Superintendents’ Quarterly Meeting
Meeting Objectives

• Update on Class Size Requirements Legislation

• Update on critical changes to the work of NCDPI: ECATS and Educator Support Services

• Update on the implementation of the Digital Learning Plan

• Update on the review of North Carolina’s Every Student Succeeds Act Plan
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>9:30 - 9:40 am</td>
<td>Welcome</td>
<td>Jack Hoke&lt;br&gt;Executive Director&lt;br&gt;North Carolina School Superintendents' Association</td>
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<tr>
<td></td>
<td>Overview of Agenda</td>
<td>Maria Pitre-Martin&lt;br&gt;Deputy State Superintendent</td>
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<tr>
<td>9:40 – 10:00 am</td>
<td>Class Size Requirements Legislation (per HB13)</td>
<td>Adam Levinson&lt;br&gt;Chief Financial Officer</td>
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<td>Alexis Schauss&lt;br&gt;School Business Director</td>
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<tr>
<td>10-10:30 am</td>
<td>ECATS Update</td>
<td>Bill Hussey&lt;br&gt;Exceptional Children Director</td>
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<tr>
<td>10:30-10:45 am</td>
<td>New Division at NCDPI: Educator Support Services&lt;br&gt;Restart Schools Update</td>
<td>Maria Pitre-Martin&lt;br&gt;Deputy State Superintendent</td>
</tr>
<tr>
<td>10:45-11:00 am</td>
<td>Digital Learning Update</td>
<td>Verna Lalbeharie&lt;br&gt;Digital Teaching and Learning Director</td>
</tr>
<tr>
<td>11-11:10 am</td>
<td>NC ESSA Plan Update</td>
<td>Lou Fabrizio&lt;br&gt;Federal Policy Director</td>
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<tr>
<td>11:10-11:15 am</td>
<td>Questions and Answers</td>
<td>Maria Pitre-Martin&lt;br&gt;Deputy State Superintendent</td>
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<tr>
<td>11:15am</td>
<td>NC Professional Educator Preparation &amp; Standards Commission</td>
<td>Dr. Patrick Miller,&lt;br&gt;Greene County Schools Superintendent</td>
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<td>Closing</td>
<td>Jack Hoke&lt;br&gt;Executive Director&lt;br&gt;North Carolina School Superintendents' Association</td>
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School Business Updates

Adam Levinson
Alexis Schauss
1. Class Size Reporting

2. Expenditure/Transfer Reporting
Class Size Reporting

Requirements - HB13 – G.S. 115C-301(f)

LEAs must provide these standard reports:

1. Class Size (all grades)
2. K-3 Class Size Exceptions
3. Program Enhancement Teachers
4. K-3 Average Class Size

… and Affidavit (std form to submit electronically)
Class Size Reporting - Preliminary

- Draft reports shared w LEAs and General Assembly (July – August 2017)
- Superintendents notified of final report format (9/5)
- Updated reports posted for local review (10/5)
- Correction period for LEAs (10/5 - 10/30)
Class Size Reporting - Final

- Data pulled from PowerSchool on 10/31
- Oct payroll data used to add tchr fund source 11/10
- Exclusion schools removed from exceptions
- Waivers received noted as pending approval
- Reports provided back to LEAs for review 11/29 & 12/1

Final step: Affidavits due to DPI 12/15
Class Size Reporting

Waiver Requests – Program Enhancement

The State Board of Education approved on 11/8 a waiver request process for program enhancement teachers – can be considered under solitary curricular areas.

Upon approval, these waivers are valid for ALL K-3 program enhancement overages in the LEA for the year.
Expenditure/Transfer Reporting

Continuing Requirements - G.S. 115C-105.25(c)

“To ensure that parents, educators, and the general public are informed on how State funds have been used to address local educational priorities, each local school administrative unit shall publish information from the prior fiscal year on its Web site by October 15 of each year, as follows:

1. A description of each program report code, written in plain English, and a summary of the prior fiscal year's expenditure of State funds within each program report code.

2. A description of each object code within a program report code, written in plain English, and a summary of the prior fiscal year's expenditure of State funds for each object code.”

The Division of School Business has prepared this information for all LEAs to link to since 2013-14, when this language was initially passed – see: http://www.ncpublicschools.org/fbs/resources/data/
“3. A description of each allotment transfer that increased or decreased the initial allotment amount by more than five percent (5%), including all of the following information:

a. The amount of the transfer.
b. The allotment category into which the funds were transferred.
c. The purpose code for the funds following the transfer.
d. A description of any teacher positions fully or partially funded as a result of the transfer, including all subject areas taught by the teacher in the position.
e. The educational priorities that necessitated the transfer.”
Expenditure/Transfer Reporting

New State Reporting Requirements

“No later than December 1 of each year, the Department of Public Instruction shall collect the information reported by local school administrative units pursuant to subsection (c) of this section and report the aggregated information, including available data from the two previous fiscal years, to the Joint Legislative Education Oversight Committee and the Fiscal Research Division.”
**Expenditure/Transfer Reporting**

✓ School Business provided LEAs with all transfers that met the new requirement

✓ School Business provided template for LEAs to fill in with the following:
  
  c. purpose code for the funds following the transfer.
  
  d. description of any teacher positions fully or partially funded as a result of the transfer, including all subject areas taught by the teacher in the position.
  
  e. educational priorities that necessitated the transfer.

✓ School Business prepared report on the expenditures and the transfers*; to be approved by SBE on Dec 7

* The data related to purpose codes, teachers and educational priorities were not compiled in to the report, due to the magnitude of the data and the time constraints. These data will be made available to legislators upon request.
ECATS

Bill Hussey
Director, Exceptional Children
Educator Support Services & Restart Schools Update

Maria Pitre-Martin, PhD
Deputy State Superintendent
Digital Learning Initiative Background

Recent Accomplishments

2017-2018 Outlook/Priorities
- Budget Projection
- New Legislation
- Stakeholder Priorities
- Ongoing Priorities

Noteworthy Information
NC Digital Learning Plan

S.L. 2016-94 § 8.23

1) Coordinate the implementation of professional learning programs that support teachers and school administrators in transitioning to digital-age learning.

2) Manage statewide cooperative purchasing of content, including statewide shared resources for teachers to use for lesson planning and formative student assessments.

3) Develop infrastructure maintenance and support protocols.

4) Modify and update State policies to provide the support and flexibility necessary for local digital learning innovation.

5) Develop and maintain a continuous improvement process.

6) Create assessments for technological and pedagogical skills and identify best practices from those assessments.
Crowdsourcing via Dotstorming

What is Dotstorming?
Vote online to collaborate on a topic.

- Go to bit.ly/DLIDotstorming
- Enter your name to participate
- Click on “Add a card”
- Review all ideas posted
- Add comments and/or vote by clicking on 3 ideas that you like

Do you have thoughts on future Priorities for the DLI?
Share and vote on your ideas related to the Digital Learning Initiative.
Recent Accomplishments

- Released the Schools and Charter Schools NC Digital Learning Progress Rubrics
- Increased access to assessment items in Home Base - 80,000 new items; 3,000 Spanish translated items
- Increased access to digital content by adding 5,000 lesson plans, 4,000 supplemental resources, and 21 online courses in Home Base
- Updated licensure policy to include the NC Digital Learning Competencies; hosted 16 professional learning sessions aligned with the DLCs across the state, serving ~1,800
Candace Walker
@cnw008

I would definitely give up a summer day to attend this workshop again. 😊 #ncdlc

---

Amy Tart
@cards4scholars

What a way to end #ncdlc my last session was a full house but this was such an amazing group! Y'all are on fire ❤️

---

Kaysi Johnson
@kaysiunccp

Soooo glad I came to the #ncdlc PD!!! So much great information! If you didn't come, you missed a good one!!! Excited for the new year!
Professional Learning

Over 200 events hosted across the state.

100% of Districts have participated in one or more events.

- Hosted by DPI and Friday Institute
- Diverse target audiences
  - District leaders and educators
  - School principals and leaders
  - School Library Media Coordinators
  - Instructional Technology Coordinators
  - Classroom Teachers
# 2017-18 Projected Expenditures

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<th>Budget Categories</th>
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<td>1) Enhanced Professional Learning</td>
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<td>2) Digital Content Strategy</td>
<td>$2.6M</td>
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<tr>
<td>3) Home Base Roadmap/Portal</td>
<td>$600K</td>
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<tr>
<td>4) Systemic Data Approach</td>
<td>$1.2M</td>
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<tr>
<td>5) New Priorities</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$8.6M</strong>*</td>
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*$6.4M (R) for biennium + $2.2M carryover for IT Projects
2017-18 New Legislation

Cybersecurity
(a) Continuous monitoring and risk assessment,
(b) security advisory and consulting services,
(c) training and education.

Modernize Educator Prep Programs
Comprehensive strategy for supporting the use of technology and digital resources.

Student Digital Literacy
Current status of K-8 digital literacy instruction and plan to strengthen such efforts.
Three-Phase Approach

1. Assess current status in NC Schools / Districts (through the DLMI) - In Process

2. Market analysis through RFI – Completed

3. Draft specs and release RFP - In Process
How does your district provide…

1. Opportunities for students to learn essential digital literacy skills;

2. Teachers with the ability to assess student digital literacy growth;

3. Project-Based Learning (PBL) and other research-based instructional frameworks;

4. Teacher resources, instructional support and supplemental and extension options to address all students
Response to Stakeholder Priorities

- **Return on Investment (ROI):** Economic Evaluation Study Plan
- **Parent Engagement through Digital Resources**
- **DLI Grants:** 2017-18 Planning and Showcase Grants
DLI Grants: 2017-2018 SY

### Planning Grants
- Up to $50,000 for traditional school districts; up to $15,000 for charter schools
- Funding for up to 20 Planning Grants
- 2017-18 School Year

### Showcase Grants
- Up to $50,000 for traditional school districts and charter schools
- Funding for up to 10 Showcase Grants
- 2017-18 School Year
2017-18 Ongoing Priorities

Enhanced Professional Learning Opportunities
+ Technology Directors, Scaling Teacher PD, Alumni Network

Digital Content Strategy
+ A Plan, Operationalizing the OER Service, State partners, Digital Content Collaborative, Content Quality Review, Modernizing the Textbook and Digital Resources Adoption Process

Home Base Roadmap
+ A Map, Assessment Tool RFP, HB Portal Specifications, Contract Renewals - Instructure/Canvas

Systemic Data Approach
+ DLMI, Tableau, Revised Instruments, Acquiring and Using Vendor Data, Dashboard for Different Audiences
Noteworthy Information

2017-18 DLMI Addendum

- Updated the 2017-18 survey to include two sections
- Sending communications to LEA and School-level DLMI Administrators
- Complete by January 12, 2018
DLMI District Profile Report

**Personal Device Access**

- **Districts Issuing to Students**
- **Districts Sending Devices Home**

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**Filtered Average**

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Technology & Infrastructure Academies
- West: December 12 - Burke County Schools
- East: January 16 - Wayne County Schools
- Topics - Website Accessibility, OCR Compliance, Cybersecurity, District Spotlights

COSN Certified Educational Technology Leaders Immersion Course - January 2018
- 2-day Preparation Course for CETL Certification Exam

NCTIES Directors Meeting

Regional Technicians Meetings - Spring 2018

New Director’s Boot Camp - Spring 2018
Additional Resources

- NCDLI Main Site
- DLI Rubrics
- NCVPS Shared Course Content
- NC DLMI
- DLI Grants
Thank you for your time!!

Contact Information:

Verna Lalbeharie, NCDPI,
Verna.Lalbeharie@dpi.nc.gov
Every Student Succeeds Act (ESSA) Update

Dr. Lou Fabrizio
Federal Policy Director
Office of the State Superintendent
ESSA Topics

- State Plan – See http://www.ncpublicschools.org/succeeds/
  - Timeline (Plan submitted September 18, 2017, 120 days for USED approval – Peer Review Process)
  - Accountability Model (General Assembly amended the School Performance Grades)
  - Two waivers will be requested (seventh grade math exception and Targeted Support & Improvement [TSI])
  - Long-term Goals (10 years)
  - Schools Identified for Comprehensive Support & Improvement (CSI) & Targeted Support & Improvement (TSI)
CAREER AND COLLEGE GRADUATES (CCRG)

Sneha Shah-Coltrane
Director, Advanced Learning and Gifted Education
HB 1030  SL 2016-94

SECTION 10.5. Section 10.13 of S.L. 2015-241 reads as rewritten:

CAREER- AND COLLEGE-READY GRADUATES
SECTION 10.13.(a) The State Board of Community Colleges, in consultation with the State Board of Education, shall develop a program for implementation beginning with model programs in the 2016-2017 school year that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners. The program shall be fully implemented in all high schools statewide beginning with the 2018-2019 school year.

Continued…. 
HB 1030  SL 2016-94
SECTION 10.5. Section 10.13 of S.L. 2015-241 reads as rewritten:

CAREER- AND COLLEGE-READY GRADUATES

Synthesis of further items:

The program shall require the following:
(1) State Board of Community College (SBCC) establishes measures for participation to indicate college readiness
(2) Courses are mandatory, either graduation requirement or elective
(3) Curriculum developed by SBCC
(4) SBCC establishes measures for successful completion so students will enter remediation free in Community College
(5) Delivery of courses will be in alignment with policies; Oversight provided by SBCC; training requirements set by SBCC for teaching faculty
Current Status

Next Steps
Superintendent Quarterly

ECATS Update

December 1, 2017
What is ECATS and What Will It Do?

Every Child Accountability Tracking System (ECATS) is comprised of three integrated modules accessed from a single user interface.

- Special Education
- Medicaid Documentation
- Multi-Tiered System of Support (MTSS)

ECATS contains a robust reporting system that includes standard, ad hoc and federal reporting functionality. ECATS will have direct data interface with PowerSchool and other NCDPI enterprise systems.

ECATS will:

- Improve student success and better prepare students for graduation and beyond.
- Provide an integrated multi-module system which provides a user-friendly experience.
- Maintain cross-functional goal setting practices which ensure sound and sustainable technology, security, function, and work streams.

All LEAs are required to use ECATS for Special Education IEPs; LEAs can opt-in to use the MTSS and/or Medicaid modules.
ECATS Services

- **Special Education Data Collection & IEP Process**
  - New State IEP Forms/Process
  - Progress Monitoring
  - Record & Compliance Review
  - Behavior Support Data
  - IEP Due Process
  - Special Funding Data
  - Paperless Storage

- **Multi-Tiered System of Support**
  - Early Warning System
  - Intervention Planning
  - Analytics on Interventions

- **Fee-for-Service Documentation**
  - Fully FERPA compliance service documentation tool
  - Supervision Sign Off
  - Plan of Care
  - Service Log Wizard
  - Error Checking
  - Progress Reports
  - Medicaid Billing Fee Discount

- **Data & Reporting**
  - 75 Standard Reports
  - Advanced Reporting Module
  - Operational Data Store
  - Historical Data Migration

- **Project Support**
  - Train-the-Trainer, Videos, Webinars
  - Tier 1 Support – DPI
  - Tier 2 Support – PCG
IEP Module
IEP Module Benefits

- Process Based Forms Completion & Paperless Storage
- Progress Monitoring
- Record Review and Compliance Information
- Behavior Support Data
- Special Funding Data
- Due Process

www.pcgeducation.com | NC CASE 2017 5
EasyIEP Features

Dashboards

Process Based Documentation

Reports: Standard + Ad Hoc
Medicaid Module
Medicaid Module Benefits

*Billing to be done directly by LEAs either through self submit or through contracts with PCG or third party billers
MTSS Module
MTSS Module Benefits

• Mirrors DPI’s Problem Solving Framework
  • Comprehensive Early Warning System for proactive identification of needs
  • Set of data feeds for your benchmark and progress monitoring programs
  • Planning documentation allows for students to be grouped by areas of need
  • Reporting features to track progress on plans and intervention effectiveness
  • Integration with IEP Module
What’s Next
Implementation Timeline

2017

- DPI Testing for SpEd/Med Pilot
- SpEd/Med Pilot (2/2018)
- DPI Testing for MTSS Pilot
- MTSS Pilot (4/2018)
- Historical Data Load & System Dark
- DPI Testing for MTSS Roll Out

2018

- DPI Testing for SpEd/Med Roll Out
- SpEd/Med GO LIVE 7/2018
- MTSS GO LIVE 9/2018

Requirements Gathering, Developing, PCG Testing (All Modules)
Educator Effectiveness (EE)
- Professional Development Opportunities
- NC Educator Standards and Evaluation Instruments
- Statewide System of Support
- Regional Education Facilitators
- Scholarships and Loans
- National Board Certification
- Statewide Recognition Programs
- Troops to Teachers

District and School Transformation (DST)
- Service and support to low performing districts and schools Carolina
- Builds the capacity of all staff
- Support the improvement of the school performance grade and EVAAS growth score
- Develop or improve systems and processes that will sustain a continuous improvement culture
- Coaches that Provide “Boots on the Ground” support for improvement planning and implementation
- Comprehensive Needs Assessment and Unpacking.

= Educator Support Services
EDUCATOR SUPPORT SERVICES
THE STATEWIDE SYSTEM of SUPPORT

Service Support Teams
(Low Performing District Support, Cross Divisional Collaboration framework, P-Ready, Reform Model Application Review, SIPR)

- District Case Support Teams providing targeted support
- Reform Model Review
- P Ready
- Cross Divisional Collaboration through a Commitment Statement Memorandum
- School Improvement Process Review

Portfolio Support Services (PSS)
Level Three
- CNA/Unpacking
- Resource and Implementation Monitoring
- Customized PD
- Direct Service with Blended Coaching

Regional District Support Services (RDSS)
Level Two

Recognition and Advancement Support Services (RRRSS)
Level One

School Portfolio Support Teams (3) (SPST) serving 42 Bottom 5% Low Performing Schools by Regions

Statewide Support Services for Educators
Reform Model Overview

• Recurring low performing schools
  • Any school that has been low performing 2 of 3 consecutive years
  • New Lists of eligible schools are generated annually and released with the Accountability Report (September)

• Reform Model Policy
Legislation
G.S. 115C-105.37
Reform of Continually Low Performing Schools

- Transformation Model
- Restart Model
- Turnaround Model
- School Closure
Transformation Model

Elements of Transformation

• Develop and increase teacher and school leader effectiveness (Consider the following:)
  • Replace the principal;
  • Use rigorous, transparent, equitable evaluation systems for teachers and the principal;
  • Identify and reward school leaders and remove teachers determined to be ineffective after ample opportunity for improvement is provided;
  • Provide ongoing job-embedded professional development; and
  • Implement strategies to recruit and retain staff.

• Implement comprehensive instructional reform strategies by:
  • Implement research-based programs; and
  • Promote continuous use of student data.

• Increase learning time and create community-oriented schools
  • Provide increased learning time; and
  • Provide family and community engagement.

• Provide operational flexibility
  • Provide sufficient flexibility to implement fully; and
  • Provide ongoing intensive technical assistance and support.
Turnaround Model

Elements of Turnaround

- Replace the principal
- Rehire no more than 50 percent of the staff
- Implement strategies to recruit and retain staff
- Provide ongoing job-embedded professional development
- Adopt a new governance structure

- Implement a vertically-aligned instructional program
- Promote continuous use of data (including formative, interim, and summative)
- Provide increased learning time
- Provide appropriate community services and supports
School Closure Model

Elements of School Closure

- Identify specific grounds recommending closure of a particular school; the procedures it intends to follow in closing the school, including opportunities for public hearing; the procedures for ensuring a smooth transition for employee and students affected by the closure; how the resources realized from closure will continue to support student achievement, and the specific academic gains expected to be realized by the closure.

The following strategies should be implemented:
- Convert the school or close the school and reopen under a charter management organization (CMO) or an education management organization (EMO);
- Enroll any former student who wishes to attend the school; and/or
- Close the school and enroll the students in other higher achieving schools in the LEA.
Restart Model

Elements of Restart

- Clear outline of the goals to be achieved, including how to provide each student with the opportunity for a sound basic education;
- A statement as to how operating the school with the same exemptions from statutes and rules as a charter school authorized under N.C.G.S. 115C-218 et seq. will facilitate accomplishing these goals;
- How these exemptions will increase student achievement;
- Whether the LEA will employ an educational management organization and, if so, the name and credentials of that organization and a budget setting out anticipated revenue and expenditures necessary to achieve the goal.

- Flexibilities must be specifically stated in the application
- Financial flexibility is required
- Some charter school flexibilities cannot be approved

- A school operated under this subdivision remains under the control of the local board of education, and employees assigned to the school are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C-3.
Application Process

1. Select Reform Model that addresses the needs of the school(s)
   • Transformation
   • Turnaround
   • Restart
   • Closure

2. Complete the appropriate application with approval and signature from the superintendent and local school board

3. Submit signed applications and school improvement plan through the submission portal to the SBE

4. Applications received are added to the SBE agenda for discussion one month and action the following month

5. Notification of approval is sent to the superintendent
Program Expectations

• Improved student achievement
• Implementation with fidelity is held responsible by the LEA
• Annual report of progress including accomplishments and challenges