**Meeting Objectives:**

- Announcements and question and answer time
- Update on K-3 Class Size Issues
- Update on North Carolina’s Every Student Succeeds Act Plan development

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter(s)</th>
</tr>
</thead>
</table>
| 10 am – 10:15 am | Welcome & Announcements                                             | Mark Johnson  
State Superintendent  
Maria Pitre-Martin  
Deputy State Superintendent |
| 10:15 – 11:15 am | Class Size: Allotments, Requirements, and Reporting (per HB13)       | Adam Levinson  
Chief Financial Officer  
Alexis Schauss  
School Business Director |
| 11:15 – 11:45 am | ESSA: Update and Theory of Action                                    | Lou Fabrizio  
Federal Policy Director  
Maria Pitre-Martin  
Deputy State Superintendent  
Tammy Howard  
Accountability Services Director |
| 11:45 am – 12 pm | Questions and Answers                                                | DPI Leadership                                                               |
Class Size

Allotments, Requirements, and Reporting per HB13 (S.L. 2017-9)

Adam Levinson, Chief Financial Officer
Alexis Schauss, Director of School Business
Agenda

• Classroom Teacher Allotment

• Class Size Requirements
  – LEA Monitoring
  – Requests for SBE Waiver

• Reporting (per HB 13, aka S.L. 2017-9)
  – Requirements
  – Proposed Standard Reports
Classroom Teacher Allotment
Classroom Teacher Positions by Fund Source
2016-17

State positions 69%

State dollars 18%

Federal 6%

Local 7%
Classroom Teacher Allotment

**Type:** Position Allotment

**Purpose:** To provide LEAs **guaranteed funding** (salaries & benefits) to cover 10 month teacher positions

“no matter where you are, hire the best teacher you can find, and the State will pay his/her State salary and benefits”

**Formula:** One 10-month teacher position per #* students in Average Daily Membership (ADM)

*# determined by legislated ratio for each grade span

*Example:* Grade 1 ratio = 1:16 – “1 position per 16 ADM”
## Sample LEA: Teacher Allotment for K-3

<table>
<thead>
<tr>
<th>Grade span</th>
<th>Allotted ADM</th>
<th>Ratio</th>
<th>Positions Allotted *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>502</td>
<td>1:18</td>
<td>28.00</td>
</tr>
<tr>
<td>Grade 1</td>
<td>554</td>
<td>1:16</td>
<td>34.50</td>
</tr>
<tr>
<td>Grades 2 &amp; 3</td>
<td>1,127</td>
<td>1:17</td>
<td>66.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,183</strong></td>
<td></td>
<td><strong>129.00</strong></td>
</tr>
</tbody>
</table>

* Note: positions rounded to the half (except city districts less than 3,000 which are rounded up)
Changes in K-3 Allotment Ratios since 2010-11

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>18</td>
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<td>18</td>
<td>17</td>
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<td>17</td>
<td>16</td>
<td>(2)</td>
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<tr>
<td>2</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Per legislation, from 2011 to 2017, though allotment ratios changed, class size requirements remained the same:

- LEA average: 21
- Maximum class size: 24
Class Size Requirements
## Sample: Use of Classroom Teacher Positions (2016-17)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Allotted ADM</th>
<th>Ratio</th>
<th>Positions Allotted</th>
<th>Positions * needed at LEA avg of 1:21</th>
<th>Program Enhancement Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>502</td>
<td>1:18</td>
<td>28.00</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Grade 1</td>
<td>554</td>
<td>1:16</td>
<td>34.50</td>
<td>26</td>
<td>8.50</td>
</tr>
<tr>
<td>Grades 2 &amp; 3</td>
<td>1,127</td>
<td>1:17</td>
<td>66.50</td>
<td>54</td>
<td>12.50</td>
</tr>
<tr>
<td>Total</td>
<td>2,183</td>
<td></td>
<td>129.00</td>
<td>104</td>
<td>25</td>
</tr>
</tbody>
</table>

* Note: Does not include EC, LEP, reading resource teachers etc.

This LEA has 8 elementary schools, and therefore averages **3 program enhancement teachers per school**.
Change in K-3 Class Size Requirement (2017-18)

Per HB 13, Part I, Section 1(b):

LEA average = 1:20
• Effective at the 1st month
• No waiver available

Individual Class size maximum = 1:23
• Effective at the end of the second school month (40th day) and for the remainder of the school year.
• Waiver may be requested from the State Board of Education if eligibility criteria is met
## Sample: Use of Classroom Teacher Positions (2017-18)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Allotted ADM</th>
<th>Ratio</th>
<th>Positions Allotted</th>
<th>Positions * needed at LEA avg of 1:20</th>
<th>Program Enhancement Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>502</td>
<td>1:18</td>
<td>28.00</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Grade 1</td>
<td>554</td>
<td>1:16</td>
<td>34.50</td>
<td>28</td>
<td>6.5</td>
</tr>
<tr>
<td>Grades 2 &amp; 3</td>
<td>1,127</td>
<td>1:17</td>
<td>66.50</td>
<td>56</td>
<td>10.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,183</strong></td>
<td><strong>1:17</strong></td>
<td><strong>129.00</strong></td>
<td><strong>109</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

* Note: Does not include EC, LEP, reading resource teachers etc.

This LEA has 8 elementary schools, and therefore averages 2.5 program enhancement teachers per school.
2018-19 Class Size Requirements [115C-301(c)]

Grades 4-12

- LEAs “shall have the maximum flexibility to use allotted teacher positions to maximize student achievement”

Grades K-3

- LEA-wide average class size “shall at no time exceed the funded allotment ratio of teachers to students.”

- Individual class size “shall not exceed the allotment ratio by more than three students”
Exemptions from Class Size Requirements

Restart schools

Dual Language Immersion Classes

• Per SB 257, Section modification of G.S. 115C-301

Temporary exemption during the term of the program:

• Per SB 257, Section 7.15
• Schools participating in the teacher compensation models and advanced teaching roles pilot program (affects Chapel Hill, CMS, Edgecombe, Pitt, Vance and Washington)
• LIFT schools in CMS and
• R3: Career Pathways Program in Pitt
Sample: Use of Classroom Teacher Positions (2018-19)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Allotted ADM</th>
<th>Ratio</th>
<th>Positions Allotted</th>
<th>Positions needed when LEA avg = Ratio</th>
<th>Program Enhancement Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>502</td>
<td>1:18</td>
<td>28.00</td>
<td>28.00</td>
<td>0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>554</td>
<td>1:16</td>
<td>34.50</td>
<td>34.50</td>
<td>0</td>
</tr>
<tr>
<td>Grades 2 &amp; 3</td>
<td>1,127</td>
<td>1:17</td>
<td>66.50</td>
<td>66.50</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2,183</td>
<td></td>
<td>129.00</td>
<td>129.00</td>
<td>0</td>
</tr>
</tbody>
</table>

* Note: Does not include EC, LEP, reading resource teachers etc.

No program enhancement teachers can be generated from the classroom teacher allotment.
Class size Monitoring [G.S. 115C-47(10)]

- **Responsibility of the LEA** to assure that the class size requirements are met
- Teacher shall make a report to the principal & superintendent
- Superintendent shall immediately determine if requirements have in fact not been met
- If they have not, the superintendent shall make a report to the next local board meeting
- If the local board can not organizationally correct the exception, it shall immediately apply for a SBE additional personnel or a waiver
Class Size Waiver [G.S. 115C-301(g)]

“Within 45 days of receipt of the request, the State Board, within funds available, shall not grant waivers for excess class size in K through 3rd grade, except under the following circumstances:

• Emergencies, or acts of God that impact the availability of classroom space or facilities;

• An unanticipated increase in student population of an individual school in excess of 2% of the ADM of that school;

• Organizational problems in geographically isolated LEA in which the ADM is less than 1.5 per square mile;

• Classes organized for a solitary curricular area; or

• A charter school closure.”
“In the event the waiver is granted”

• SBE shall report to the Joint Legislative Commission on Governmental Operations within 30 days of the grant of the waiver

• Waiver is not effective until the SBE submits the report
“In the event that the Waiver is denied”

- The local board shall take necessary action to correct within 30 days of the denial
- Within 60 days, the State Superintendent shall request from the LEA an updated K-3 class size report for each school
- If the LEA is not in compliance, the State Board may penalize the LEA
- If the SBE determines willful failure to comply, no State funds shall be allocated to pay for the superintendent’s salary until compliance
Reporting
(per HB 13, aka S.L. 2017-9)
Biannual Reports - 115C-301(f)

- September & February (month end)
- Each local superintendent files with State Superintendent
- "in a format prescribed by the Superintendent of Public Instruction"
- "the Superintendent...shall conduct periodic audits..."
Discussion: Proposal for Report Format

- DPI will provide LEAs with standard data files/views
- LEA staff will have time to review, make any corrections
- DPI will then pull data as of a specified date
- By February, plan is to have these included in PowerSchool (for September, will be manual process)
What DPI will provide for LEAs’ use

Based on data at the end of September and February

Standard Reports:

1. Class size
2. K-3 class size exceptions
3. Program Enhancement Teachers
4. K-3 average class size

Affidavit – standard form to submit electronically
1. Class Size Report

For each class in each grade level at each school, the following:

a. The duties of the teacher.

b. The source of funds used to pay for the teacher.

c. The number of students assigned to the class, *including all exceptions to individual class size maximums in kindergarten through third grade that exist at that time.*

Part c. will be broken out to create the K-3 Class size Exception Report
“Each Class in Each Grade”

Grades K-8

Four core areas of study
- Language Arts,
- Mathematics
- Social Studies
- Science

Grades 9-12

Courses required for graduation, as defined by the “graduation planner course table” in Powerschool
“Each Class in Each Grade” - Exclusions

Classes taught by personnel employed at:
• Community College
• NCVPS
• IHEs
• Vendors (eg. Virtual)

Classes designated as
• Exception Children
• Credit Recovery
“Duties of the Teacher”

Grades K-8
Derived from the grade and course eg. 1st grade – Reading

Grades 9-12
Derived from the course code and grouped
  e.g. All HS math courses translate to High School Math teacher. All HS science courses to High School Science teacher
“Source of Funds”

Fund code from where the teacher is paid as of September payroll and February payroll.

E.g., State, Federal, local.
Split funded teachers will have all funding sources
2. K-3 class size Exception Report

For each class in K-3 that exceeds the individual class size maximum
a. The duties of the teacher.
b. The source of funds used to pay for the teacher.
c. The number of students assigned to the class

Four Core areas of study, all academic levels
(working on designating classes that are exempt or have a waiver.)
3. Program Enhancement Teachers Report

For each school:

a. A number of program enhancement teachers. Defined as teachers who teach any of the following:
   1. Arts disciplines, including dance, music, theater, and the visual arts.
   2. Physical education and health programs.
   3. World languages.

b. The source of funds used to pay each program enhancement teacher.
“Number of Program Enhancement Teachers”

FTE: Due to the number of teachers who may be split between 2 or more schools, FTE will be calculated at the School and fund level.

Report will present aggregate FTE program enhancement teachers

Public School X  State Local Federal
4. K-3 Average Class size

Typical Classes
• Exclude EC

Calculated at the grade level
• Number of students
• Number of Lead teachers at that grade level
• Rounded
Sworn affidavit

LEA superintendent shall complete a sworn affidavit attesting that the superintendent has complied with the class size and reporting requirements.

Include the affidavit with the biannual reports.
Audit by State Superintendent

The State Superintendent shall conduct periodic audits of the information reported.

If the State Superintendent finds the LEA is exceeding class size without application to the SBE of an allotment adjustment or a waiver, the SBE may impose a penalty until compliance.
Timeline

June 10 – July 14  | DPI School Business/IT – develop a pro forma report

June 26  | Present and discuss at the Superintendents quarterly in Asheville.

July 17  | Send reports based on prior year data to LEA superintendents

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 31 – Aug 30</td>
<td>DPI finalizes the reports</td>
</tr>
<tr>
<td>September 1</td>
<td>DPI provides the reports to the LEA superintendents with current year data (without funding)</td>
</tr>
<tr>
<td>September 29</td>
<td>Reports are generated from Powerschool</td>
</tr>
<tr>
<td>October 10</td>
<td>DPI adds the funding data to the report</td>
</tr>
<tr>
<td>By February</td>
<td>All reports will be generated in Powerschool, so that the LEAs can run them at will (excluding the funding data)</td>
</tr>
</tbody>
</table>
Superintendents’ Quarterly Meeting

Maria Pitre-Martin, Ph.D.
Deputy State Superintendent

Lou Fabrizio, Ph.D.
Federal Policy Director

Tammy Howard, Ph.D.
Director of Accountability Services

June 26, 2017
Agenda

- FAQ from the USED Regarding Peer Review
- Status of Draft Plan/Timeline
- Theory of Action/Overview
- Accountability Model
- Potential Waiver Requests
# ESSA Revised Timeline

| January–June 2017 | • Conduct additional simulations of accountability model and finalize certain decisions  
| | • Continue receiving feedback and input on draft plan  
| | • Post new versions of draft plan when available. New template issued by the USED in March. New draft plan posted May 1 using new template.  
| | • Present to General Assembly Education Committee(s) and meet with legislators and staff  
| | • Monthly updates to the State Board of Education (SBE)  
| Mid-to-Late June | Post draft plan for 30-day public comment period  
| Mid-to-Late July | Review public comments and make appropriate changes to plan  
| | Submit draft plan to Governor’s office for 30-day review period  
| July and August SBE Meetings | Discuss draft state plan with SBE  
| | Incorporate details in plan that result from actions of the NC General Assembly  
| September SBE Meeting | Seek SBE approval of the NC ESSA Plan  
| September 18, 2017 | Submit state plan to the U.S. Department of Education |
Theory of Action from City, Elmore, Fiarman, and Teitel, 2009

- Aligns intended theory with the realities of work within an actual organization
- Connects strategy to the actions and relationships critical to good instruction and student learning
- Identify the mutual dependencies that are required to get the complex work of instructional improvement done
- Grounded in research or evidence-based practice
NC Proposed Theory of Action for ESSA

EVERY STUDENT READY FOR AN EVER-CHANGING WORLD

EMPOWERED TEACHERS

ADAPTIVE ENVIRONMENT FOR PERSONALIZED LEARNING

INSPIRED STUDENTS

BUSINESS

HIGHER EDUCATION

FAMILY

COMMUNITY

PROVEN PROGRAMS

PROMISING PRACTICES

EMERGING INITIATIVES

CONTINUOUS INNOVATION
What is Personalized Learning?

**Competency-Based Progression**
Each student’s progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.

**Flexible Learning Environments**
Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.

**Personal Learning Paths**
All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations, and goals.

**Learner Profiles**
Each student has an up-to-date record of his/her individual strengths, needs, motivations, and goals.

Sources: Developed by the Bill & Melinda Gates Foundation, Afton Partners, the Eli and Edythe Broad Foundation, CEE Trust, the Christensen Institute for Disruptive Innovation, Charter School Growth Fund, EDUCAUSE, iNACOL, the Learning Accelerator, the Michael & Susan Dell Foundation, Silicon Schools, and educators

Design & Visualization: Stacey Decker
School Performance Grades: Elementary/Middle Schools

- **Academic Achievement Indicators**
  - ELA/Reading and Mathematics/Grade 8 NC Math 1 (Level 3 and above)
  - Other Academic Indicator: Science (Gr 5/Gr 8)
  - English Learners’ Progress

- **School Quality or Student Success**
  - Growth (ELA/Reading, Mathematics, and Science)

**The 15-point scale will continue for 2016–17, 2017–18, and the 2018–19 school years**
School Performance Grades: High Schools

- **Academic Achievement Indicators**
  - English II and NC Math 1 or NC Math 3 (Level 3 and above)
  - Four-year Cohort Graduation Rate
  - English Learners’ Progress

- **School Quality or Student Success**
  - Growth (English II, NC Math 1, NC Math 3, and Biology)

- **Includes Other Academic Indicators:**
  - Math Course Rigor
  - ACT and ACT WorkKeys
  - Biology
School Performance Grades

- Every Student Succeeds Act (ESSA) accountability model
- Includes separate grade for ELA/Reading and Mathematics for Elementary and Middle
- Includes grade for reported subgroups
  - Major ethnic groups, Students with Disabilities, English Learners, and Economically Disadvantaged
Also included…

- Grade 8 Mathematics Exception (NC Math 1)
- Minimum N-size = 30
- Participation (at least 95 percent)
  - If not met, non-proficient scores added to the numerator for calculation in the accountability model
- Reporting Academically/Intelligently Gifted as a subgroup on the NC Report Card
- Not providing translated assessments
- Not providing an alternative diploma for students with the most serious cognitive disabilities
Testing and Accountability

- Nationally Recognized Assessments
  - Requires a competitive bid process to select one nationally norm-referenced college admission test for districts/charters to use for all students
  - Administered beginning with the 2019–20 school year

- Testing Transparency
  - Local Testing Report
  - Student reporting requirements