The Big Three Topics for Fall:

- 1. Dropout Rate Update**
- 2. Educator Effectiveness Update**
- 3. Elementary Literacy Update**

Dropout rate update

- Dropout rate and current year numbers

School	2007-08	2008-09	2009-10	2010-11	2011-12
BHS	28	22	11	13 (1.90%)	9 (1.28%)
RHS	8	3	7	1 (0.29%)	2 (0.55%)
DRS	29	27	26	21 (22.58%)	21 (18.91%)
TCS	65 (5.04%)	52 (4.19%)	44 (3.62%)	35 (2.92%)	32 (2.72%)
NC	4.97%	4.27%	3.75%	3.43%	TBA

- Four and Five Year Cohort Graduation Rate

4 Year Cohort Graduation Rates							
School	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
BHS	80.23%	85.42%	81.25%	87.43%	85.60%	87.0%	86.21%
RHS	82.08%	82.5%	86.84%	86.25%	86.40%	90.3%	97.53%
DRS	0%	16.67%	7.14%	42.11%	60.00%	26.3%	25.0%
TCS	77.05%	77.48%	72.97%	78.3%	78.90%	78.0%	82.1%
NC	68.1%	69.5%	69.9%	71.7%	74.2%	77.9%	80.2%

5 Year Cohort Graduation Rate			
School	2009-10	2010-11	2011-12
BHS	90.30%	89.0%	87.0%
RHS	89.0%	89.3%	94.4%
DRS	47.1%	60.0%	31.6%
TCS	81.4%	82.0%	80.1%
NC	74.7%	77.7%	81.1%

- The official state dropout and cohort graduation rates, along with more detailed local statistics, will be released in February 2013.

Educator Effectiveness Update

- Face to face school based meetings are underway.
- Educator Effectiveness Work Group plan
- <http://www.ncpublicschools.org/educatoreffect/measures/>
- Common Exam update
 - Fall assessments in math are aligned to 2003 curriculum, with additional assessments available in the spring for courses aligned to Common Core II and III
 - Sample items and rubrics are available
 - Most constructed response items will count for 0-2 to 3 points.
 - Online modules will be available in December to train teachers in the grading constructed response.
 - Sample items will be released in January or February in 2013
- Test specifications:
<http://www.ncpublicschools.org/educatoreffect/measures/specifications/>

Elementary Literacy Update

- Excellent Public Schools Act (EPSA) requirements in effect for 2013-14
- A DPI reading committee is being formed
- There are many components to the law (about 22) that have to be addressed by DPI
 - 2012-13 DPI will work on:

- PEP, K-3 portfolio, guidebook, comprehensive reading plan, diagnostics K-3, steps for retention, instructional support and services, reading interventions, plan to inform parents
- 2013-14:
 - Alternative assessments, summer reading camp, accelerated reading class, LEA reporting template, plan for reading at home, supplemental tutoring
- DPI is working on a sample form for a PEP that matches the RTI process (the TCS forms currently in place already exceed the state's requirements).
- DPI is working on a guidebook for how to comply with the law
- Summer camp: literally written to require every student who does not pass the 3rd grade reading EOG will be required to attend the summer program
 - Concern that the legislature does not understand the cost to LEAs
 - Requirement to have the "most effective" teachers (per EVAAS value add) teach in the summer camp.
 - Asking the legislature to consider year-long contracts for some teachers.
- Developing a pre/post-test for 3rd grade using a released form of the 3rd grade EOG
- The legislation takes away the principal's authority to promote the student who does not pass the EOG, but the principal can recommend promotion to the superintendent. Numbers of students who are promoted by the superintendent without passing the EOG must be reported to the legislature.
- Diagnostics
 - BOY benchmarks in 799 schools
 - Mid-year is adding 303 more schools
 - All schools need to be participating (two teacher trained from each elementary school) by the end of the year.
 - 3D assessments begin August 2013
 - New regional positions to support schools and districts
- K-3 assessments will be constructed and revised to include multiple domains of development
- The K enrollment assessment will be given starting in 2014-15

High School Math

- Regional representatives (schools, districts, college/university, etc. members) will meet in Spring 2013 to determine the best course of action to "streamline" the current high school math pathways.
- Pathways: Common Core Traditional Pathway, CC Integrated Pathway, and Common Core I, II, and III Pathway
- Additional high school math Common Exams are being developed to align to the Common Core courses.
- LEAs giving Common Exams in the fall have the option of whether or not to administer the exams in Geometry and Algebra II. The new Common Core aligned exams will be available in spring.

Common Core and Essential Standards Update

- 2012-13 Professional Development plan for CC/ES
 - Professional development log
 - NC Education professional development modules (5 hours, teacher’s choice) – see attached
 - http://www.tcsnc.org/departments/curriculum_and_instruction/common_core_essential_standards_implementation/

DPI is studying policy on mastery learning

- DPI is working on a policy to remove the seat time requirement for when it is appropriate.
- At least 22 states have policies to support mastery learning
- For students who can “clearly show a deep understanding of the content standards” without having to sit through the course.
- Students would use the appropriate state assessment (EOC) plus some other demonstration, artifact, or performance to show they have mastery of the standards.

DRS Priority School Update

- Priority School status for high schools is based on four year cohort graduation rates.
- Staff completed training on the Indistar school improvement system on Oct. 11.
- DRS received the first of two monitoring visits on Oct. 25.

Title I Conference Recognition for TCH and BES

- Recognition for 120 NC schools at the Title I conference on Oct. 30, 2012
 - Congratulations to BES and TCH staff, students, and parents!

Testing and Accountability Reminders

- **Delayed test scores**
 - A 0-100 scale score will be provided to schools to be used in calculation of student grade (before achievement levels are established)
 - Could be delayed until January before a representative sample is established and scores can be released
 - NO retesting in 2012-13 because of the establishment of the new achievement levels
 - Still undetermined for 2013-14

- Smarter Balanced does plan to have retests

Science Fair Reminder

- Forms are online as of September 1
- LEA Fair : January 21-25, 2013

RTI Update

- Process forms
- Professional development
- Implications for PEPs and Tier Teams in the future.
- NC Quest grant with Mars Hill College

Textbook Adoptions

- DPI working to convince the legislature to reinstate textbook money and that funds should be able to be used for digital resources.
- Some resources will be provided by the state, some for a subscription fee to LEAs, etc.
- The Instructional Improvement System will provide the digital platform for the digital resources

NC FALCON Update

- Formative assessment is a **process** not a product. It occurs daily in the classroom to adjust ongoing teaching and learning.
- Formative assessment plans located in NC FALCON
- You must log in to NC Education to access FALCON: center.ncsu.edu/nc
 - You must “enroll in the course” to access the resources
- Modules for teachers already exist in FALCON
- Modules for students
 - Help them understand formative assessment
 - Piloting the student module
- NC FALCON coordinators meetings (webinars): Nov. 14, Feb. 13, and April 24...all 3:30-5:00 PM

CTE Updates

- Career and College Promise
 - www.careercollegenc.org/
- Mechatronics, Welding, and Machining with BRCC
- Golden Leaf Grant application
- CTE Advisory Council
 - Meeting dates: December 13, 2012 and May 9, 2013
 - Questions for the group:
 - What is one prediction about the future of our community (economic, demographic, cultural, etc.)
 - What do you predict will be three major economic/workforce sectors in our community or nearby region by the year 2020?
 - What do our educational systems (BRCC and TCS) need to do differently to respond to your predictions?
 - Members:

Lori	Galloway	Excelsior Packaging
Dick	Grey	Genie Products
Mike	Hawkins	County Commissioner
Kevin	Betts	College Walk
Brian	Weaver	Rosman High School
Sue	Fox	Board of Education
Fitz	Sthresby	Mountain First Bank
Mark	Emory	Hospital
Noah	Tuttle	Oscar Blues
Libby	Freeman	Chamber of Commerce
Joe	Moore	City of Brevard
Luanna	Carter	CTE
Chris	English	BRCC
Doug	Harris	Harris Architecture
Frank	Porter	Comporium
David	Joyce	Brevard College
Cody	Siniard	Local Business
Laura	Smith	Teacher
Andy	VonCanon	Teacher
Tammy	Moman	Teacher

Viz Student Leadership Development Program

- Sponsored by Vision Transylvania
- Up to 25 Juniors
- This is a pilot year with only four meetings second semester.

- Applications are due December 19
- Topics will include government, public safety, the arts, recreation, education, and civic engagement.

TCS Cycling

- Approximately XX students have participated in cycling team activities so far this school year.
- Weekly group rides in DuPont, Pisgah National Forest, and Bracken Mountain
- Student and team sponsor recognition on December 17.

The Phase II Online Modules

Launched June 2012



The Department of Public Instruction has developed nine new online modules as a means of providing professional development that is flexible and can be used by districts and charter school teams in ways that best suit their needs. For additional information about the modules, enrollment information, and strategies for implementation, please see the Phase II Online Module Implementation Guide at http://rt3nc.org/pubs/implementation_guide_2012.pdf

Modules available through NC Education

Six modules are available through the NC Education site at <https://center.ncsu.edu/nc/course/category.php?id=33281>. To enroll, educators will need an NC Education account.

Connecting with Our 21st Century Learners

10 hours / 1.0 CEU

Today's students will face challenges our generation has yet to imagine. This module focuses on ensuring that every student is ready to meet those challenges. The 21st Century Skills Framework developed by the Partnership for 21st Century Skills helps to guide this discussion. Participants observe and analyze model lessons to identify 21st century skills and methods of teaching them, design a lesson incorporating 21st century skills and tools, and collaborate with colleagues to critique lessons developed by other participants.

North Carolina School Executive Standards and Evaluation Process

10 hours / 1.0 CEU

The North Carolina Principal and Assistant Principal Evaluation Process is based on the North Carolina School Executive Standards. These standards have been developed as a guide for principals and assistant

principals as they continually reflect upon and improve their effectiveness as leaders throughout their careers. The standards serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. The main responsibility of principals and assistant principals is to create aligned systems of leadership throughout the school and its community.

Understanding Young Student Behavior in the Classroom

5 hours / 0.5 CEU

This module is for preschool through grade 5 teachers. The module will serve as a tool to assist teachers to develop an enhanced awareness of behavioral health issues in young students and extend that knowledge to foster long-term connectivity and academic achievement for all students, decrease the dropout rates, and ultimately increase North Carolina's graduation rates.

Introduction to Data Literacy

4 hours / 0.4 CEU

This module provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This module aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction.

Digital Literacies in the K–12 Classroom 12 hours / 1.2 CEU

Students need continual guidance in building digital literacy, and teachers need continually to reflect on how best to provide that guidance—and to refine their own skills. Just as basic literacy—reading and writing—must be a part of teaching and learning in every content area,

Additional modules

Three modules are available in different locations. Please see the implementation guide for specific instructions and access information.

The North Carolina Educator Evaluation System: Online Tutorials for Administrators

These tutorials provide training for principals on the use of online forms such as the Principal Self-Assessment form, the Teacher Observation Form, and the Teacher Self-Assessment and Professional Development Plan used when completing NCEES. This tutorial is accessible without registration at

<http://ncees.ncdpi.wikispaces.net/NCEES+Tutorials+for+Administrators>.

The North Carolina Professional Teaching Standards

This is a facilitator-led module located in the North Carolina e-Learning for Educators catalog on the LEARN NC website. This module provides an in-depth look at the North Carolina Professional Teaching Standards, designed to build on the learner’s prior knowledge and analyze the learner’s current practices. To enroll in this course, go to <https://ncelearning.org/sectionsopen> and find an open section.

so must digital literacy. This module offers a sound and thorough grounding in digital literacy as it pertains to the classroom—or of digital literacies, as the title of the module says, for there are many ways of thinking about digital literacy.

Literacy in History/Social Studies, Science and Technical Subjects

3 hours / 0.3 CEU

This introductory module defines literacy in the disciplines. Learners will receive an overview of the connections between the North Carolina Essential Standards and the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects. They will then have guided practice examining, discussing, and creating learning activities for their students that integrate the North Carolina Essential Standards and the Common Core Literacy Standards for disciplines in grades 6–12.

NC FALCON: Student Ownership Module

This course is an interactive module targeting middle school students as the audience. The purpose is to teach students about Formative Assessment and their responsibility for their learning. This module is aligned to the practices and concepts presented in the NC FALCON module for educators. All North Carolina LEAs and charter schools will have full access to this module in October–November 2012.

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