

MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
December 3, 2008

The Joint Legislative Education Oversight Committee met on December 3, 2008 at 9:00 a.m. in Room 643 of the Legislative Office Building. Chairman Douglas Yongue presided over the meeting. The following House members were present: Representatives Bell, Blackwood, Fisher, Glazier, Johnson, McLawhorn, Pate, Tolson, and Warren. The following Senators attended: Co-Chair, Senator Swindell and fellow Senators Atwater, Dannelly, Dorsett, Goss, Hartsell, Malone, Stevens, and Tillman. Please refer to *Attachments 1-3* for attendance, agenda and visitor registration. Chairman Yongue convened the meeting at 9:00 a.m. and welcomed the committee, committee staff, presenters, visitors, and Sergeant-at-Arms. Chairman Yongue invited the first presenter.

Exceptional Children Update

Ms. Mary Watson, Director, Division of Exceptional Children, NC Department of Public Instruction (NCDPI), presented an update on the performance of exceptional children in high schools, as directed by Session Law 2007-295. This study found that only 34.5 percent of exceptional children performed at or above grade level in English I. There is a staggering gap, considering 77.1 percent of students with no known disabilities were proficient in English I. Again, in Algebra I, 34.5 percent of exceptional children were proficient, where as, 71.8 percent of students with no disabilities were proficient. Large gaps also exist in Biology, Civics, and US History. The legislature provided funding in the 2008 state budget for a Positive Behavior Support (PBS) specialist at the Department of Public Instruction (NCDPI). The Positive Behavior Support program is currently being implemented across the state in 59 high schools and 29 alternative schools. As directed by the legislature, Dr. Watson also reviewed many other programs, identifying needs for better models. The Department is monitoring the transition from high school to the work force. In addition, they are reviewing disproportionate representation of students with disabilities in North Carolina. As a result, the Division of Exceptional Children has developed a series of strategies to address the issue, including Responsiveness to Instruction, the Instructional Consultation Model, Project Bright Idea, the Continuous Improvement Performance Plan, and Targeted Record Reviews. Where as in 2006-2007, 43 districts experienced significant disproportionality. That number has since been reduced to 28 LEAs. The graduation rate among students with disabilities has increased from 49.4% to 56.3%. Their dropout rate has been reduced from 9.21% to 7.79%. At the request of the committee, Dr. Watson made several recommendations as well. See the attached documents provided to her presentation in it's' entirety with a list of recommendations (*Attachments 4-6*). Chairman Yongue opened the floor to questions, the first from Representative Glazier. He asked how we improve and enforce the review and implementation of school improvement plans. Dr. Rebecca Garland suggested that local boards of education are responsible for reviewing the plans, alongside an LEA's administrative staff while NCDPI sends a template to each LEA for guidance. Representative Glazier is concerned that there should be better enforcement of review by the local board or administrative staff, so that there may be more meaningful review.

Representative Glazier asked if some high schools still use self-contained classes. Dr. Watson said some high schools are using self-contained classes. Representative Glazier asked if Dr. Watson would agree that they model is not effective. Dr. Watson agreed. Representative Glazier then asked what additional resources could be provided to more effectively educate and graduate students with disabilities. Dr. Watson argued that more teachers and training must be provided. Representative Glazier asked if DPI could influence or demand that high schools who are failing these students use allocations differently and if action is needed by the legislature. Dr. Watson noted that DPI can only influence to a certain capacity. Furthermore, she would make recommendations in the future in response to the latter part of the question. Representative Bell asked if students are prepared for the workforce. Dr. Watson said that students are prepared for work, with great support from NC employers for occupational study which helps to better prepare students. Senator Tillman agreed that the self-contained model is likely a failure, but expressed his discontent with the idea that the legislature mandate the use of specific allotments as a solution. Senator Goss asked what the disability identification process entails. Dr. Watson noted that most students are identified prior to sixth grade through multifaceted testing and evaluation, with the review of an Individual Education Plan or IEP team. The parent is included in meetings of the IEP team. There is also a follow-up evaluation every 3 years. Dr. Watson suggested that the multi-level system of support is key in properly identifying students with disabilities. Senator Goss suggested that because rural LEAs often do not have the financial resources to implement this system of support, he argued that this system be implemented statewide.

Mr. Dan Krumanocker, Principal, and Ms. Jean Christie, Exceptional Children Case Manager, at Pine Forest Middle School each spoke to the committee about their efforts to mainstream special education for students with disabilities. Ms. Christie noted that with initial failure in implementing the program, they reevaluated and changed their plan. By monitoring students and assessing points based on students' success for the first 10 days of school. Based on individual needs (IEP), they are assigned to the appropriate classes. The school sought support from each student's parents and it was received. Students have been assigned to mainstream reading, writing, and math classes with Exceptional Children staff as needed. Some students do attend resource math classes where appropriate. Science, social studies, differentiated studies, and homeroom are taught in self-contained classrooms. Students are evaluated and graded by EC teachers. The school is slowly integrating physical education and other electives. Since implementing the new plan, students' attendance has improved and academic success is evident. Mr. Krumanocker highlighted the success of the program and expected end of grade testing to reflect its success. He also highlighted the comments of participating students. The committee praised their work. Representative Blackwood asked about the impact of students without disabilities in the mainstream classes. Ms. Christie only knew of one classroom interference since students are accompanied by EC staff. She insisted that this has not been an issue up to this point. See *Attachment 7*.

Testing and Accountability Update

Dr. Rebecca Garland, Chief Academic Officer, NCDPI, presented a brief history on the guidance received from the legislature and State Board of Education to convene the Blue

Ribbon Commission on Testing and Accountability. Chairman Lee appointed a working group in response to the commission's report, to further plan implementation of recommendations. *Framework for Change*, the plan to implement the commissions' recommendations, was approved by the State Board of Education (SBE) and is comprised of three main components: (1) Essential Standards, (2) Assessments, and (3) Accountability. The *Essential Standards* will be benchmarked against national and international standards, as well as, aligned with the high school graduation project, and 21st Century skills. Dr. Garland said teachers and NCDPI staff will need training. They will be using revised Bloom's Taxonomy to train. NCDPI is involving stakeholders at all levels. The *Assessments* will be structured in a way that allows teachers to identify where students are strong and weak throughout the school year. Teachers will benefit from professional development in order to equitably assess students. The department is moving at an aggressive pace to implement this plan in four years. Having started in 2008-2009, the plan should be fully implemented in 2013. The department also sought public feedback via email. With over 2000 respondents, 95% was positive. Senator Goss asked that Dr. Garland explain exactly how the plan will be implemented as intended. Dr. Garland reinforced the idea of professional development for teachers. She also highlighted the efforts of the SBE to establish a panel of stakeholders to monitor feedback – both positive and negative. She insists that there will be clarity and transparency throughout implementation. Senator Queen asked about the importance of social studies and civics in this model. Dr. Garland noted that high school students are tested twice, while no K-8 students are tested in social studies yet. Senator Tillman asked if we will be testing students less. Dr. Garland noted that a typical student will be tested twice in grades 3-8, with ten courses having an end-of-course test in high school. However, she noted that an LEA has authority to test more at a local level. Please see the attached documents in *Attachments 8-10*.

Ms. Angela Quick, Deputy Academic Officer, NCDPI, presented to the committee on the new Writing Assessment. The department piloted the new Writing Assessment in grades 4 and 7 with content specific pieces and on demand pieces. Grade 10 will be remaining the same. Grade 4 will be tested with paper and pencils. Grade 7 students will use an electronic statewide system. These assessments will be conducted in November and December and January through April. Ms. Quick compared the traditional assessment to the new assessments. See the attached presentation in its entirety, as well as, the *2008-2009 Writing Assessment Proposal, Attachments 11-12*.

Dr. Lou Fabrizio, Director, Accountability Services, NCDPI, presented the Spring 2008 Reading Results. Please see Dr. Fabrizio's presentation in the attached document, *Attachment 13*. Results dropped and are credited to the increase in standards. The results can be found at: <http://www.ncpublicschools.org/docs/accountability/reporting/stateresults07008.pdf>. Representative Fisher asked when we could anticipate another dip. Dr. Fabrizio noted that we may experience another dip when the new standards are set in place. But, he insisted that the achievement level cut scores should last 10-12 years.

Principal Certification

Dr. Jesse Dingle, Director, Talent Development and Management, NCDPI, gave the committee a brief overview of principal certification requirements in the state. He cited Session Law 2007-517 which required the State Board of Education to adopt new standards for preparing school administrators by July 1, 2008. In addition, institutions of higher education must align the school administrator preparation program to match the new standards and report to the SBE by July 1, 2009. See *Attachments 14-17* for reference materials. Dr. Dingle praised the new standards for better preparing school administrators, by eliminating the six-hour long written exam. Dr. Kathy Sullivan, Senior Policy Advisor, NCDPI, spoke to the committee to further explain the framework used. North Carolina will use the National Board Certification process once it is developed. This process should be complete by 2011. Principals will be compensated for their time spent seeking certification, as well as, receiving a salary differential. The SBE is also looking at ways to encourage effective teachers to move into school administrator roles. Dr. Sullivan noted that while it is unclear whether or not the National Board will develop a certification for Assistant Principals, the state will move forward to adopt its own standards if the National Board opts not to have this certification. With no questions, the committee moved forward. See *Attachments 18-19*.

Principal and Teacher Evaluation Instruments

Ms. Carolyn McKinney, Executive Director, NC Professional Teaching Standards Commission, spoke to the committee about the new evaluation instruments for principals and teachers. Phase One of the Teacher Evaluation instrument is under way, with 13 LEAs participating. The remaining LEAs will be phased in by 2010-2011. The principal evaluation instrument was developed in response to the Working Conditions Survey. Ms. McKinney noted that the instruments are aligned with the SBE's 21st Century goals. She insists that NCDPI is prepared to offer professional development. Ms. McKinney provided her presentation, the rubric for each evaluation instrument, and the training booklets for each. See *Attachment 20-24*.

Dr. Steven Greene, Director, Office of Professional Development, discussed the training for implementing the teacher and principal evaluation instruments. There are seven, research-based, standards for principals. There are five standards for teachers. In June and July of 2008, 3000 principals and supervisors were trained in 54 regional training sessions. There was a 3 day session for central office staff. The department is training the trainers. See *Attachments 20-24*. The Office of Professional Development is providing face-to-face support in the form of leadership academies.

Mr. Jack Hoke, Superintendent, Alexander County Schools, spoke to the committee about his district's experience as a Phase One LEA in implementing the new teacher evaluation and during year one of the principal evaluation instruments. Mr. Hoke noted the support of teachers for the self-assessment tool which enables the teacher to sit down with their principal. He spoke highly of the instruments and of the department for support. He introduced the next presenter.

Mrs. Cindi Rigsbee, 2008-2009 North Carolina Teacher of the Year, teaches in Orange County, one the 13 Phase One LEAs. Ms. Rigsbee expressed her gratitude for an

enabling instrument that makes her feel like a professional. She praised the self-assessment piece, and noted the support of teachers in her district. These other teachers appreciated the opportunity to address their progress and growth as teachers. Chairman Yongue opened the floor to questions.

Representative Johnson noted her constituents' concerns that teachers be evaluated by peers. Ms. McKinney clarified that beginning teachers are evaluated by a peer as one part of the evaluation for the first four years. Then all other teachers are evaluated by a peer every three or five years, based on the chosen cycle of the school. With no further questions, the committee moved forward.

Program Update - Communities in Schools of North Carolina (CIS)

Ms. Linda Harrill, President/CEO, Communities in Schools (CIS), presented an update on the efforts of the organization to improve the state's graduation rate. Ms. Harrill noted that CIS is one of the only proven, research-based organizations to decrease the dropout rate and increase on-time graduation. CIS uses a model called 'Integrated Student Services' in order to identify and reach these students. Ms. Harrill proposed that CIS receive funding and partner with schools to oversee 100 graduation coaches in the 100 neediest high schools in the state. This would be a public/private partnership of funds and personnel. She thanked members for support in the past. See *Attachments 25-32*. Representative Glazier expressed his concern with giving resources, authority, and responsibility to an outside entity to do the job assigned to graduation coaches and guidance counselors. Representative Bell inquired about existing partnerships, to which Ms. Harrill clarified.

Program Update - Visiting International Faculty (VIF)

Mr. David Young, CEO, VIF, presented an update to the committee on the organization's efforts to bring international teachers to North Carolina classrooms. Initially, the organization focused their efforts on providing language arts teachers, but has since expanded to nearly all other subjects. Mr. Young presented a map showing where VIF teachers have been placed by county. These teachers do not require additional costs to an LEA. They provide valuable cross-cultural instruction to our students. These teachers also help to fill teaching vacancies. They also return to their native countries sharing our cultural experience with their students. VIF guarantees that a teacher is qualified in their country, as well as under our federal and state standards. SAS concluded a survey in Guildford County three years ago, and found VIF teachers to perform on par with their local colleagues. For handouts, see *Attachments 33-34*. Senator Tillman, Representative Johnson, and Chairman Yongue praised the work of this organization and its impact on the student, community, LEA, and the state. Senator Hartsell asked why there are no VIF teachers in the mountains. Mr. Young explained that they are in discussions to bring VIF teachers to the mountains, but reminded the committee that a vacancy must exist.

The committee recessed for one hour for lunch, until 1:45 pm. Upon reconvening at 1:45 pm, Chairman Yongue asked for a motion to approve minutes of October 14 and 15,

2008. With a motion from Representative Tolson, and a second from Senator Tillman, the motion carried.

Teacher Shortage Update

Mr. JB Buxton, Deputy Superintendent, NCDPI, gave a brief update on the status of the teacher shortage. Mr. Buxton presented data available on the progression of newly hired teachers in North Carolina from 1995 through 2008. This chart includes the numbers of beginning teachers with no experience, lateral entry teachers, teachers with emergency permits, and teachers relocating to NC with experience. The state hired an additional 9,521 teachers in 2007-2008 compared to 6,943 in 1995-1996. Lateral entry teachers have steadily increased since 1995. Last year, the state's school districts hired 2,783 teachers who moved to the state with teaching experience. LEAs hired 4,941 beginning teachers in 2007-2008, up 130 from the previous year. Retention is still a major problem, particularly in the low wealth areas. The Disadvantaged Student Supplemental Fund (DSSF) and Title II, Part A funding have both helped to recruit and retain teachers in these areas. Mr. Buxton encouraged the committee to keep funding DSSF, noting that the allotment is flexible. An LEA may use up to 35% of DSSF money to recruit and retain teachers. Mr. Buxton highlighted the success of several initiatives around the state, including the critical 2+2 programs that allow teachers to attend community college for two years and transfer seamlessly to a public or private university or college to complete a teacher education program. Also, the State Board of Education has approved a fourth regional licensure center to license teachers in the West and Northwest. And finally, Mr. Buxton reported that the department has worked to create more transparency in licensing out-of-state teachers. See *Attachment 35*. Representative Rapp asked where the licensure center will be located in the West and Northwest. Mr. Buxton noted that the site has not been chosen. Senator Goss asked about the effectiveness of the NC Teaching Fellows Programs in recruiting teachers that stay in the profession. Mr. Buxton praised the legislature for increasing funding to the Teaching Fellows Program in order to fund five hundred scholarships in each class. Mr. Buxton referred to Ms. Jo Ann Norris for more detail. She noted that 84% are staying in the profession in the fifth year, one year beyond their obligation. She promised to provide follow up data to the committee. Ms. Norris also stated that the program is stretched in an administrative capacity and would require more staff if additional scholarships are funded in the future.

Dr. Judith Mann, Associate Vice President, Program Services, NC Community College System, presented the options available to students at community colleges who want to teach. She spoke about the college transfer programs with an articulation agreement to make this transfer seamless. This saves students money and makes a four-year degree more affordable. There are public and private university courses available online through the community colleges. The community colleges offer 13 pre-major programs. There are two complete degree programs online – Elementary Education, Middle Grade Education. They are currently working toward three additional online degree programs – Math Education, Biology Education, and Chemistry Education. Ideally, these programs will be offered completely online. This way, rural areas with a nearby community college, may retain prospective teachers in that area in order to fill local shortages that may be hard to staff. There are also options for students to take the first two years online

at the community college campus, and then transfer to the university campus. All of these programs are protected under the statewide articulation agreement. The community colleges are also educating lateral entry teachers. See *Attachment 36*. Representative Glazier asked if students are assured admission to a university's school of education upon admission to the university under the comprehensive articulation agreement. Dr. Mann noted that though a student is assured admission to a university, there is no guarantee of admission to a school of education. There may be additional requirements set by the individual university for admission to a school of education. Representative Rapp asked how many students are currently enrolled in the E-Learning programs. There were no enrollment numbers available, though Ms. Wanda Berkely, Director of Distant Education, NCCCS, noted that 1,334 students graduated from E-Learning programs in 2007-2008. Representative Johnson asked if students are pursuing teaching careers in the area of exceptional children education. Dr. Mann said that we are making a dent as all 58 community colleges offer core classes and some elective coursework in this area.

Dr. Hope Williams, President, NC Independent Colleges and Universities (NCICU), presented the teacher education efforts of the 36 independent colleges and universities. Other than one private 2-year institution, all others (35) offer teacher education programs. Mount Olive College and East Carolina have a public private partnership to offer teacher education. One institution received grant funding to offer scholarships to students in the teacher education program. This enables students in work study to have some income while completing student teaching. Dr. Williams noted that many students are eligible for many scholarships, such as Teaching Fellows and other state and federal scholarship programs. These colleges are offering summer and night courses – to accommodate prospective lateral entry teachers. Dr. Williams noted the challenge that some students face in the need to retain employment, but are not allowed to be employed while student teaching. Some students are foregoing the traditional route through a teacher education program, and are converting to the lateral entry pathway. They are trying to be more flexible while providing the best teacher education preparation. Dr. Williams recognized the challenge of attracting students to the teaching profession. She cited conversations she recently had while traveling in Ireland with teachers and educational officials there. Ireland does not have a teaching shortage, and credit this to the value in the teaching profession as well as a comfortable salary. Representative Rapp asked about affordability for students. Dr. Williams noted that 1/3 of all students receive Pell Grant funding as well as other scholarships.

Dr. Alan Mabe, Vice President for Academic Planning, UNC General Administration, presented the information on the efforts of NC public universities and colleges in recruiting and preparing future teachers. By 2012, UNC would like to educate 54% of beginning teachers, who are prepared and certified. Their main focus areas are quantity, quality, and geographical location. One challenge is the turnover in middle school teachers. They are looking for ways to retain more middle school teachers, as well as educate new middle school teachers. Across the board, UNC is working toward providing more assistance to beginning teachers in order to curb turnover in the beginning years. They are conducting quality assessments of teacher education programs. Since learning that eight grade mathematics scores are a great graduation

predictor, they are working to reward new math teachers with a stipend. This funding has been made available through grant funding. They are also working with the similarly constructed Guilford County Project. The UNC system is working toward offering more online degree programs as well. Dr. Mabe also mentioned efforts to work with campuses in hard to staff areas of the state to develop new ways to retain teachers in these areas. See *Attachment 37* for this presentation in its entirety.

Teacher Entry and Persistence Research Model

Dr. Mabe introduced the next two presenters, Ms. Alisa Chapman, Associate Vice President for University School Programs and Mr. Matt McBee, Researcher, UNC General Administration. Ms. Chapman and Mr. McBee are conducting research to measure teacher recruitment and retention. There are three models – (1) Entry Model, (2) Retention Model, (3) Impact Model. UNC will use this research to identify predictors in low retention, as well as, a number of other factors. The research shows that gender and race play a large role, in that male teachers and minority teachers are at higher risk of leaving the profession over time. Other critical variables are location – the difference between teaching in a low poverty district and a high poverty district. Research shows that Teaching Fellows stay in the profession beyond contractual obligation. Committee members were very appreciative for this research. In order to increase teacher retention by 1% in one year, the research indicates that a starting salary increase of \$4,000 is needed. There were no handouts.

Retired Teachers Return to Work

Mr. Michael Williamson, Director, NC Retirement Systems with the Department of State Treasurer presented an update to the committee on retired teachers returning to work as a result of legislation passed in recent years. See *Attachment 38-39*. He first spoke of the IRS requirements of retired teachers returning to work. Based on Internal Revenue Code, retirement plans must comply with these federal regulations in order to retain tax exempt status for the retirement system. There are two key requirements: (1) must be a bona fide break-in-service, (2) there can be no preexisting agreement to return to work. The NC Retirement System asked the IRS if a two month break-in-service would be sufficient. The IRS refused to make a ruling. North Carolina has a return to work policy since 1951. There is an earnings restriction in our policy. In 1999, teachers were allowed to return to work beyond retirement. Current law, in effect since October 1, 2007, stipulates a six month break-in-service. The employer must remit 11.7% to the retirement system for cost of an employee to return. Mr. Williamson noted that they do not believe that 11.7% covers the cost incurred. He does not know how much more is needed beyond the 11.7%, and promised an actuarial to identify the added cost for the Retirement System, at the request of Representative Tolson and Chairman Yongue. Representative Glazier cited the work of a Joint Legislative Education Oversight subcommittee that met a few years ago, in saying that he believes a six month break-in-service could be reduced. He noted that in the history of the IRS, there has never been formal action taken against any state retirement system without due warning. Senator Hartsell asked if the IRS has ever defined the term “service”. Mr. Williamson noted that while the IRS does not define “service”, North Carolina does define “retirement”. According to NC statute, he cited G.S. 135-1, defining “retirement” as the termination of employment and the complete

separation from active service with no intent or agreement express or implied to return to service. Senator Hartsell asked if the IRS or state statutes define the terms “any capacity”. Mr. Williamson indicated that he was unaware and would follow up. Mr. Williamson suggested that if the six-month break-in-service is reduced, there will be an additional cost. Representative Glazier noted that there is a cost and a savings. The savings is incurred in benefits payments to a retired employee as opposed to a hiring a new employee. It is important to note, however, that an LEA typically looks to hire a formerly retired teacher when there is a clear vacancy. Representative Johnson asked where the six month break arrived. Representative Glazier and Chairman Yongue both agreed that no one takes ownership for that length of a break-in-service. Representative Bell, as a retired state worker, voiced his concern to act in a way so as not to jeopardize the retirement system.

Mr. Phillip Price, Associate Superintendent, Financial and Business Services, NCDPI, was asked to present data on the impact of retired teachers who have returned. See this information in *Attachment 40*.

High School Athletic Injuries

Mr. Al Proctor, Director, NC Sports Medicine Foundation, presented information on high school sports injuries. He cited the current state policy, G.S. 115C-12. For a copy of remarks, see *Attachments 41 and 42*. There was some discussion following the presentation, given the spike in athletic injuries in 2008. Representative Glazier shared his concern that all rules may need reevaluation. Members discussed the need to study these topics in the future.

With no further discussion, Chairman Yongue invited the committee to share concerns and requests for possible recommendations in the coming weeks. The committee adjourned at 4:30 pm.


Respectfully submitted,

Representative Douglas Yongue, Chair

Katie Stanley, Committee Assistant

MEMORANDUM

TO: Members of the Joint Legislative Education Oversight Committee

FROM: Dr. Jean Murphy, Director 
The Collaborative Project

DATE: November 22, 2008

SUBJECT: Project Data on The Collaborative Project,
A 21st Century Initiative of the NC General Assembly,
Administered by the Public School Forum of NC and the NC
Science, Mathematics, and Technology Education Center

We are pleased to present the following information:

- Brochure on the Project
- Project Data
- Sample Agenda of The Collaborative Project's Leadership Institute
- Newsletter from Greene County Schools' Young Scholars Program

We look forward to sharing additional information about The Collaborative Project on December 2nd. Please know that I am available and can be reached at 919-781-6833 x 130 or jmurphy@ncforum.org if you have questions or need clarification.

The Collaborative Project (CP) Data

A) CP Sponsored Professional Development Days for Teachers:

(September 2007-November 2008 on Saturdays/Summer)

LEA	# CP Professional Development Days Teachers Attended	# Teachers Who Attended
Caswell:	1,365	148
Greene:	1,126	147
Mitchell:	932	128
Warren:	698	93
Washington:	692	96
Total	4,813	612

* 129 Different events (Each event is 1-5 days)

* 85% of the 720 targeted teachers participated in one or more events

B) CP Professional Development for Administrators

(Principals, Superintendents, Central Office Contacts)

Multiple Day Leadership Institutes:

September 13-14, 2007

October 17-19, 2007

January 30-February 1, 2008

May 14-16, 2008

September 17-19, 2008

November 5-7, 2008

C) Support for National Board for Professional Teaching Standards (NBPTS)

Certification

LEA	# NBPTS Teachers	# NBPTS Candidates	# Take One! Candidates
Caswell:	20	8	0
Greene:	22	14	16
Mitchell:	22	14	15
Warren:	15	6	9
Washington:	9	2	0
Total	88	44	40

D) Young Scholars (YS) After School Programs

LEA	# YS Programs	# Students Participating
Caswell:	2	93
Greene:	2	214
Mitchell:	4	203
Warren:	2	76
Washington	2	329
Total	12	915

**The Collaborative Leadership Institute
Blockade Runner, Wrightsville Beach, NC
May 14-16, 2008**

Agenda

Wednesday, May 14

6:00– 7:00 PM	Reception	<i>Poolside Patio Tent</i> “Aloha”
7:00-7:50 PM	Dinner	<i>Poolside Patio Tent</i> Hawaiian Luau (Casual Attire)
7:50-7:55 PM	Break	
7:55-8:00 PM	Welcome & Introductions Jean Murphy, Director The Collaborative Project	<i>Nighthawk Room</i>
8:00-8:45 PM	First Session	<i>Lee Room</i>
	<p>“What Matters Most: Principle Centered Leadership”</p> <p>Gary McGuey, Senior Consultant Franklin Covey Institute</p>	
8:45-8:50 PM	Wrap Up and Recess for the Evening	

Thursday, May 15

6:30 – 8:00 AM	Breakfast	<i>East Dining Room</i>
8:15 – 8:30 AM	Second Session	<i>Lee Room</i>
	<p>Welcome & Introductions Jean Murphy</p> <p>Sam Houston, President and CEO NC Mathematics, Science and Technology Education Center</p>	
8:30-10:00 AM	<p>“Lenses on Learning Supervision: <i>Lee Room</i> Focusing on Mathematical Thinking”</p> <p>Carol Midgett, Mathematics Professor Retha Rusk, Mathematics Professor</p>	

10:00-10:15 AM	Break	
10:15-11:45 AM	“Lenses on Learning Supervision: <i>Lee Room</i> Focusing on Mathematical Thinking”	
11:45 AM	Wrap-up & Recess for Lunch	
12:00 – 1:00 PM	Luncheon	<i>East Dining Room</i>
1:00 – 3:30 PM	“Lenses on Learning Supervision: <i>Lee Room</i> Focusing on Mathematical Thinking”	
3:30 – 4:00 PM	Q & A on Burning Issues	
4:00 PM	Adjourn & Free Time until Dinner	
4:05 PM	Advisory Committee Meeting (Remain in Lincoln Room)	
6:15-7:00 PM	Reception	<i>Bluewater Restaurant</i> On the Intracoastal Waterway 4 Marina Street, Wrightsville Beach
7:00 PM	Dinner	<i>Bluewater Restaurant</i>
8:30 PM	Continued Networking	

Friday, May 16

6:30 – 8:00 AM	Breakfast	<i>East Dining Room</i>
8:00 – 8:15 AM	CHECK OUT	
8:15 – 8:30 AM	Welcome & Introductions Jean Murphy	<i>Lee Room</i>
	Jo Ann Norris, Assistant Executive Director Public School Forum of NC	
8:30 – 10:00 AM	Dr. James H. Johnson (Jim) William Rand Kenan, Jr. Distinguished Professor of Management Kenan-Flagler Business School University of North Carolina at Chapel Hill	
	“People and Jobs on the Move: Implications for K-12 Education”	

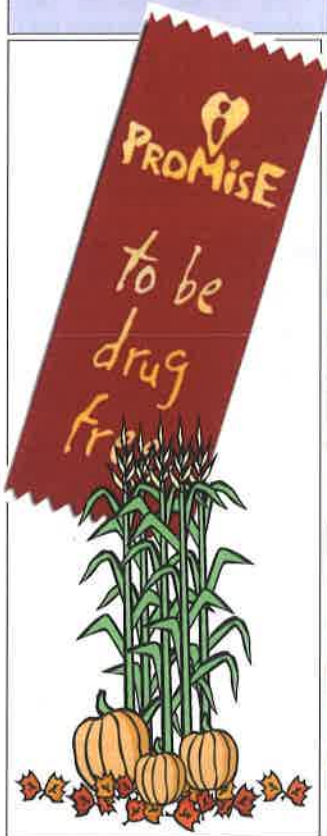
10:00-10:15 AM	Break
10:15-11:15 AM	“Take One: A Professional Development Opportunity for Teachers” Joyce Loveless, Executive Director Program Access and Equity, NBPTS Karen Garr, Regional Outreach Director, NBPTS Shelia Evans, Principal, D. F. Walker Elementary, Edenton, NC Shannon Flounnory, Principal Stonewall Tell Elementary, Atlanta, GA Vickie Carson, National Board Certified Teacher
11:15-12:00	John Dornan Executive Director, Public School Forum of NC “The Leadership Institute’s First Year in Review”
12 Noon	Luncheon <i>East Dining Room</i>
1:00 PM	Depart for Home



A 21st Century Greene County Schools' Program

Young Scholars

Campus Beautification And *Plant The Promise* Program Join Forces To Observe Red Ribbon Week At West Greene



Campus Beautification is one of the Young Scholar topics offered to students this fall at West Greene. Mrs. Michele Dail and Mrs. Paula Turner teach this section. The primary goal of this class is to completely redo the Memorial Garden on the campus of the school. Over the years, the Garden has not been maintained and is in need of a few green thumbs and some tender loving care. Students have weeded the beds, fixed borders for them and learned about different kinds of bulbs that will be planted in the Garden.



Students at West Greene and the nation, observed Red Ribbon Week (the last week of October). Everyone wore red ribbons as a symbol of unity against the illegal use of drugs. This public display came about in response to the tragic 1985 murder of Federal Drug Enforcement Administration Agent Enrique Camarena while he was investigating Mexican drug traffickers. At that time, angry parent groups and others began wearing red ribbons to take a stand against the illegal use of alcohol, tobacco and other drugs and to show their support for drug-free youth. Young Scholars and the school's Counseling Center partnered in this observance that resulted in each student actually planting at least one bulb in the Memorial Garden. Teachers read the following statement to students during the bulb planting ceremony: "Planting flowers is a symbol of great hope. We will plant these bulbs now, and in the spring they will bloom as a reminder of our pledge to stay drug free. In the same way, our promise to make healthy, responsible choices in life will help us bloom into beautiful people."

Inside this Issue:

This Is An Election Year	2
It's Getting Cold Around Here!	2
Tomorrow Is Today	2
Hot Cross Buns Rooks & Pawns At WG	3
Moving To The Beat Get Moving	3
Turn Off The TV!	4
We Honor Veterans	4

Science Rocks!



These first and second grade Young Scholars at Snow Hill Primary

are challenged daily in Mrs. Emilie Slane's and Mrs. Kelly McMillion's science sessions. During the class noted in the picture, students were asked beforehand to estimate how much weight (pennies) would be needed to cause the object to sink. Mrs. Slane cleverly added additional pennies while quizzing students on the number of pennies they had estimated would be needed to sink the 'ship.' It

was a wonderful demonstration of BUOYENCY. After this demonstration, students were asked to make their own 'ships' and test whether or not they would float . . . and if so, for how long!



"Our political institutions work remarkably well. They are designed to clang against each other. The noise is democracy at work."

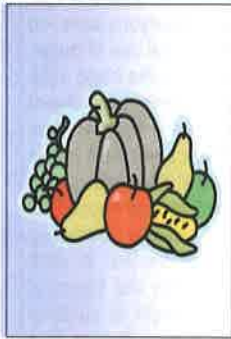
This Is An Election Year!



The whole world anxiously awaited the outcome of this year's hotly contested presidential campaign between Senator Barack Obama of Illinois and Senator John McCain of Arizona. Young Scholars definitely had opinions about the elections too! Students in Mrs. Nimmo's group studied the election process and learned about the candidates. Students used their laptops to do their research and create posters about the two candidates.

"For it is in giving that we receive." — St. Francis of Assisi

It's Getting Cold Around Here!



Young Scholars in Mrs. Tootsie Hill's group, "Let's Investigate the Community" are collecting coats to be distributed to persons/students needing them. The school's Parent Involvement Coordinator and the Child/Family Support Team help identify persons needing a coat. They've collected over 50 coats thus far. Beautifully decorated collection boxes are located at Food Lion and the school's front office.

Tomorrow Is Today

"... as educators we must give our students opportunities to practice skills that will enable them to be productive, creative, and successful citizens of tomorrow. In order for today's educators to provide exciting and engaging learning opportunities for their students, we must contrast what may be happening in their classrooms with the reality of the world we live in. As educators, we must address these questions: Have we become so driven in our need to attain test scores that we have lost sight of the true purpose of our schools? Shouldn't we be preparing our students for the world in which they will live after they complete their formal education? In short, have we become so

myopic in our thinking and constrained in our practice that, as a result, we are missing the big picture and ignoring the world in which our students live?

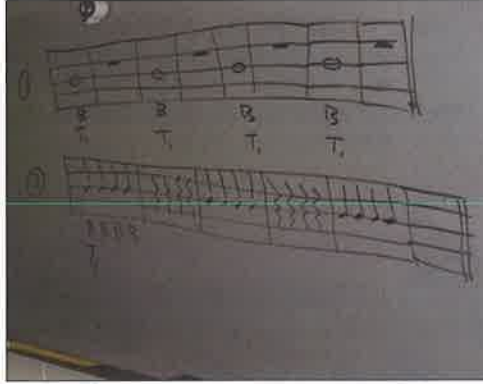
Permission is granted for reprinting and distribution of this newsletter for non-commercial use only. Please include the following citation on all copies: Oliver, Bruce. "Tomorrow Is Today" Just for the ASK! October 2008, <http://www.justaskpublications.com>. Reproduced with permission of Just ASK Publications & Professional Development (Just ASK), Inc.

On a recent flight, a fellow passenger and a father of a high school student talked about how disenchanted and disconnected his son had become with his school. The young man felt that his day was filled with too many lectures, questionable assignments, unnecessary busy work, and content that was irrelevant to him. Although the young man's father was highly educated and a successful businessman, he understood his son's plight. As the father noted, "I understand that there is some importance in learning about the Monroe Doctrine and the Pythagorean Theorem, but where is the connection to my son's real world?" He further stated his belief that he wished his son's school could be a place where his imagination was tapped and where he could become excited about his classroom experiences.

After-school programs provide many opportunities for educators to enhance a student's regular school day.

"In chess, the beauty of a move lies not in its appearance but in the thought behind it.." — Unknown

'Hot Cross Buns' And Rooks & Pawns At WG



Mr. Bruce Allen's Recorder is another big hit for Young Scholars. He is teaching students how to read music and play notes. So far, they've learned how to play *Hot Cross Buns* and *Merrily We Roll Along*. Three students from this class were seen in the community practicing their songs. "I like making music and practicing notes," expresses Destiny Russell (5th grader). Kobe Yelverton (3rd graders) says, "I like being videotaped so everybody can see what Young Scholars look like. I like making and reading music too. This was my first time reading music and it was easy and fun."

Do you know what a rook or a pawn piece is? Well, none of the Young Scholars in Mrs. Kim Sugg's class knew either prior to learning to play chess in Logical Puzzles Class. Students are learning how to play checkers and chess. "I am having fun playing chess." The pieces look like castles and horses," explains Laura Rohrback (4th grader) excitedly. Mrs. Sugg is teaching her students how to play various games online and hands-on. In the process, they're learning to focus and think!



Have fun identifying these chess pieces.



"What we have to learn to do, we learn by doing." — Aristotle

At SHPS, it's "Get Moving!" At WG, it's "Moving To The Beat!"

Ms. Bobbi Hamilton's class incorporates tennis, aerobics, games and dance. Students also receive tennis lessons from a Greene Central High School tennis player, and afterwards, travel to GAMETIME in Greenville, NC to play tennis on a Wii. Dequante Taylor beamed with joy while telling other students about working up a sweat while playing tennis on a Wii. The program at SHP is really moving . . . on bicycles! Students have been learning the parts of a bike and how to operate the bikes safely. The SHPS program is taught by Ms. Christie Stocks and Mrs. Kristie Barnhill. Pictures tell this story best!



More than ever, we as parents and a nation must do something about the growth of obesity in our children. We must do more than just talk, we must be concerned enough to act.

Lee Haney



Turn Off The TV!

Turn Off The TV is a real hit at SHPS! The goal of this class is to encourage parents to spend more quality time with their children by engaging in scheduled 'family time' activities. During each of the rotation periods, students actually prepare a meal and invite parents and siblings to share the meal with them. They also prepare place mats, decorate the dining area, shop at local grocery stores for the food and then cook and serve it. They have hosted two Family Dining Nights thus far and each have been quite successful. Mrs. Vangie Vandiford manages this project at SHPS.

"No matter how big and powerful government gets, and the many services it provides, it cannot take the place of volunteers." -Ronald Reagan

Student Volunteers

Technology Around Us



L to R) Sullivan 'Sully' Cain regularly volunteers with the YS program at SHP. He provides much needed help to Ms. Barnhill and Ms. Stocks in the Bicycle Safety Program. Sully is a fifth grader at West Greene and is the son of Mr. & Mrs. David Cain. Mrs. Cain directs the Los Puentes program and is a former teacher in the Young Scholars program. Abby Sugg volunteers with Ms. Bobbi Hamilton in her fitness program. Abby gives each students a 'starter lesson' in the game of tennis at the high school. Abby is a junior at GC and is the daughter of Mr. & Mrs. Jeff Sugg. Her mother, Kim Sugg, is the AIG teacher at West Greene.

In the Technology Class, taught by Mrs. Lynne French, students are learning how to use digital and video cameras. They are also learning about the different applications available on the school's laptops. Javier Avila - Tovar (5th grade) stated, "I'm learning how to use the digital camera and video camera. I can show people how to use these things." This class will also interview various personnel around West Greene.

We Honor 24.9 Million Veterans On November 11th!



VETERANS DAY is an annual American holiday honoring military veterans. Both a federal holiday and a state holiday in all states, it is usually observed on November 11. However, if it occurs on a Sunday then the following Monday is designated for holiday leave, and if it occurs Saturday then either Saturday or Friday, may be so designated. It is also celebrated as Armistice Day or Remembrance Day in other parts of the world, falling on November 11, the anniversary of the signing of the armistice that ended World War I. **NOTE: Major hostilities of World War I were formally ended at the 11th hour of the 11th day of the 11th month of 1918 with the German signing of the Armistice.**

In 1953, an Emporia, Kansas shoe store owner named Al King had the idea to expand Armistice Day to celebrate all veterans, not just those who served in World War I. He began a campaign to turn armistice Day into "All" Veterans Day. With the help of then-U.S. Rep. Ed Rees, also from Emporia, all bill for the holiday was pushed through Congress. President Dwight Eisenhower signed it into law on May 26, 1954. Congress amended this act on November 8, 1954, replacing "Armistice" with Veterans, and it has been known as Veterans Day since.

Contact

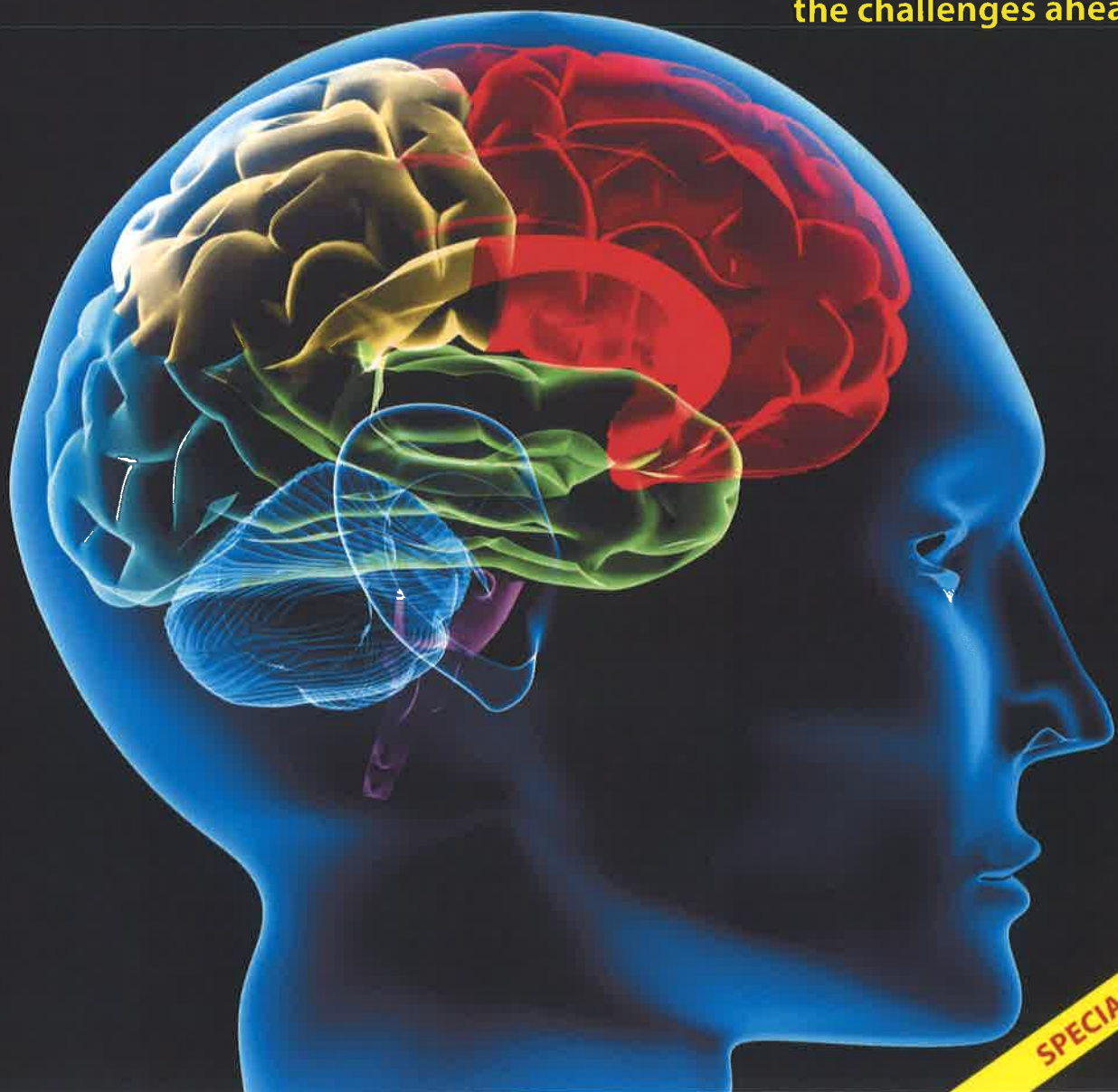
School of Social Work

The University of North Carolina at Chapel Hill

Fall 2008

Mental Health Care in North Carolina

Advocating for care and
the challenges ahead



SPECIAL REPORT

Broken

North Carolina's mental health reform leaves patients, providers in its wake

By Susan White

When North Carolina introduced mental health care reform in 2001, **Susan McCracken** was optimistic that changes over the following years would bring Lincoln County long-needed services. For a while, the new efforts appeared successful, especially as private providers popped up to offer psychiatric and crisis counseling—resources that most residents could usually only find 35 miles away in Charlotte.

“We had more services for kids who had been sexually abused and for those struggling with substance abuse,” said McCracken, the

county's director of social services and an alumna of UNC's School of Social Work. “Those were the two areas where we were most lacking and saw changes quickly.”

But like other communities around the state, Lincoln County watched with disappointment as many new private agencies quickly stumbled. Some didn't have enough qualified licensed clinicians to meet demand. Those that did have the expertise struggled to serve clients who qualified for Medicaid, the government insurance program for low-income residents and those with disabilities. Program



reimbursement rates were so low that some private providers were financially challenged and couldn't offer the more expensive services that some clients needed.

A few providers only seemed interested in helping those who could afford it, McCracken said. For residents already desperate for services, state reform was more of a hindrance than a help, she added.

"There were so many providers and so much going on, it was hard to weed out the good from the bad," McCracken said. "And then people who were able to get services, they disappeared quickly so they were constantly having to relocate to another provider. I think that constant change might have been more damaging than if the service had never been here."

Mental health reform was supposed to save money and provide more choices for those with mental illnesses by shifting care from the state's psychiatric hospitals and government-run agencies to private companies. As promoted, people would receive "community support services" and be cared for closer to home, enabling state hospitals to open more beds for the sickest patients.

But many lawmakers, advocates for the mentally ill and others agree that what resulted was a broken system with unqualified providers unable to meet client needs and hundreds of millions of dollars in wasteful spending.

"Certainly, there were a few success stories but not very many," said **Mark Sullivan**, executive director of the Orange County Mental Health Association and an alumnus of the School. He thinks the state pursued reform with a "poor understanding of how market forces would affect the system."

"Private corporations have a mandate to make money and are responsible to shareholders," Sullivan said. "If that means using unqualified people, that's what you do. If you can sell somebody a soda for five dollars because that's what they're willing to pay, you sell it for the most you can."

Much of the mental health system's breakdown was reported earlier this year in a series of articles in the *Raleigh News & Observer*. According to a newspaper investigation, the state wasted at least \$400 million on community support services. Many seriously ill patients needing intensive treatment went without or overloaded emergency rooms; others needing less intensive care got services they didn't need, the newspaper reported. A legislative report issued in August also cited out-of-control spending on services.

At some of the state's psychiatric hospitals, there was troubling news of patient abuse by employees and questions surrounding the deaths of dozens of other patients. A couple of hospitals also lost federal funding because of safety concerns.

State officials, including those at the N.C. Department of Health and Human Services, continue to search for ways to strengthen the system. This summer, lawmakers approved \$20 million for more local services, including the creation of dozens of mobile crisis teams. Some money will also be used to start mental health clinics where patients can seek care once they are released from hospitals.

Mental health advocates, including Sullivan, think more attention is also needed to develop a competent workforce. "That's probably one of our main challenges," he said. "I think Orange County is better off than some other parts of the state, but we still have people who really don't have any business providing clinical mental health services who are providing key mental health services."

Though higher institutions provide training and help evaluate state programs, reform efforts have created additional challenges, said **Anna Scheyett**, associate dean for academic affairs at UNC's School of Social Work.

"Everything is in flux, so it is harder to educate students about the system," Scheyett said. "And policies and procedures do not necessarily

reward the use of evidence-based practices."

Workforce issues are likely to grow more complicated next year. That's when a new state regulation is expected to stop allowing provisionally-licensed providers such as social workers, counselors and psychologists from billing Medicaid unless they are supervised by a physician such as a psychiatrist.

Traditionally, provisionally-licensed providers could practice as long as they were supervised by a licensed clinician in a similar discipline.

"The provisionally licensed issue has been a train wreck in several pieces as far as we've been concerned," said Jack Register, director of advocacy and legislation for the North Carolina chapter of the National Association of Social Workers. "The first disconnect is the idea that because you're a provisionally-licensed person and you're not reimbursable, then you're not a clinician. This notion that monetary reimbursement drives ability to practice is just not the case."

For rural areas, the regulation may create lengthier waiting lists for services, mainly because smaller towns and counties don't have the

money to attract psychiatrists and other highly-trained mental health professionals. In Rockingham County, some residents are already on a two-month waiting list for services, said **Larry Johnson**, the county's director of Human Services and an alumnus of UNC's School of Social Work.

Worried that privatization would ignore the county's neediest residents, Rockingham officials agreed to continue spending about \$1 million annually on mental health services, Johnson said. Some money has paid for detoxification programs and other substance abuse services for people

struggling with cocaine addiction, a growing problem in this county of about 92,000.

Rockingham's mental health center, where caseloads generally hover around the maximum of 2,000, probably would have closed had it not been for county support, Johnson said. But with budgets tightening, he isn't sure the county can afford to chip in much longer.

"We knew that the clock was ticking and that we needed to try to do something that would ultimately perpetuate some services being available," he said. "But I don't know what it will look like a year from now. I know we've got to make some radical changes here. We can't keep doing it the way we've been doing it."

When social workers don't know where to point families for help, there are other repercussions, McCracken added. "If we're telling a family you're going to lose your children if you don't do certain things and seek out mental health services, but then we can't help them get those services to keep their children, there's something very wrong with that," she said. "The shame of it all is that some of the sickest can't get help."

Cynthia "Syd" Wiford understands the frustrations, especially concerns with meeting client needs. Wiford is the co-principal investigator of UNC's Behavioral Healthcare Resource Program, which was created to bridge the gap between research, academia and clinicians in the public mental health and substance abuse system. BHRP, which is housed within the Jordan Institute for Families, contracts with the N.C. Division of Mental Health, Developmental Disabilities and Substance Abuse Services and has provided much of the training under the state reform model.

Though much work is still needed to improve public mental health and addiction care, Wiford said the changes should lead to better oversight and accountability. "At least now the system is alive and kicking, and it's getting lots of attention," she said.

But ultimately, state funding will help determine the system's long-term success, she added. "It took 30 years for the system to get this bad, and you aren't going to fix it in three years. And it's also not going to get fixed without adequate resources."

"The shame of it all is that some of the sickest can't get help."

*Susan McCracken
Director of Social Services
Lincoln County*

Faculty lead innovative research in mental health and addiction

School of Social Work faculty are actively engaged in innovative research that examines programs, policies and services geared toward improving the state's public mental health and addiction care system. This research is taking place in North Carolina's schools, within the criminal justice system and among nonprofit agencies. The following are just a few examples of these faculty-led projects.

By Susan White

Mimi Chapman: Addressing mental health needs of Latino youth

For more than a year, Associate Professor Mimi Chapman has been directing a project designed to address the mental health needs of Latino youth.

Chapman helped launch "Creating Confianza," which is Spanish for "trust," in February 2007, in partnership with Chatham County Schools and El Futuro, a nonprofit group that focuses on Latino behavioral health. The three-year project targets Spanish-speaking students at Jordan Matthews High and Chatham Middle schools in Siler City. The town has a large Latino population.

Creating Confianza is funded by a \$300,000 grant from the Robert Wood Johnson Foundation and was one of 15 projects selected from around country that focuses on the mental health needs of underserved children and youth, especially those within immigrant and refugee families.

Creating Confianza is geared toward improving the overall well-being of Latino adolescents largely by providing services for early intervention, referral and treatment. A school family liaison employed with El Futuro helps address many of these needs by working with the schools four days a week to screen students, perform assessments and provide supportive counseling. The liaison also works with parents, directing them to needed resources.

The project also aims to foster a more welcoming environment for

new immigrant youth and training educators and parents about the mental health difficulties Latino youth may face.

"The program really focuses on how to recognize mental health problems and then intervene with them," Chapman said.

Data collected from 2004 to 2006 illustrate the need for such research and the challenges North Carolina schools face in assisting Latino children. According to the Latino Adolescent Migration, Health and Adaptation Project, a third of the state's Latino youth, ages 12 to 19, showed anxiety symptoms, while 6 percent exhibited signs of post traumatic stress disorder and 8 percent showed signs of depression. According to the report, girls were also more likely to have suicidal thoughts.

The percentage of Latino students showing similar difficulties was even higher in Chatham County, according to the 2006 grant proposal for Creating Confianza. That report noted that about 19 percent of the school division's seventh and eighth-graders and 26 percent of high school students "reported feeling sad or hopeless for at least a two-week period." An estimated 12 percent of middle- and high-school youth reported having suicidal thoughts, while 37 percent of high school students said they felt like harming someone else.

Researchers know that a child's mental health can influence academic success. Yet, traditionally, there hasn't been a wealth of resources to assist Latino children, Chapman said. These youth also face additional barriers, including language, culture, insurance status and family expectations about treatment. Furthermore, research suggests that Latino youth may experience mental health difficulties for different reasons than other youth.

Some, for example, have shown signs of PTSD related to their family's immigration experience, especially when it involved a "border crossing," Chapman said. For others, experiences of racism and discrimination may also "play a different role and provide more stress," she said.

Project Confianza helps educators better understand a child's life experiences. An initial two-day training, for example, focused on diversity and achieving "cultural humility." The training highlighted how personal views of power, privilege and personal status shape a school's climate, Chapman explained.

"The self-reflective nature of the training helped us peel back the layers of bias that are in all of us," she said.

Such processes are designed to encourage educators to think differently about their students, and to consider, for example, that classroom behavior issues may not always just be a discipline issue, she said. "It can be related to a full blown mental health problem."

Since Creating Confianza began, several parent group sessions have also been held at the two participating schools to offer support and address concerns. Discussions have focused on topics such as substance abuse, sexuality and gang issues. Participants have also learned about available mental health resources for their families. Follow-up sessions are planned and will be based on parent suggestions for discussions.

Grant funding for Creating Confianza is expected to end in 2010, but all involved would like to see the project continue, Chapman said.



Mimi Chapman



Natasha Bowen (seated) and Joelle Powers

Natasha Bowen and Joelle Powers: How much of a student's psychological well-being influences learning?

At Chapel Hill-Carrboro elementary schools, educators are not just focused on academics in an effort to narrow the achievement gap among third- through fifth-graders. They're trying to determine how much of a student's psychological well-being also influences learning.

The assessment is part of a three-year longitudinal study at Carrboro, Ephesus Road and Frank Porter Graham elementary schools. School of Social Work faculty members, Natasha Bowen, an associate professor, and Joelle Powers, a clinical assistant professor, are directing the project, which is based on the School Success Profile (SSP), an assessment tool used to identify and address students' social-environmental needs.

The assessment was developed at the School of Social Work and since 1991, has been helping educators nationwide to identify barriers to learning, mainly among at-risk middle and high school youth. Bowen created a similar evaluation for elementary schools, known as the Elementary School Success Profile (ESSP).

Though research suggests that more and more children are receiving mental health services in schools, teachers and staff are not usually equipped to thoroughly address those needs, Powers said. "So few faculty are trained in recognizing mental health problems in students or how to support students with mental health problems," she said.

Long-term, the profile project may assist in those efforts.

The assessment helps schools "prioritize concerns and develop intervention plans," Bowen said. The project partially focuses on data collected from an online questionnaire that gives educators a glimpse into a child's mental health, including social skills. Students are asked, for example, about peer relationships, parental involvement with

homework and other activities, the safety of their communities and school behavior.

"A child's exposure to neighborhood violence, for example, is a risk factor for mental health problems, while access to caring adults in the neighborhood and school is protective of well-being," Bowen explained. "Current psychiatric definitions of 'mental disorder' include behavioral as well as psychological disorders."

So if, for example, a student is being bullied everyday on the bus or on the walk home from school, the effects of the harassment may show up in the student's grades, Powers added.

A few teachers have already started to use early data to address behavior issues in their classrooms, Powers said. The project doesn't dictate what interventions should be used but offers an online database of evidence-based practices for educators to consider. One school is using a model that ensures that behavior rules and discipline are consistent from classroom to classroom.

Teachers have also been pleased to learn just how actively involved many parents are with their children at home, Powers said.

The profile project is gaining interest around the state. The Chapel Hill-Carrboro schools are in their second year of the study, which is being funded by Strowd Roses Inc. and the Triangle Community Foundation.

Bowen is also directing similar evaluations for schools in Durham and in Columbus and Halifax counties.

Rebecca Macy: Helping survivors of sexual assault and domestic violence

Throughout North Carolina, sexual assault and domestic violence agencies are beginning to see an increase in the number of clients with mental illnesses and substance abuse issues. In some cases, survivors are arriving with more severe co-existing problems than ever before and increasingly need more comprehensive services.

Those were among the findings from Rebecca Macy's recently completed two-year study that looked for effective sexual assault and domestic violence services in the state and existing gaps. Ultimately, a greater understanding of what's working and what isn't should assist public and private grantmakers and funders to determine where best to spend their money and help service providers avoid reinventing the wheel when they begin a new program, Macy said.

Over the years, there has been a growing body of evidence that shows that women who experience sexual abuse or domestic violence trauma are more likely to also experience anxiety, post traumatic stress disorder (PTSD) and depression. These survivors are also more likely to abuse substances, Macy said.

But the associate professor's study also found that many of the domestic violence and substance abuse agencies "feel unprepared" to deal with their clients' complex problems. Many offer support services, such as 24-hour crisis lines, group counseling and medical and emergency room advocacy, to help survivors address the trauma of domestic violence and sexual assault. But often, they do not have the expertise, for example, to deal with depression or alcoholism.

Because most survivors try to manage the violence in their lives with the help of friends and family first, they often arrive at shelters and agencies with more complicated challenges, Macy said. For some, the need for emotional support is compounded by physical difficulties such as a need for affordable housing and job training.

Traditionally, clients with severe mental illnesses and substance abuse problems have been referred to other service groups. But some private agencies offering this support have struggled to stay open amid changes within the mental health care system, leaving domestic violence and substance abuse providers scrambling to make appropriate

Continues on p. 10



Rebecca Macy

referrals, Macy said.

“You then have people falling through the cracks of the mental health care system,” she said.

Macy’s \$100,000 study was funded by the U. S. Department of Justice through the Governor’s Crime Commission of the N.C. Department of Crime Control & Public Safety. The project included interviews with directors of 12 North Carolina domestic violence and/or sexual assault agencies; focus groups and interviews with representatives of state-level funding and advocacy-training organizations. The study also included a statewide survey of all executive directors of domestic violence and/or sexual assault agencies.

Sexual assault and partner violence “continue to be widespread problems” that pose serious dangers to women’s overall health and well-being, the study showed. Among other challenges, Macy’s investigation found that limited funding often prevents agencies and shelters from providing ideal services, such as transportation to help survivors access services, transitional housing and specialized services for children.

Furthermore, the study reported that because of a lack of money and knowledge about how best to deliver services to a diverse client population, including survivors from all racial, ethnic and cultural backgrounds; sexual orientations; abilities and immigration statuses, there is concern from state-level personnel that agencies are not as welcoming as they should be.

There also remains an ongoing need to educate the public that violence against women is not just a “family problem,” Macy said.

Gary Cuddeback: Can mobile mental health treatment teams help clients succeed?

Can people with severe mental illnesses who have been receiving intensive community-based services receive less intensive services without negative consequences?

Assistant Professor Gary Cuddeback hopes to answer that question as part of a two-year study of the Assertive Community Treatment

program, an evidence-based practice model built around mobile mental health treatment teams.

ACT teams provide comprehensive psychiatric, rehabilitation, substance abuse and support services to clients and help most generally avoid frequent hospitalizations because services are taken directly to them and are available 24 hours a day, Cuddeback said.

But there has been very little research to show that clients can succeed with less intensive services. Cuddeback hopes to collect empirical data on that issue.

“When ACT was conceptualized over 30 years ago it was thought that persons who were eligible for the program needed it for life because of their profound illnesses,” he said. “Today we have a better understanding that people can recover from severe mental illnesses and may not need the intensity of services indefinitely.”

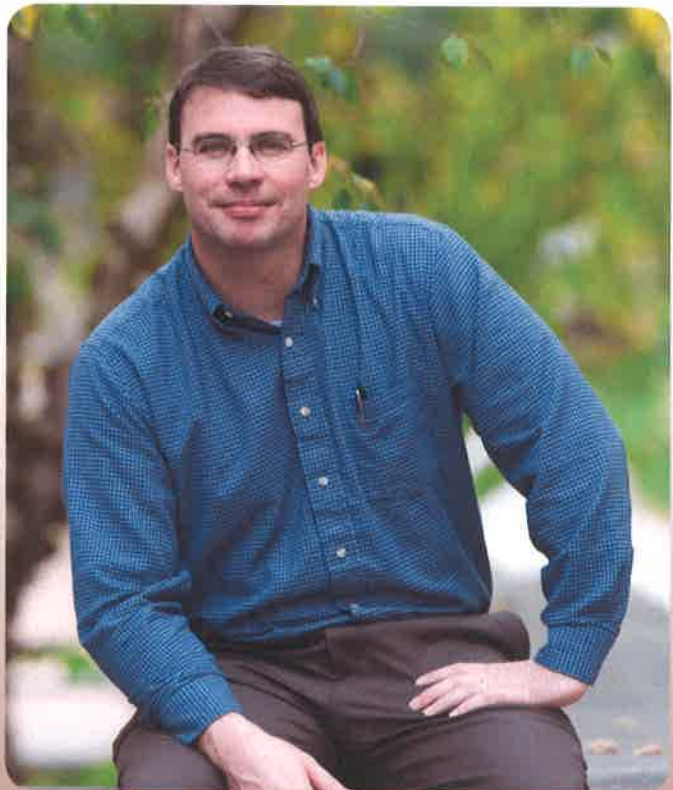
Because ACT services are costly—\$100,000 per person annually—and few communities can fund enough teams to meet demand, it’s important to understand who the neediest clients are.

Cuddeback is currently focusing on ACT consumers whose services have been downgraded and how they are managing. This includes, for example, clients who once were receiving home visits from ACT teams two to three times a week but are now getting visits two to three times a month, he explained.

Cuddeback’s study is targeting ACT teams in Ohio, mainly because the state has a comprehensive database on mental health consumers and because he has developed relationships with community mental health service providers there. The project is also being funded by an \$80,000 grant from the Ohio Division of Mental Health and the Health Foundation of Greater Cincinnati.

Long-term, the assistant professor hopes that his ACT research might provide additional insight into how to keep people with mental illnesses from cycling through the criminal justice system.

Nationwide, many jails and prisons have become the system of last resort for communities trying to manage people with severe mental illness, he said.



Gary Cuddeback

Anna Scheyett: Helping students with mental illnesses, support services prepare for ‘what-if’ scenarios

Nationally, an estimated 15 percent of students experience some form of mental illness such as major depression while in college. Many often struggle with where to get support.

But a new study at the University of North Carolina at Chapel Hill could close this gap by encouraging students to consider their needs and treatment options well in advance.

The research project, which began this year, explores whether students with mental illnesses will document their mental health issues, outline the care they prefer and provide copies of this information to people and agencies that students agree could assist if a crisis occurred.

Known as “advance directives for mental health,” these legal documents enable someone to communicate their wishes while they are capable of making decisions on their own. The study is being funded by the UNC School of Social Work’s Armfield-Reeves Innovations Fund, which was established by **Billy and Janie Armfield** and **Sam and Betsy Reeves**.

The project is believed to be the first of its kind involving college students and could help ensure that young people get the help they need sooner, said **Anna Scheyett**, the project’s lead investigator and associate dean for academic affairs at the School of Social Work.

“It’s almost like a living will,” Scheyett said. “It gives you a chance up front when you’re healthy to speak for yourself and your needs—to keep your autonomy when the illness might be trying to take that away from you.”

Scheyett said because of confidentiality laws, administrators often struggle with the legal and ethical dilemmas of how to respond when a student shows symptoms of a mental illness. An advanced directive could help the University to act more responsively for students.

The document can include as much information as a student is comfortable sharing. For example, it may explain “how a student looks” during a crisis or what signs to watch for, what medicines he or she prefers to take, the name of a therapist and hospital instructions.

“It could even include things like, ‘Call my brother and tell him to pay my rent so I don’t lose my place,’” Scheyett noted.

Information on the study is being distributed through UNC’s Disability Services, the Office of the Dean of Students and Counseling and Wellness Services. Students must be 18 to participate. Staff members have been trained to assist students with creating the advanced directives documents and selecting what agencies should receive copies, such as campus police, an emergency room or a local police social work unit. Students can also choose to give copies to resident advisers, faculty or any other friends, relatives or people they trust.

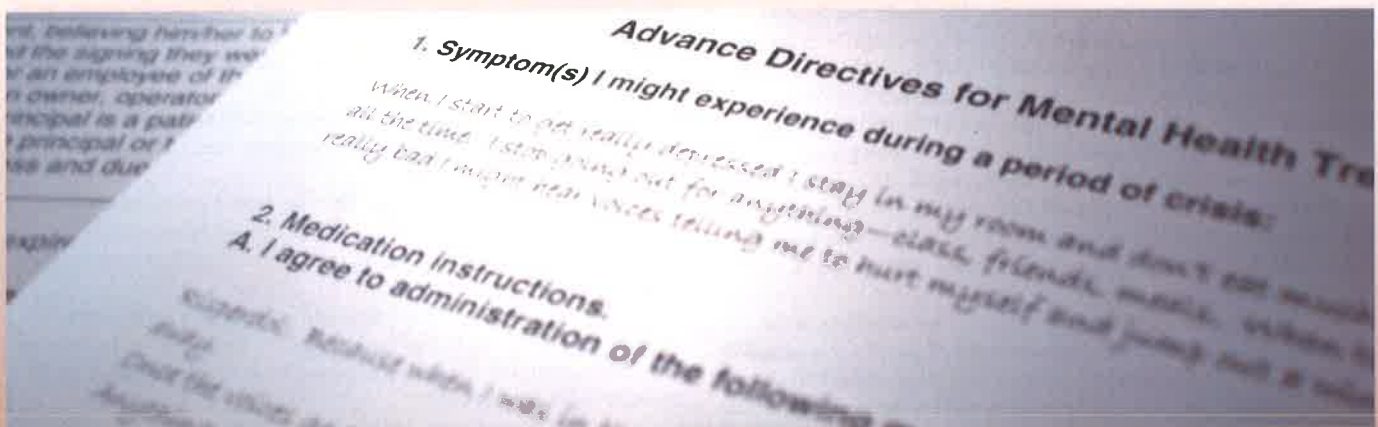


Anna Scheyett

“I think the preparation just says a lot,” said Jim Kessler, director of Disability Services. “I think many students do have ownership of their mental health issues and are compliant with their medication, but sometimes that doesn’t work.”

For families, just preparing for college can be stressful. When it involves a child with a mental illness, there are additional anxieties. Knowing that the University has an advance directive on file may help alleviate family fears, Scheyett said.

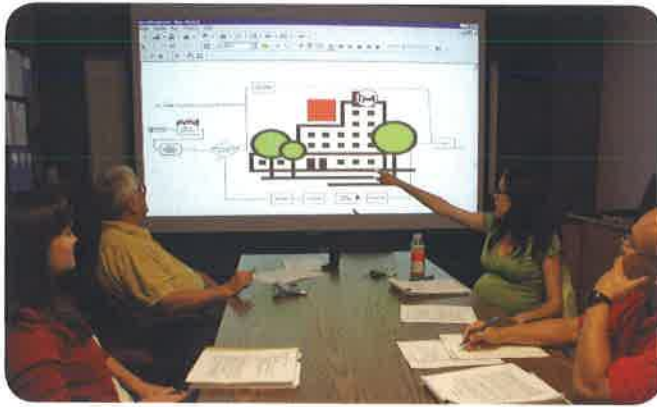
It also ensures that the University has up-to-date information in case of an emergency, said Melinda Manning, assistant dean of students. “Our ultimate goal is we want to retain all of our students,” she said. “And anything we can do to accomplish that goal is worth it to us.”



Fictional example pictured

UNC, Duke researchers work to create a Mental Health Policy Institute

By Susan White



A team from the Gillings School of Global Public Health, including health policy and management professor, Joseph Morrissey (top left), discuss a computer simulation model that could assist the state with its mental health reform efforts.

Researchers at the University of North Carolina at Chapel Hill and at Duke University are beginning to explore how the state's psychiatric hospitals can more effectively and efficiently serve patients as part of an ongoing effort to improve the state's mental health care system.

The investigation is the first step toward creating a Mental Health Policy Institute, a "nonpartisan policy research shop," that Joseph Morrissey, a health policy and management professor at the UNC Gillings School of Global Public Health and Dr. Marvin Swartz, a psychiatrist at Duke, are interested in developing. The researchers say such an institute could assist North Carolina leaders with mental health reform, including examining alternative policies and proposals for improving the quality and availability of public mental health services.

The researchers have begun working on one project to help kick-start the proposed institute: the creation of a computer simulation model to pinpoint how patients arrive at the state's psychiatric hospitals, are discharged from those facilities and the costs for shifting care or services for some, including those who may not need long-term hospitalization.

"We want to add more texture and context to the populations at our state hospitals," Swartz said. "We're trying to understand more about how patients get there and what appropriate resources they need."

The two-year study was selected as one of the first five funded projects from the Gillings Innovation Labs. Morrissey and Swartz received \$400,000 for their project. The researchers hope to eventually receive state funding to develop the full-fledged institute.

"The institute idea is predicated on the fact that the problems in the mental health system are so multiple and so complicated that no one small little project will make a difference," Morrissey said. "If there is going to be an impact, it has to be a broad based one."

The researchers' two-year study will initially focus on the new Central Regional Hospital in Butner. The \$138 million state hospital was built to replace Raleigh's Dorothea Dix and Butner's John Umstead mental health facilities.

Central Regional partially opened in July, but according to the *Raleigh News & Observer*, a complete transfer of patients was stalled in September after a local advocacy group filed a class-action lawsuit on behalf of Dix patients, and a state judge issued a temporary restraining order blocking the transfer. The lawsuit, the newspaper reported, cites

safety issues for postponing a full opening of the new hospital.

State officials agreed to delay the Dix move until concerns are addressed at Central Regional, but postponing the merger also puts North Carolina at risk of losing more federal Medicaid and Medicare funding, the newspaper reported. In September, Goldsboro's Cherry Hospital lost federal insurance payments because inspectors determined that the facility was unsafe, according to the N&O. Broughton Hospital in Morganton regained its funding in July after losing federal dollars for nearly a year.

The UNC-Duke study is expected to test policies and structures at Cherry and Broughton hospitals during the project's second year, Morrissey said.

The researchers are optimistic that a Mental Health Policy Institute can provide sustainable assistance to North Carolina leaders tackling systemic mental health problems. Historically, the state has relied on outside agencies to address similar issues, but suggested solutions often take years to produce results.

The proposed institute would enable university researchers with broad policy and scientific experience to collaborate and provide ongoing support to the N.C. General Assembly, state agencies and Local Management Entities, the researchers agreed. Other priority topics on the proposed institute's agenda include workforce development, incarceration of people with mental illnesses, Medicaid psychotropic medications, use of hospital emergency rooms and local crisis services.

That expertise is welcomed, said Dr. Michael Lancaster, co-director of the state's mental health division. "I think one of the things we have to do as a state is better utilize our academic facilities," Lancaster said. "We have to take advantage of that as a resource."

More than a dozen faculty members, including UNC School of Social Work assistant professor **Gary Cuddeback**, have been tapped as potential researchers for institute initiatives.

Meanwhile, work is progressing on the computer simulation model study. To create the model, the researchers must first map all the various routes a patient may use to enter a state psychiatric hospital, such as from police departments and jails or local emergency rooms.

By having a better understanding of how patients enter the system and where most obtain care, officials can then simulate possible alternatives, Morrissey said. For example, the model could suggest shifting beds from one hospital to another to free up space or shifting services so that patients would not have to be hospitalized, he said.

Such information, he said, may be particularly helpful given the state's commitment to spend millions on more local services, including dozens of mobile crisis teams, which would work with volatile patients, and to create mental health clinics that would offer care to people once they are released from psychiatric facilities. A computer simulation model would enable officials to maneuver care and services in a virtual manner first to see what works best, he said.

"It allows you to raise a whole set of 'what if' situations so that you can see how to better manage beds," Morrissey said. "You can see what the likely ramifications are."

Traditionally, UNC and Duke have focused their efforts on training the state's mental health and public health workforce. But the universities also have an obligation to respond to current community needs," Morrissey said.

"All the answers are not at UNC and at Duke, but we're willing to partner with the decision makers," he said. "I think a lot of the failures and shortcomings in the state could have been avoided if this kind of capacity had been in place."

Tuition forgiveness program proposed

To attract students to careers in mental health, developmental disabilities and substance abuse units in underserved communities

By Susan White

Many of the state's more rural counties and towns have struggled for years to address mental health needs in their communities, largely because they lacked enough professionals to meet demand. But a proposal to attract and graduate more master's level students into the social work field could eventually assist municipalities in providing much-needed services.

Over the summer, the N.C. General Assembly agreed to create a study commission to evaluate a proposed "tuition forgiveness" program for MSW students studying mental health, developmental disabilities and substance abuse. The program, if approved, would cover tuition, fees and other costs for students enrolled in schools of social work around the state in exchange for graduates working in underserved communities after completing their degrees.



Ruth Cook

Such a program would not only improve the state's mental health system, it would allow MSW students to consider a broader range of job opportunities after graduation, said **Anna Scheyett**, associate dean for academic affairs at UNC's School of Social Work. On average, UNC students graduate with about \$36,000 debt, she said. But the average starting salary of an MSW social worker is just about \$40,000.

"So, the pressure to take the best-paying job, which is often in a more urban area or at a large agency or institution, is huge," she said. "Tuition forgiveness would give students the option of thinking about where they want to practice more than how they are going to pay off their loans.

"With this program, we could recruit the best students and have a way to provide them with financial support so they could graduate debt free, and North Carolina would have a stronger mental health system with more MSW-level clinicians all across the state."

At least 35 percent of North Carolina counties are considered "underserved" by mental health professionals, according to statistics included in the study commission bill.

Smaller mental health, developmental disabilities and substance abuse units are often the most challenged to attract and retain these workers, said UNC School of Social Work Dean **Jack Richman**.

"It's hard to get MSW students to go into some of these areas, much less into a rural agency," he said. "These agencies are often some of the toughest places to work because some of their clients are the most difficult to serve and need the more expensive services."

Long-term, the hope is that the proposed program would operate very similarly to the N.C. Child Welfare Education Collaborative, which is comprised of 10 social work programs at universities throughout the state, including at UNC. The N.C. Division of Social Services contracts with the collaborative for about \$2.7 million annually, enabling these universities to offer financial incentives to students interested in pursuing careers in public child welfare services to enroll in BSW and MSW programs. UNC enrolls about 25 to 30 students in its master's program each year.

Richman thinks a mental health collaborative could be supported for the same costs, although the financing would depend on how many schools join the proposed network.

The nearly 10-year-old Child Welfare Education Collaborative has produced about 500 graduates, many of whom continue to work within the child welfare workforce. The program has helped change

how students view the child welfare profession, Richman said. "It promotes graduates as experts in their field," he said.

Richman hopes a mental health collaborative would attract students for the same reasons. "And working in an underserved county is a good place to start," he added.

The program could also help ensure that clients have the opportunity to receive mental health services from highly trained professionals, said **Mark Sullivan**, a School alumnus and the executive director of Orange County's Mental Health Association.

Critics of mental health reform in North Carolina have complained the changes enabled many private companies to get wealthy because they could hire cheaper and less-skilled employees to provide services.

"Workforce issues are very critical, and services are only going to be as effective as the people who provide them," Sullivan said.

Ruth Cook, a current member of the School's Board of Advisors and a former state legislator, advocated for the bill, which was sponsored by state Reps. Verla Insko, Jimmy L. Love, Sr. and Rick Glazier. Insko thinks a mental health collaborative among schools of social work in the state would receive broad support from lawmakers. But she was uncertain how soon the commission may consider the issue. Improving the state's mental health system should be a priority, but overall state fiscal needs will ultimately determine if the proposed higher education program is affordable, Insko said.

"Everyone knows that the mental health system in our state is in such disarray," she said. "So, this program will partly depend on economics and what kind of impact it will have on the new budget. We'll also have a new governor in place, and it will depend on if the mental health system will be a high priority for their administration. So, it's not a done deal."



Programs bridge gap between academic resources and state's clinicians

By Susan White

Though state mental health reform has largely targeted improving services for people with mental illnesses, agencies that work with clients with addiction issues and groups serving people with developmental disabilities have also strengthened their efforts.

At the Jordan Institute for Families, two groups that contract with the N.C. Division of Mental Health, Developmental Disabilities and Substance Abuse Services work to ensure that quality resources are available to people struggling with addictions and that the needs of some of the state's most vulnerable residents are met. The Behavioral Healthcare Resource Program and the Developmental Disabilities Training Institute both provide education, technical support and research assistance to public and private agencies serving these populations.

BHRP was created in 1998 to bridge the gap between research and academic resources and clinicians in the public mental health and substance abuse system. The program promotes evidence-based practices and tailors training, curricula development, and technical assistance and consultation to providers' needs.

Services focus on a range of issues, including dual diagnosis training, adolescent mental health and substance abuse issues, gender specific substance abuse and disaster preparedness training for mental health and substance abuse professionals. A project recently began to address the addiction issues of returning veterans from the wars in Iraq and Afghanistan.

Each year, about 20 MSW students and graduate practitioners enroll in BHRP's substance abuse certification program, which prepares participants to meet the requirements for the Certified Clinical Addictions Specialist (CCAS) credential.

This year, BHRP also began offering training to those who are interested in certification as a peer support specialist. These specialists include recovering addicts and alcoholics and individuals recovering from mental illnesses. Peer support specialists act as mentors or "shepherds" to clients in recovery programs.

Nearly 200 specialists have already been certified across the state, said **Cynthia "Syd" Wiford**, BHRP coordinator and assistant clinical professor at the School of Social Work. Wiford and **Amelia Roberts-Lewis** are BHRP's co-principal investigators.

Ron Mangum, a clinical instructor with the project, is now assisting the state in the development of peer-run centers, helping to define what they would look like and how they would operate.

The state relies largely on BHRP to review and evaluate publicly funded programs. One of the latest projects: determining why the state's 24 local management entities have allowed millions of dollars in substance abuse services to go unspent. Although the number of people in substance abuse programs has declined overall, Wiford thinks some of those in need are simply being missed.

"We're still not doing a good job recognizing addiction issues at the front door of the public system," she said.

School of Social Work faculty and BHRP staff also remain actively involved in research. For example, **Matthew Howard**, the Frank A. Daniels Distinguished Professor for Human Services Policy Information, is currently investigating why publicly operated methadone clinics have been seeing a significant increase in clients addicted to painkillers, such as OxyContin.

Similar vital research and service are ongoing at the Developmental Disabilities Training Institute. Founded in 1963, DDTI works to ensure the well-being and inclusion of people with developmental disabilities.

DDTI has contracted with the state for 10 years and also assists

private agencies with workforce development needs, including training with person-centered care options, Medicaid service definitions and with implementation of the state's Home and Community Based Services Waiver, a Medicaid program for people with developmental disabilities. DDTI principal investigator **Susan Parish**, a School assistant professor, is evaluating this waiver model.

State mental health reform recognized that many services aimed at supporting people with developmental disabilities are working, but many individuals remain in need, said **Chris Egan**, DDTI coordinator.

"There are still many families who are waiting for services, and there are many aging parents who are supporting their children at home," Egan said. "DD is not about rehabilitation. It's about habilitation and the long-term support needed for people."

For many of these families, the Community Alternative Program (CAP) MR/DD waiver is the key toward getting needed services. Across the state, nearly 10,000 CAP slots are assigned to people with a diagnosis of mental retardation or other developmental disability. On average, these waivers provide each slot holder

with about \$44,000 annually—money that pays for everything from wheelchairs and communication devices, day-to-day supports and respite support for caregivers.

The system was designed to help keep people out of institutions and within their communities. More could potentially be served under a proposed two-tiered system that would issue waiver slots based on severity of needs. As proposed, the new system would initially create between 1,500 and 2,000 additional CAP slots that would cover up to \$17,500 in services for each waiver holder within the first tier.

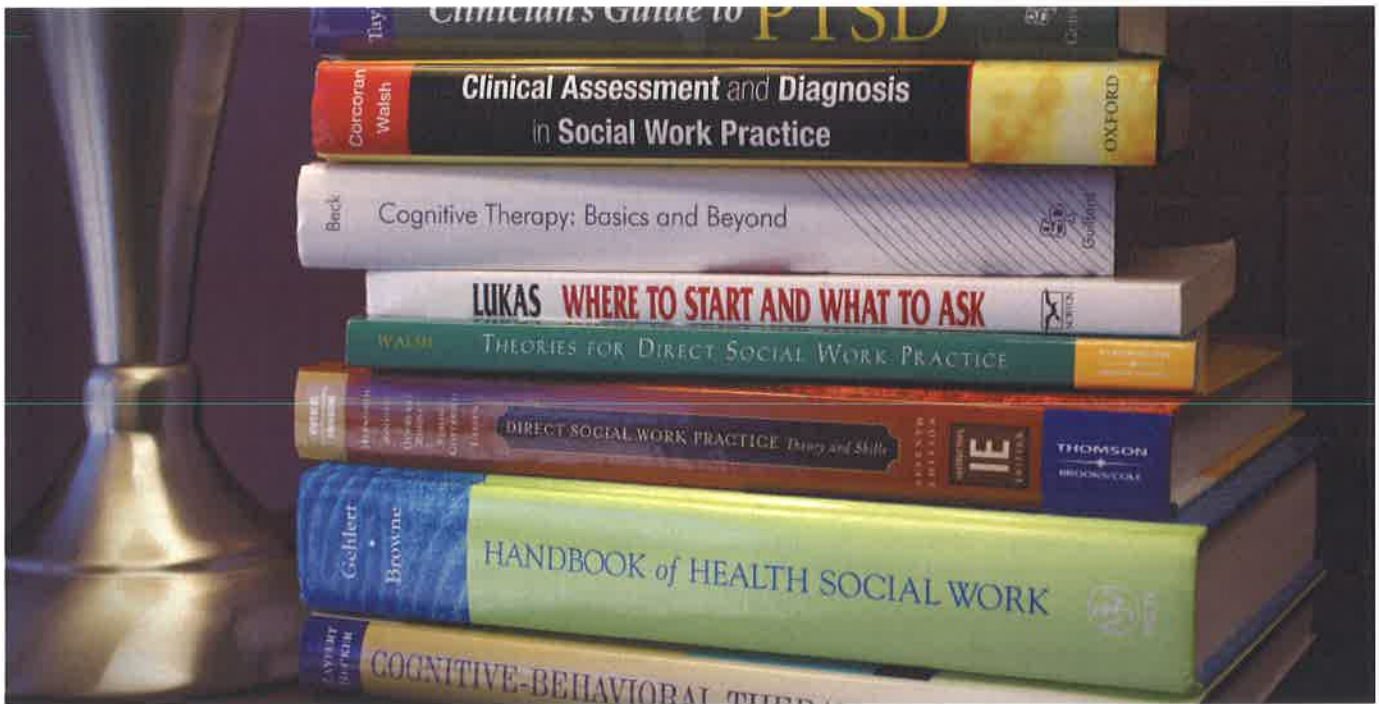
How cost effective or flexible the proposed system would be remains unclear, though Egan thinks it will provide support options that many currently do not have.

"The idea is that it's based on the strength of the current system and offers more choices," he said.

"We just need to make sure that we continue to develop and foster a community-based system that provides a choice of quality services and meets people's needs."



DDTI staff members Michael Sharpe, Chris Egan and Linda Langley



Mental health reform and the School of Social Work's MSW curriculum

By Anna Scheyett

One of the concerns raised as a result of mental health reform has been that of workforce development. Do we have enough mental health practitioners to meet the needs of the state, and do these practitioners have the right knowledge and skill sets? The School of Social Work has spent the past two years thinking about this question, looking at our curriculum and making changes to ensure that our graduates are well prepared to face the challenges ahead.

Some of the goals of mental health reform were ambitious: shift patients from institutional care toward community-based services; rely on evidence-based or best-practice interventions and give consumers and families a stronger voice in the system. Pragmatically, reform also required mental health centers to stop providing services and to refer people to a provider network of private for-profit and nonprofit agencies.

Given these changes, how did the School revise its MSW curriculum to better prepare our graduates? First, all of our students are now familiar with the *Diagnostic and Statistical Manual-IV*, the standard text used to diagnose mental disorders. With the blurring and dispersing of providers across a range of agencies, we felt that all social workers, whether engaged in direct practice or management, needed familiarity with this vocabulary.

The School's curriculum has also been strengthened to place an even greater emphasis on the use of evidence-based practices, interventions that have been proven effective based on stringent standards of empirical research. For example, we have added content on multi-systemic therapy, an intensive family-based treatment that addresses serious behavior problems in youth, and a short course on interpersonal therapy, which focuses on depression and a person's relationships with their peers and family. We have also introduced best practices such as agency self-evaluation, which focus on helping agencies learn how to evaluate their own performance on an ongoing basis. Further-

more, students who once were required to take a research and statistics class are now learning how to find and use research evidence to inform and evaluate their practice.

Under reform, social workers have also learned that it is unlikely that they will spend their careers only working directly with clients. Today's mental health environment requires some expertise in supervision, managing budgets and working collaboratively with a range of public and private human services agencies. To assist with these workforce changes, we have created an integrated practice course that teaches all students both direct practice skills and some of the macro skills needed to develop and run programs and agencies.

Finally, although mental health reform was supposed to give consumers and families a greater voice in state policy and planning, significantly more work will be needed for this goal to be realized and in fact, for the mental health system to survive. The School is committed to these efforts, and we have revised our advanced policy classes to ensure that our students are skilled at evaluating policies and developing strategies to promote needed change and that will enable them to be greater advocates for individuals with mental illnesses and their families.

The School remains steadfast with its goal: to educate social work professionals to have the skills and knowledge to address the needs of vulnerable populations and communities. We expect our graduates to have excellent practice abilities so that they may effect change for individuals, families, agencies, and communities. We expect our students and graduates to commit themselves to social justice, to think critically and to use their knowledge to create and promote effective and just policies and programs.

Mental health reform has been a time of tremendous challenge in North Carolina and in some instances, a time of tragedy. Much change is still needed, and we will work to ensure that our students graduate armed with the necessary tools to direct that change.

Students learn to navigate the mental health and addiction care systems

By Susan White

For many MSW students, learning how to navigate the mental health and addiction care systems, especially following state reform, has been a valuable lesson of their field education experience.

“It’s been a real eye opener,” said **Caty Carpenter**, who is in her second year at UNC’s School of Social Work. Carpenter is among a half dozen students working this semester with Durham’s Carolina Outreach, a private company that offers in-home mental health services to children and families and intensive psychiatric in-home and outpatient therapy. The agency serves about 500 clients in Chatham, Durham and Orange counties.

“Before I started, I was unfamiliar with the entire mental health system in our state,” Carpenter continued. “I was unfamiliar with how Medicaid worked or what in-home therapy looks like or how referrals are made.”

Such real working world experiences, including observing how employers are adjusting to change and meeting client demands, are vital to a student’s education, said **Marilyn Ghezzi**, a clinical instructor in the School’s Field Education Program.

“We want the students to know the mental health system as it is—for better or for worse,” she said.

Across the Triangle, many of the School’s MSW students are encountering community support first hand—the state reform model that shifted most public mental health and addiction care over to private companies so that they could deliver services closer to where clients live.

Despite difficulties, the system changes have challenged some public and private groups to consider better ways of working together, and UNC students are immersing themselves in these efforts.

For example, **Angela MacDonald** and **Mandy Sackreiter**, both social work/divinity dual-degree students, are learning how Durham County developed a network of comprehensive resources to ensure that children and adults get the help they need. The students were assigned internships this semester at Housing for New Hope, a nonprofit agency that works to prevent and end homelessness.

The group is a member of the county’s Adult System of Care, a community outreach partnership that provides family-centered services targeting complex behavioral, academic, social and safety needs. This collaboration includes leaders from public health, mental health, social services, juvenile justice, area churches and nonprofit agencies.

Agency representatives come together more than two dozen times a month as part of “care review” teams to meet with people who are homeless, have mental health disorders or addiction issues. During these sessions, clients are encouraged to share their stories—where they are in their lives, how they got there and what their wishes are for the future. Then, with the client’s input, the care review team draws up a plan to address that person’s health and housing needs as well as strategies to begin working toward their goals. The client-directed model empowers people to take control of the care and services they receive, Sackreiter said.

Last month, during a care review session at Durham’s Urban Ministries, MacDonald and Sackreiter were captivated as a veteran in his early 50s described his struggles with alcohol. The man, who has been in and out of shelters for years, drank almost daily and wasn’t sure he was ready to stop. The alcohol, he explained, helped to quiet the voices in his head. “They tell me to kill myself,” he said.

Ann Oshel, coordinator with Durham’s System of Care, reassured the man that the team wasn’t there to judge, only to help. “Everybody



Chapel Hill therapist Jen Snider (left) and the MSW student she supervises, Erin Betlej

“I help teenagers overcome depression.”

Betsy Bledsoe, assistant professor, is one of many dedicated faculty and students at the UNC School of Social Work whose research projects are designed to assist and strengthen North Carolina's communities and families.

As our state's population grows, the number of vulnerable individuals, families and communities grows as well. Now, more than ever, North Carolina needs well-trained social workers.

An internationally renowned faculty, a rigorous master's and doctoral curricula, and a diverse, outstanding student body have established the UNC School of Social Work as a leader in public service, education and research. Year after year, *US News & World Report* ranks our School as one of the nation's top programs.

The UNC School of Social Work: preparing social work leaders for today and tomorrow.



UNC
SCHOOL OF SOCIAL WORK

For information about the School and how you can support our programs, please call (919) 962-6469 or visit our Web site at <http://ssw.unc.edu>



I've talked to who hears voices is trying to find some way to get them to stop," she said. "That's why we need to find the right combination of medications and dosage for you. We just want to figure out how to help you be successful and keep you in one place."

Such partnerships, MacDonald and Sackreiter agreed, illustrate how holistic approaches can assist in problem solving. But understanding the obstacles that prevent clients from succeeding is equally important, MacDonald said. "We need to know what's going on in our communities because it's not always obvious," she said.

For some private agencies, such as Annas Resources, the biggest challenge has been ensuring that the system's unpredictability doesn't affect service quality, said Jen Snider, a therapist/trainer with the Chapel Hill agency and supervisor to MSW student **Erin Betlej**.

"People are having a hard time trusting what services are there and what will be supported in the future," Snider said. "We want to be good advocates for our clients because that's our strength. But it seems we spend a lot more of our time managing care instead of servicing our clients."

Betlej, an advanced standing student, has worked diligently this semester to give extra support and attention to the three young people in her care. Betlej is working with the youth on behavior issues and how to cope with depression and anxiety, skills that should serve her well when she pursues a career as an elementary school social worker.

"I see working with children, especially young children as a preventative strategy," she said.

"If we can get to the root of the issues they're facing and intervene early and often while they're young, then maybe they won't have so many issues to deal with when they get older."

Back at Carolina Outreach, Carpenter has been reminding herself that sometimes, positive "change happens gradually." This semester, the second-year MSW student has been teaching a 9-year-old girl how to be more attentive during homework time—start with a nice comfortable place to sit—and how to deal with peers who sometimes frustrate the fourth-grader. The latter lesson hasn't been as easy.

"I'm supposed to walk away and ignore them," the girl said. "But I don't always do that."

In an evolving environment, Carpenter has also learned that adaptability is a must, especially for social workers. "In this work, you must be flexible," she said. "And you must be creative in finding approaches and interventions that are appropriate for each client and family based on its unique history and personality."



UNC

SCHOOL OF SOCIAL WORK

The University of North Carolina at Chapel Hill
Campus Box 3550 • 325 Pittsboro Street
Chapel Hill, North Carolina 27599-3550
(919)962-1225

Jack M. Richman, Dean

<http://ssw.unc.edu>



feedback | 1-877-NC-Learn

North Carolina Learn and Earn

- Learn and Earn Online
- EARN Grants
- Learn and Earn High Schools
- How to Sign up
- FAQ



Featured Videos

YouTube Search

Replay

embed

object width="425" height="344">param

1-7 of 9

0:33 / 0:33

- Learn and Earn PSA |
- Learn and Earn Video for Parents |
- Learn and Earn Video for Students |
- Message from a Learn and Earn Online Ambassador |

Unable to view the above videos? Please [click here](#).

Learn and Earn in the News

Learn and Earn receives the 2008 Innovations in American Government Award from the Ash Institute for Democratic Governance and Innovation at Harvard University's Kennedy School of Government.

[read more >>](#) [view video >>](#)

CBS National news highlights NC Learn and Earn

[view video >>](#)

NORTH CAROLINA OFFICE OF THE GOVERNOR

North Carolina Community College System

Free College Credits!

Learn and Earn Online

Students can now earn an associate degree or two years of college credit by taking free online college classes from ANY high school in the state!

[Learn More](#) [How to Sign up](#)

Information for Parents

Jobs in the 21st century economy demand more than a high school diploma. Learn and Earn prepares your child now for success in the future!

Parents, watch this video to learn more!

[read more >>](#)

Welcome to Learn and Earn



Learn and Earn ambassadors are students just like you!

[Click here to read their stories!](#)

More Information about Learn and Earn Programs

EARN Grants

These grants provide students \$4,000 each year for 2 years of college. If you are graduating from high school in 2009, you may qualify!

[learn more >>](#)

Learn and Earn High Schools

In no more than 5 years, students at these schools earn a high school diploma and an associate degree or two years of college credit – FOR FREE!

[learn more >>](#)

For more information about planning, applying, and paying for college, visit **CFNC.org**

College Foundation of North Carolina

helping you plan, work, and pay for college

For more information on any of our Learn and Earn programs please [contact us](#).



Home | [Learn and Earn Online](#) | [EARN Grants](#) | [Learn and Earn High Schools](#) | [Student Ambassadors](#) | [News](#) | [Testimonials](#) | [Sign up](#) | [F.A.Q.](#)

copyright © 2008 - NC Learn and Earn

2008 IAG Award Winners Announced

Harvard Kennedy School's Ash Institute Honors City, State, and Federal Innovations in American Government Award Winners

Cambridge, Mass., – September 9, 2008 – The Ash Institute for Democratic Governance and Innovation at Harvard Kennedy School today announced the winners of the 2008 Innovations in American Government Awards. These six government initiatives – consisting of one city, three state, and two federal programs – were honored at this evening's awards gala and reception at the US Chamber of Commerce in Washington, D.C. Each Innovations winner will receive \$100,000 toward replication of their innovative initiative.

Governor Janet Napolitano of Arizona delivered the event's keynote address on the unique position of states in generating and spreading innovative practices nationwide. Ash Institute for Democratic Governance and Innovation Director Anthony Saich and Innovations in American Government Awards Director Stephen Goldsmith made opening remarks. Multiple dignitaries and past Innovations winners were in attendance. The event concluded with the first screening of the 2008 Visionaries, a PBS-produced documentary featuring all six winners' innovations.

The following government programs were honored as 2008 Innovations in American Government Award winners:

- [Acquisition Fund – City of New York](#)
- [Division of Youth Services – State of Missouri](#)
- [Getting Ready: Keeping Communities Safe – State of Arizona](#)
- [Global Maritime Domain Awareness – US Department of Transportation](#)
- [Intelligence Community Civilian Joint Duty Program – Office of the](#)
- [Learn and Earn – State of North](#)

“For over 20 years, the Innovations in American Government Awards has been at the forefront of identifying government initiatives with the strongest potential for improving the lives of citizens,” said Stephen Goldsmith, director of the Innovations in American Government Awards at Harvard Kennedy School. “Each of today's winners produced a new, bold way of addressing a previously intractable problem.”

The 2008 Innovations Award winners offer solutions to some of the nation's most pressing challenges and enhance policy research at Harvard and academic institutions worldwide. The **Acquisition Fund of New York City** makes housing more readily available and affordable to disadvantaged residents by providing affordable housing developers and non-profits with faster access to equity and predevelopment capital. **North Carolina's Learn and Earn** program also seeks to level the playing field for disadvantaged populations. Through an intensive curriculum of project-based learning, Learn and Earn helps underperforming high school students jumpstart their college educations and better prepare for today's competitive workforce. The **Division of Youth Services in Missouri** offers youth a similar fast track towards future academic and economic success. The program rehabilitates juvenile delinquent youth through a therapeutic group approach in small, homelike settings. Much like Missouri DYS' humane approach to rehabilitation, the **Arizona Department of Corrections' Getting Ready: Keeping Communities Safe** program offers a more therapeutic real world re-entry initiative that is already resulting in notable drops in violence and recidivism in its prison population. For those who enroll with the program, prison life parallels life outside, with opportunities for job training and educational achievement.

This year's federal Innovations winners encourage both cross-collaboration and knowledge sharing. The **Intelligence Community Civilian Joint Duty Program of the Office of the Director of National Intelligence** requires intelligence officials to complete a period of duty outside their parent agency. By working in one of the 16 outside intelligence community agencies, the program hopes to develop leaders with a broader sense of the innerworkings of American intelligence. The **Global Domain Awareness program of the US Department of Transportation** encourages similar collaboration. Its global vessel traffic monitoring system offers unprecedented levels of visibility into transit and port activity, tracking in real-time the movements of more than 10,000 vessels from over 40 nations.

“From juvenile justice to the security of our global waters and prison re-entry, these government programs demonstrate creative, novel solutions to our nation's most pervasive challenges,” said Anthony Saich, director of the Ash Institute for Democratic Governance and Innovation. “Such innovations prove instrumental to our work at

the Ash Institute, informing and enhancing scholarly research in our classrooms and driving policy and legislative changes at the state and federal levels.”

Since 1986, the Ash Institute’s Innovations in American Government Awards Program at Harvard Kennedy School has honored 187 federal, state, and local government agencies through Ford Foundation support. In highlighting exemplary models of government innovation, the Program drives continued progress in improving the quality of life of citizens and encourages scholarly research and teaching cases at Harvard University and institutions worldwide. Many award-winning programs have been replicated across jurisdictions and policy areas, and have served as harbingers of today’s reform strategies or as forerunners to state and federal legislation.

For more information, please contact:

Kate Hoagland

Ash Institute

617-495-4347

kate_hoagland@harvard.edu

About the Ash Institute for Democratic Governance and Innovation

The Roy and Lila Ash Institute for Democratic Governance and Innovation advances excellence in governance and strengthens democratic institutions worldwide. Through its research, education, international programs, and government innovations awards, the Institute fosters creative and effective government problem-solving and serves as a catalyst for addressing many of the most pressing needs of the world’s citizens. Asia Programs, a school-wide initiative integrating Asia-related activities, joined the Ash Institute in July 2008. The Ford Foundation is a founding donor of the Institute. Additional information about the Ash Institute is available at www.ashinstitute.harvard.edu. Applicants for the 2009 Innovations in American Government Awards are encouraged to apply at www.innovationsaward.harvard.edu.

eZ publish™ copyright © 1999-2008 eZ systems as

North Carolina Learn and Earn

feedback | 1-877-NC-Learn

- Learn and Earn Online
- EARN Grants
- Learn and Earn High Schools
- How to Sign up
- FAQ



Home >>

Learn and Earn Online

Featured Videos



- DeQuan's Message |
- Kaitlin's and Daniel's Message |
- Myranda's Message |
- Phone's, Maddie's and Erin's Message |

Thanks to the leadership of Gov. Mike Easley and the NC General Assembly, North Carolina public high school students can earn college credits through a special initiative called *Learn and Earn Online*.

Qualified students in participating public high schools can take a variety of online college-credit courses at no cost to them or to their families. Students earn both high school and college credit for completed courses.

Courses are offered during fall and spring semesters through the UNCG iSchool and the community colleges. For registration dates or to sign up, please **check with your guidance counselor**.

<== Click on the featured videos on the left to hear stories from Learn and Earn Online Ambassadors.

What People are saying

Jimmy Higgins, Student



"**Learn and Earn** has had a great impact on my life. Taking college and high school classes has made me a more driven person. I am doing more productive activities that

better my personal fitness and my relationship with my family and my community."

-- **Jimmy Higgins, Student, Brunswick County**

[read more >>](#)

Shelley Armwood, Teacher



"Our students know that their teachers care about them, not just academically but also personally. Our high expectations, coupled with the support that is vital for their success, helps all our students do well."

-- **Shelley Armwood, Teacher, Cross Creek Early College High School**

[read more >>](#)

Senate President Pro Tem, Marc Basnight



"Higher education is the key for success in today's global economy. With Learn and Earn, we are helping the dream of a college degree become a reality for students."

-- **Senate President Pro Tem, Marc Basnight**

[read more >>](#)

The following community colleges participate in the *Learn and Earn Online* program:

- | | | |
|--------------------------|-----------------|--------------------|
| Asheville-Buncombe TCC | Gaston College | Robeson CC |
| Beaufort County CC | Guilford TCC | Rockingham CC |
| Bladen CC | Isothermal CC | Sampson CC |
| Blue Ridge CC | James Sprunt CC | Sandhills CC |
| Brunswick CC | Johnston CC | South Piedmont CC |
| Caldwell CC/TI | Lenoir CC | Southeastern CC |
| Carteret CC | Martin CC | Southwestern CC |
| Catawba Valley CC | Mayland CC | Stanly CC |
| Central Carolina CC | Montgomery CC | Surry CC |
| Cleveland CC | Nash CC | Tri-County CC |
| College of The Albemarle | Pamlico CC | Vance-Granville CC |
| Craven CC | Piedmont CC | Wake TCC |
| Davidson County CC | Pitt CC | Wayne CC |
| Edgecombe CC | Randolph CC | Wilkes CC |
| Fayetteville TCC | Richmond CC | Wilson TCC |
| Forsyth TCC | | |

NORTH CAROLINA OFFICE OF THE GOVERNOR



For more information on any of our Learn and Earn programs please [contact us](#).

Home | [Learn and Earn Online](#) | [EARN Grants](#) | [Learn and Earn High Schools](#) | [Student Ambassadors](#) | [News](#) | [Testimonials](#) | [Sign up](#) | [F.A.Q.](#)

copyright © 2008 - NC Learn and Earn

North Carolina Learn and Earn

feedback | 1-877-NC-Learn

- Learn and Earn Online
- EARN Grants
- Learn and Earn High Schools
- How to Sign up
- FAQ



Home >>

Learn and Earn Student Ambassadors

Learn and Earn Ambassadors are students currently in, or recent graduates of, *Learn and Earn* high schools or *Learn and Earn Online*.

Ambassadors visit middle schools and high schools across the state, sharing with their peers all of the opportunities for free college courses while in high school and information about the new EARN Grants.

Ambassadors also make presentations to groups such as local boards of education and local chambers of commerce.

If you are interested in requesting a presentation and meeting with Learn and Earn Ambassadors, please contact Ann McArthur at 'ann.mcarthur@nc.gov'

All presentations must be approved by the Ambassador Advisory Committee and the individual student's school principal.

Watch the featured videos on the right to hear stories from current Learn and Earn Ambassadors. ==>

Featured Videos



Brittany's Message |

Kelley's Message |

NORTH CAROLINA OFFICE OF THE GOVERNOR



For more information on any of our Learn and Earn programs please [contact us](#).

Home | [Learn and Earn Online](#) | [EARN Grants](#) | [Learn and Earn High Schools](#) | [Student Ambassadors](#) | [News](#) | [Testimonials](#) | [Sign up](#) | [F.A.Q.](#)

copyright © 2008 - NC Learn and Earn

North Carolina High Schools and Students with Disabilities: A Study of Educational Services and Outcomes

*Submitted to the Joint Legislative Education Oversight Committee
and the
North Carolina State Board of Education*

Executive Summary

The Department of Public Instruction has been requested by the General Assembly to identify the various models being utilized to deliver educational and other services at the high school level to children with disabilities in North Carolina. As a part of its study, the Department considered the efficacy of the models currently being used in the State and reviewed the research for best practice models that are being implemented in other states. The Department was to report its findings and any recommended legislation or policy changes by March 1, 2008 to the Joint Legislative Education Oversight Committee.

In an effort to comply with the General Assembly's request the Exceptional Children Division of the North Carolina Department of Public Instruction utilized a study design that incorporated a review of current data on high school students with disabilities and their academic performance. The review of the data included an examination of statewide dropout and graduation data, and achievement data on high school End-of-Course Tests in the core subjects of Civics/Economics, English I, United States History, Algebra I, and Biology. These courses were selected because all students are required to take and pass all five of the courses as part of North Carolina's graduation requirements. The statewide performance of students with disabilities was compared to the statewide non-disabled student population performance.

To gain insight into how educational services were being delivered to students with disabilities, additional "least restrictive environment" placement data was examined that addressed where students with disabilities are receiving instruction in North Carolina's high schools. This data is submitted yearly to the Department of Public Instruction and to the federal government as a requirement under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

Monitoring reports from six on-site Focused Monitoring visits conducted by the Exceptional Children Division from February 21, 2007 through December 5, 2007 were examined. The multi-day visits focused on high school dropout and graduation rates and the provision of comprehensive transition services to students with disabilities.

The North Carolina Department of Public Instruction requested assistance from the Mid-South Regional Resource Center (RRC) to review the research of "Best Practices" being used in other states to meet the needs of high school students with disabilities. The RRC pointed out that good teaching and good learning environments apply to all students, not just those with disabilities. Twelve states responded to the request: Arizona, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Ohio and Oregon. The states that responded shared information on initiatives, which focus on high school redesign. In these initiatives the needs of all students were addressed by integrating special education into the high school reform efforts.

A web-based study of current research and resources was also conducted to determine what innovative practices or strategies for improving the delivery of educational services to students with disabilities were being promoted as effective practices in high schools. In addition, "best practice" research from the National Dropout Prevention Center for Students with Disabilities located at Clemson University and the National Secondary Transition Technical Assistance Center, UNC-Charlotte was reviewed. Both federally funded centers have provided guidance to the North Carolina Department of Public Instruction on reducing dropouts and improving post school outcomes for students with disabilities.



Response to
The Framework For Change:
The Next Generation of School Standards,
Assessments and Accountability
October 2008

Table of Contents

I.	<u>Introduction to the Next Generation of Standards, Assessment and Accountability</u>	3
	a. A Simple Vision	3
	b. Overview of the Simple Vision	4
	c. Principles for <i>Framework for Change</i> Implementation	7
II.	<u>Essential Standards - Long-Term 1</u>	8
	a. Essential Standards Overview	8
	b. Definitions	8
	c. Qualities of Essential Standards	9
	d. Essential Standards Format	10
III.	<u>21st Century Balanced Assessment System - Long-Term 2, 4 & 5</u>	11
	a. Inform Instruction and Evaluate Knowledge	
	b. Formative Assessment	11
	i. What is Formative Assessment?	14
	ii. Formative Assessment and the Essential Standards	15
	iii. Formative Assessment and PD Recommendation	16
	iv. Qualities of Formative Assessment	17
	c. Benchmark Assessments	18
	i. Overview of Proposed Benchmarking Tool	18
	ii. Qualities of Benchmark Assessment Tool	19
	d. Statewide Summative Assessments	20
	i. Overview	20
	ii. Recommendations and Next Steps	20
	iii. Qualities of Summative Assessments	22
	e. Ongoing Authentic Assessments	23
	i. NC Graduation Project	23
	ii. NC Writing Assessment System	23
	iii. Portfolios	25
	iv. K-2 Literacy and Math Assessments	25
IV.	<u>Accountability</u>	26
	a. Overview	26
	b. Developmental Growth and the Technical Advisory Committee	26
	c. Action Recommendations and Current vs. Proposed Models	27
	d. Proposed Objectives For TAC and Timeline For Accountability Study	29
V.	<u>Technology</u>	30
VI.	<u>High-Level Timeline and Deliverables</u>	31
VII.	<u>Next Steps</u>	32
VIII.	<u>Appendices</u>	33
	Appendix A: Immediate Action Item Update	33
	Appendix B: Proposed Formative Assessment and Professional Development Modules	37
	Appendix C: <i>Framework For Change</i> Quick Reference	38

Introduction to the Next Generation of Standards, Assessments and Accountability

Since the publication of *A Nation at Risk* (1983), there have been ongoing efforts by states to revise standards, assessments, and accountability to increase student achievement. North Carolina has continually been a leader in these efforts and the publication of the North Carolina State Board of Education's *Framework For Change (FFC)* calls our state to again lead educational reform in the United States by example. The *FFC* provides a clear, broad directive to improve standards, assessments, and accountability and represents an opportunity for the Department of Public Instruction (DPI) to lead, with the help of engaged stakeholders, a collaborative revision process that contributes to accomplishing the SBE's goals for students.

The spirit of the *Framework For Change*, that *every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century*, is the spirit of the proposed plan.

a. A Simple Vision

The Framework for Change focuses on...

Essential Standards

What students must know, understand and be able to do to be prepared to compete in the 21st century.

Assessments

The tools or processes used to determine what students know, understand and are able to do at any point in time.

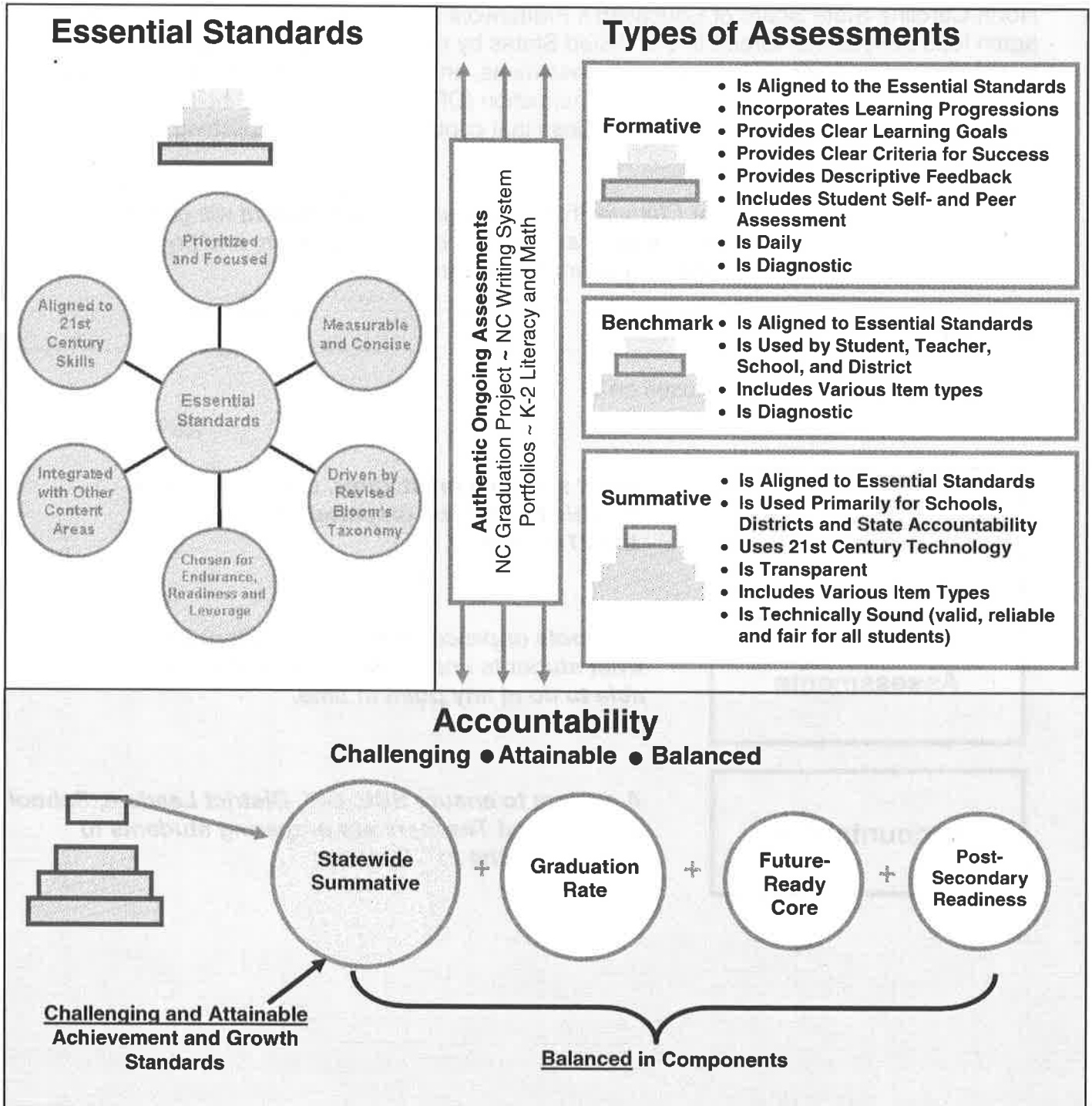
Accountability

A system to ensure SBE, DPI, District Leaders, School Leaders and Teachers are preparing students to compete in the 21st Century.

b. Overview of the Simple Vision

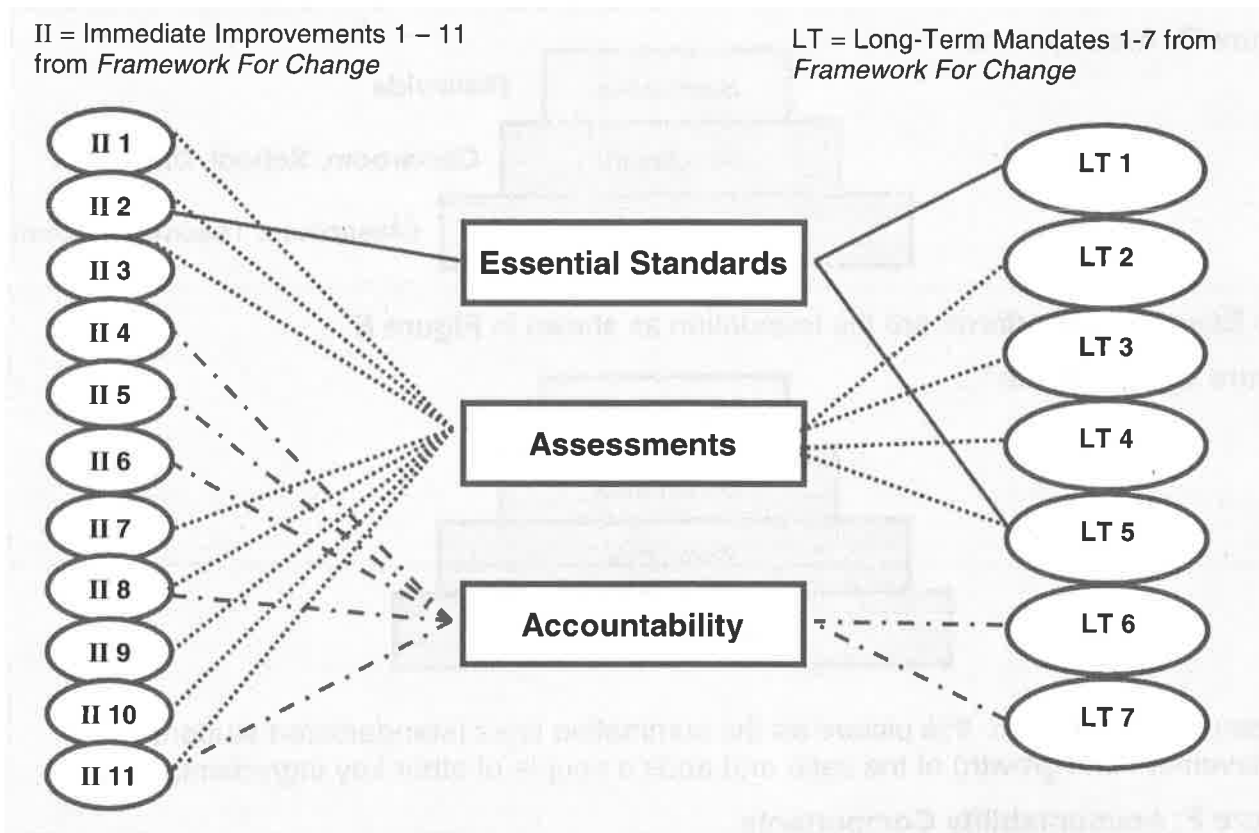
Figure A offers a preview of the components of the proposed model for The Next Generation of School Standards, Assessments and Accountability.

Figure A: Overview of The Next Generation



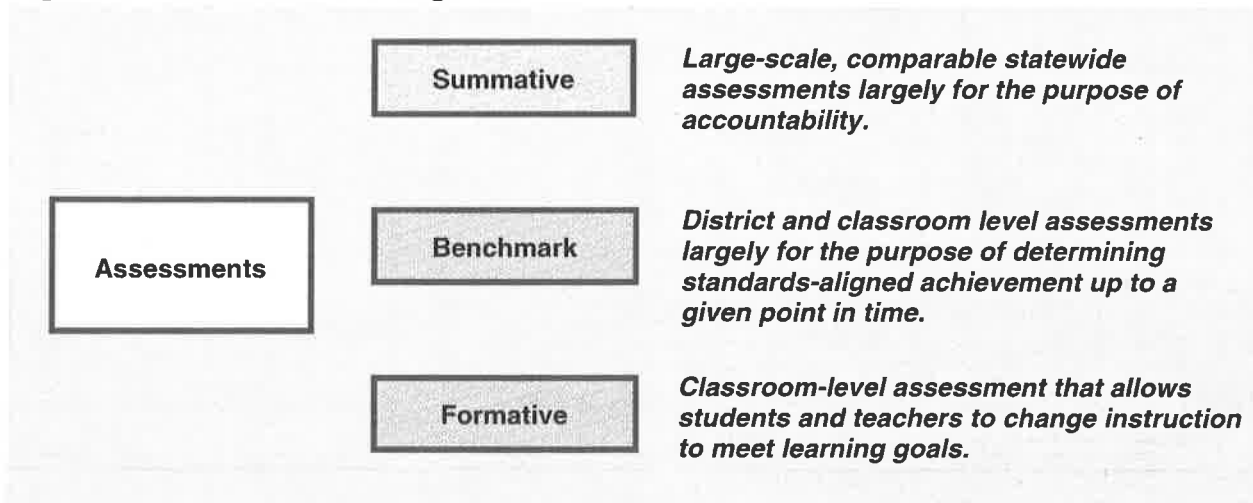
Every part of the *Framework for Change* aligns to Essential Standards, Assessments or Accountability.

Figure B: Alignment to the Framework



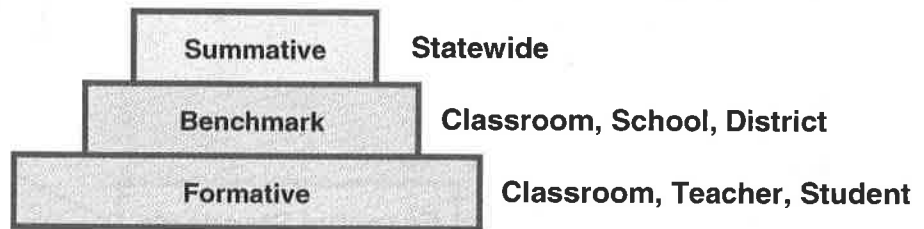
While the ultimate student goals are defined by the **Essential Standards** for each grade and subject area, **Figure B**, demonstrates that **assessments** require a more multi-dimensional response (12 out of 18 directives are aligned to revision of assessments). For greater clarity, assessments can be better defined in three categories as in **Figure C**.

Figure C: Assessment Categories



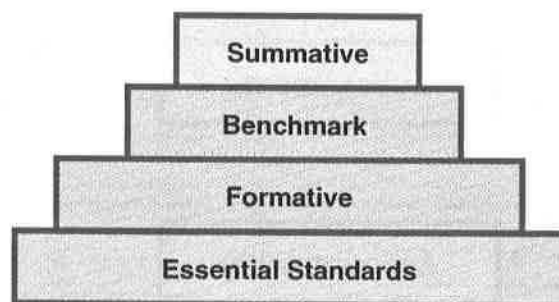
All three categories of assessment are important. Classroom formative assessment is important for changing outcomes, benchmarking for following incremental progress and statewide summative for school and district accountability. **Figure D** depicts the relative importance of each type of assessment and the way each builds on the other...

Figure D: Assessment



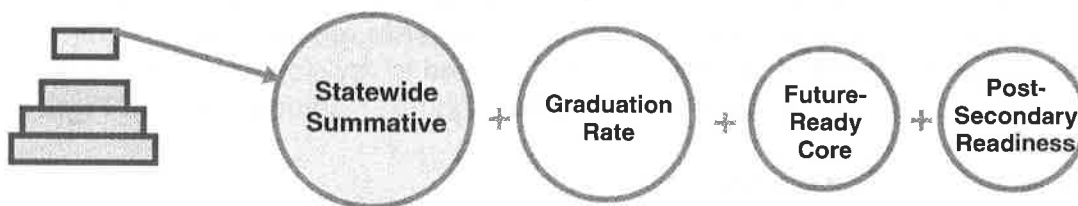
The **Essential Standards** are the foundation as shown in **Figure E**.

Figure E: “The Cake”



Accountability fits into this picture as the summative layer (standardized student achievement and growth) of the cake and adds a couple of other key ingredients...

Figure F: Accountability Components



c. Principles for *Framework for Change* Implementation

Plans are filtered through four principles.

Transparency:

At its very root, transparency means that there are “no mysteries” about what teachers should teach, students must learn and how students will be assessed. The end product for every content area and subject, including both the essential standards themselves as well as all supporting materials and assessment tools, must be a totally clear expression of student expectations that set a prioritized, rigorous and understandable standard. How the expectations will be measured, particularly on the statewide summative assessment, must be clear.

Stakeholder Involvement:

To ensure the right choices are made, the process of developing standards and assessments will be decentralized. Involving teachers, principals, parents, students and the higher-education and business community has always been an important part of curriculum and assessment writing. That involvement will be increased through the use of technology (electronic surveys, Wikis, video-conferencing, etc.) so that DPI’s role will be as facilitator of an authentic, statewide collaborative process of standard setting and assessment development.

Alignment:

Throughout the process, the alignment of all components must be ensured and alignment must continually and systemically be tested. A key step forward will be ensuring the vertical alignment of the curriculum so the K-12 pathway leads to success on EOCs and the North Carolina Graduation Project.

Measuring Our Success, Formatively and Summatively:

Regular updates will be provided to the State Board of Education and the public on progress in implementation of the *Framework For Change*. Updates will include evidence of progress against indicators of success and any necessary changes to the implementation plan.

II. Essential Standards – Long-Term I

Alignment to Framework:

Long-Term 1: Overhaul the PreK-12 SCOS to focus on essential standards in order to narrow and deepen the state's curriculum

- articulation of the skills, understandings, and learning experiences critical at each grade level;
- inclusion of the skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project;
- infusion of writing, 21st century content, thinking and learning skills, and life skills throughout the content standards; and
- reflection of rigor, relevance, and relationships between and among subject areas.

a. Essential Standards Overview

The Essential Standards will be those skills, understandings and learning experiences that all students must master and/or complete at each grade level or course in order to move to the next level of learning. Essential Standards will clarify what must be learned at each level and lessen the chance that critical knowledge is overlooked.

Essential Standards will provide the focal point for professional development, teacher education programs, instructional technology uses, and supporting documents.

b. Definitions

Curriculum is a plan for the management of time, materials and learning experiences that contains content standards, scope and sequence.

Essential Standards are content standards that focus on big, powerful ideas and enduring understandings. Essential standards are assessed in the classroom via formative, benchmark, and summative assessments.

These standards will be identified based on three main criteria:

- 1) **Endurance:** Standards will provide students with knowledge and skills that are valuable beyond a single test. For example, reading comprehension skills will endure.
- 2) **Leverage:** Standards will provide knowledge and skill that will be of value in multiple disciplines. For example, writing persuasively will serve a student in many disciplines.
- 3) **Readiness:** Standards will provide students the ability to move to the next grade-level or next level of learning.

Supporting Standards are standards that can be used during the instruction to under-gird and add breadth to the essential standards.

Essential Objectives are sub-sets of essential standards. Statewide accountability assessments will be written in precise alignment to essential objectives.

Supporting Objectives are sub-sets of supporting standards.

Strands are organizing features that provide vertical alignment K-12 and are prevailing concepts that permeate a discipline.

Performance Indicators are descriptions (or assessment items) at each grade level that indicate how students demonstrate mastery of content and cognitive skills.

Curriculum integration is when skills and knowledge from multiple disciplines are taught in relation to one another, promoting conceptual understandings.

Interdisciplinary study is when concepts are derived from content standards of two or more disciplines and taught by one or more teachers to demonstrate the interconnectedness of multiple disciplines and promote the expansion of a shared body of knowledge and skills.

c. Qualities of Essential Standards

The Essential Standards will be characterized by six qualities.

Quality	Why Is This Important?	Achieved By...
Chosen for Endurance, Leverage, and Readiness	<ul style="list-style-type: none"> Helps teacher and students master what is most important and prioritizes limited time in the classroom Helps content writers determine what is most important for students to know, understand, and be able to do Forces the standards writers to be deliberate in determining what standards are essential Ensures that a uniform process of developing standards is used by all content areas 	<ul style="list-style-type: none"> Implementing the Ainsworth process of identifying and developing Essential Standards that considers endurance, leverage, and readiness as key criteria Regular stakeholder involvement in determining priority standards and objectives
Prioritized and Focused	<ul style="list-style-type: none"> Helps teachers and students master what is most important and prioritizes limited time in the classroom Provides a rigorous and in-depth study of content Allows teachers more time to spend on a narrowed content Leads to alignment of the written, taught, and assessed content 	<ul style="list-style-type: none"> Regular stakeholder involvement in determining priority standards and objectives Use of a new format to promote integration and alignment Use of a single taxonomy to promote consistency (and emphasizing the cognitively complex levels of Revised Bloom's Taxonomy (RBT) to ensure depth and rigor) Enabling statewide summative assessments to focus on the Essential Standards
Aligned to 21st century skills	<ul style="list-style-type: none"> Equips students for the current century Prepares students with the knowledge and skills to compete and collaborate in a global society Provides a national and international set of priority skills to which the Essential Standards will align 	<ul style="list-style-type: none"> Filtering Essential Standards through the Framework for 21st century learning Using a new format that promotes alignment with 21st century skills Embedding technology in the instruction and learning in all content areas
Measurable and Concise	<ul style="list-style-type: none"> Guarantees instruction, assessments and statewide tests are parallel to enhance measurable student achievement Promotes relevant classroom instruction aligned with the Essential Standards and related assessments and tests 	<ul style="list-style-type: none"> Communicating clearly what students are expected to know, understand, and be able to do using RBT and making choices about what is most important for endurance, leverage and readiness Clarifying in the SCOS what should be measured via classroom and state level assessments Developing performance indicators simultaneously with Essential Standards and objectives
Integrated with other content areas and driven by RBT	<ul style="list-style-type: none"> Demonstrates that integration is inherent to the learning process Drives teachers to make natural connections between content areas when plausible and possible Ensures consistency among content areas standards development Use of the higher levels of Bloom's ensures depth 	<ul style="list-style-type: none"> Using a format that identifies potential integration of content areas Employing RBT when developing content area standards

d. Essential Standards Format

The new NC Essential Standards Course of Study framework conveys the NCSCOS as an interactive, dynamic system. It provides standards, objectives, strands, and performance indicators in addition to showing connections between objectives in disciplines as well as 21st century themes and skills.

Under each standard, essential objectives necessary to reach the standard, and performance indicators for assessing proficiency levels of achievement on each objective, will be provided. Strands will be correlated to track the development of important concepts throughout each grade/course. Finally, a matrix will show connections between specific content objectives and other disciplines and 21st century themes and skills. All content standards will be posted on-line as an interactive tool for teachers.

All content areas and grades will have:

- *Introduction to Essential Standards*
- *Integration of technology for each specific content area*
- *K-12 essential content standards*
- *Classroom assessments and performance indicators*
- *Appendices including:*
 1. *Glossary of Terms*
 2. *Bibliography*
 3. *Members of writing committee*

Supporting Documents:

1. *International and national standards matrix*
2. *Workplace skills and career development competencies matrix*
3. *Extended standards for exceptional children*
4. *Supporting standards and objectives*

III. 21st Century Balanced Assessment System – Long-Term 2, 4 & 5



Alignment to Framework:

Long-Term 2: Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.

Long-Term 4: Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.

Long-Term 5: Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

a. Inform Instruction and Evaluate Knowledge

The State Board of Education recognizes the need for an **assessment** system that supports, promotes, and measures 21st century learning as stated in the following goals:

(1) NC public schools will produce globally competitive students.

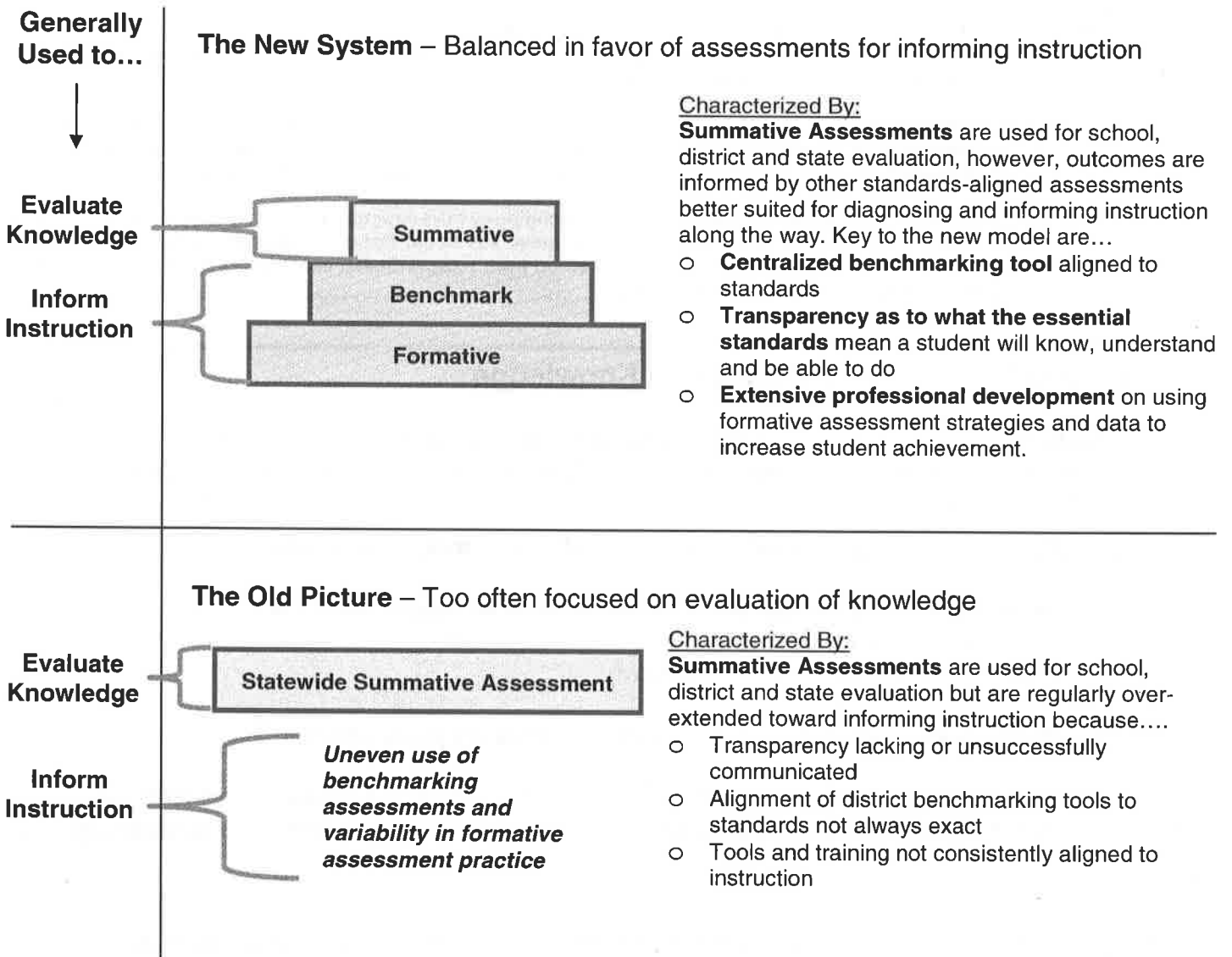
*Every student's achievement is measured with an assessment system that **informs instruction and evaluates** knowledge, skills, performance, and dispositions needed in the 21st century.*

(2) NC public schools will be led by 21st century professionals.

Every teacher and administrator will use a 21st century assessment system to inform instruction and measure 21st century knowledge, skills, performance, and dispositions.

A key to understanding the approach from the *Framework for Change* and this plan is to take a closer look at goal # 1. Educators need to assess both to inform instruction *and* evaluate knowledge, skills, performance, and dispositions. This is a dichotomy about how assessments are used. Assessments are typically designed for only one of the two uses. To evaluate *and* inform instruction requires more than a single test, even more than a series of assessments: it takes a **system** both to evaluate and inform instruction. **Figure G** illustrates the old and new picture.

Figure G – The New System and the Old Picture



Data from large-scale summative tests are significantly less informative at the teacher and student-level, most dramatically in comparison to effective classroom assessment. A teacher using appropriate standards-aligned classroom assessments will invariably know at a much deeper level what a student knows and is able to do. The new model will supply aligned tools and training to ensure teachers have the knowledge and resources to administer standards-aligned assessment that will inform instruction.

In line with the *FFC*, the new assessment system will emphasize the importance of classroom level assessment and transparency. Each type of assessment must be aligned to Essential Standards.

Figure H: Comprehensive Balanced Assessment System*
 Each type of assessment is important and serves a distinct purpose.

	Formative	Benchmark	Statewide Summative Assessments
Purpose	Assessment <i>for</i> Learning What learning comes next for <i>this</i> student at this point in time?	Assessment <i>of</i> Learning How are students progressing? How well is this program working?	Assessment <i>of</i> Learning How are schools and districts progressing? How is the state progressing?
Focus	<ul style="list-style-type: none"> ❖ Teachers ❖ Students ❖ Parents 	<ul style="list-style-type: none"> ❖ School Leaders ❖ District Officials ❖ Curriculum Specialists ❖ Teachers (Professional Learning Communities) ❖ Students and Parents 	<ul style="list-style-type: none"> ❖ Policymakers ❖ School Board Members ❖ Legislators ❖ District Staff ❖ Teachers (Professional Learning Communities) ❖ Students and Parents
Frequency	❖ Daily, prior to, and during instruction	❖ Periodically, throughout the year, between and among instructional units.	❖ Annually, coming as close to the end of the year or end of course as possible
Use of Results	<ul style="list-style-type: none"> ❖ To inform instruction and provide descriptive feedback to students about their learning ❖ To promote meta-cognition and self-assessment behaviors in students ❖ To direct teacher response to the student's need for remediation or extension ❖ To develop teachers as reflective practitioners ❖ To develop students as reflective learners 	<ul style="list-style-type: none"> ❖ To determine how much learning has taken place up to a particular point in time ❖ To identify learning issues for targeted groups and subgroups based on their progress ❖ To evaluate efficacy and gaps in adopted curriculum and instructional strategies. 	<ul style="list-style-type: none"> ❖ To develop strategic, long-term evaluation of curriculum and programming based on trends over time ❖ To determine student achievement levels ❖ To provide institutional information that influences policy developed by superintendents, school board members and legislators
Examples	<ul style="list-style-type: none"> ❖ Questioning ❖ Discussions ❖ Learning Activities ❖ Descriptive Feedback ❖ Teacher-Student Conferences ❖ Interviews ❖ Student Reflections/Journals ❖ Ungraded class work or homework ❖ Teacher observations 	Teacher or textbook quizzes, tests Teacher Learning Teams or districts may develop common: <ul style="list-style-type: none"> ❖ Mid-term and end of unit assessments ❖ 9-week or quarterly assessments ❖ District Assessments Commercial Products <ul style="list-style-type: none"> ❖ Examples: MAP, SCASS, DIBELS, Classworks, Blue Diamond State-Specific Systems: <ul style="list-style-type: none"> ❖ ClassScape 	<ul style="list-style-type: none"> ❖ NC End-of-Grade ❖ NC End-of-Course ❖ VoCATS

*The assessment system may also include other standardized assessments such as ASVAB, NAEP, TIMSS, SAT, ACT

b. Formative Assessment



i. What is Formative Assessment?

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes (CCSSO FAST SCASS, 2006).

The purpose of formative assessment is to assist teachers in identifying where necessary adjustments to instruction are needed to help students achieve the intended instructional outcomes that are ultimately defined by the **Essential Standards**. Formative assessment is ongoing, minute-by-minute assessment that is integral to instructional delivery. The primary users of formative assessment information are students and teachers. Formative assessment, as here defined, is a best practice that research has shown will improve student learning.

Attributes of effective formative assessment include:

- providing students with learning goals and targets in language they can understand
- clearly describing the criteria for successfully meeting the target through examples
- effectively using learning progressions to scaffold learning
- providing descriptive feedback that helps students know what to do next in their learning
- establishing collaborative partnerships between teachers and students
- actively engaging students in self-assessment as well as peer-assessment.

In the current testing system, there is not a systematic effort to maintain and improve the effectiveness of formative assessment. In a testing system that only includes statewide summative tests, formative assessment is often forgotten while the classroom assessment focus is on benchmark tests that look and feel like mini-statewide tests. In the new assessment system, **formative assessment** should be a daily practice to support and promote learning. Teachers will need ongoing professional development, and the State will need to build and provide continued support to enhance the local capacity to meet this need.

ii. Formative Assessment and the Essential Standards

By defining formative assessment as daily, ongoing, classroom assessment such as descriptive feedback and minute-by-minute checks for understanding, it becomes one of the most powerful types of assessment for changing student outcomes. To ensure that formative assessment is aligned to the Essential Standards two major initiatives are proposed:

- 1) **Transparency.** One of the main ways to ensure that day-to-day instruction and day-to-day formative assessment align to the Essential Standards is to ensure that every teacher and every student understands what the Essential Standards mean a student will know, understand and be able to do. Some ways to take the mystery out of what students must know, understand and be able to do are...
 - Writing a concise set of Essential Standards
 - Developing performance indicators that clearly define how an essential objective will be measured
 - Unpacking objectives into discrete sub-objectives for transparency
 - Releasing one form of the EOCs and EOGs annually
 - Providing a benchmarking tool that provides an exhaustive set of usable items (multiple-choice, constructed response and performance tasks) aligned to the Essential Standards
- 2) **Professional Development.** Online professional development (PD) modules will consistently address and incorporate alignment to the Essential Standards.

iii. Formative Assessment and PD Recommendation

Recommendation: Professional development through the use of modules, digital learning sites, and an online professional learning community should be developed, maintained, and delivered by the North Carolina Department of Public Instruction in order for educators and stakeholders to support a comprehensive balanced assessment system with a specific emphasis on formative assessment.

Next Steps: All DPI staff and NC public school educators should be introduced to the new assessment system and the differences between formative, benchmark, and summative assessment. A cross-functional team (e.g., representatives from various sections, divisions, and areas) of professional development staff should be identified and trained on delivering professional development to NC teachers, district coordinators, and administrative staff. Professional development should focus on formative, benchmark and summative assessment.

Because formative assessment should be used daily and promotes learning, development of a series of modules focused on formative assessment is essential for increasing student achievement. These modules will be developed and administered online and will focus on authentic teaching scenarios, alignment to the Essential Standards and widely acknowledged best practices.

Formative Assessment Training modules are proposed based on the needs identified by representatives from the following teams/staffs who have recently observed teachers in North Carolina classrooms: North Carolina Formative Assessment Project Team; Comprehensive Support Instructional Facilitators; Curriculum, Instruction, and Technology staff; Exceptional Children staff; NC Testing Program staff; and CTE staff. Please see the table in Appendix B.

iv. Qualities of Formative Assessment

The formative assessment process will be characterized by seven qualities.

Quality	Why Is This Important?	Achieved By...
Is Daily	<ul style="list-style-type: none"> • Provides ongoing feedback to students and teachers • Integrates seamlessly with instruction 	<ul style="list-style-type: none"> • Providing PD Modules • Discussing the importance of formative assessment in professional development • Continuing to partner with other states to explore ways to build capacity • Working with Local Education Agencies (LEAs) to build capacity at the local level
Provides Clear Learning Goals	<ul style="list-style-type: none"> • Provides learning goals in language students can understand 	<ul style="list-style-type: none"> • Providing PD Modules • Working with the Essential Standards Committee to ensure targets are clear • Providing professional development to teachers and district leaders on how to deconstruct/unwrap standards
Provides Clear Criteria for Success	<ul style="list-style-type: none"> • Provides students examples of what quality work looks like • Allows teachers to plan with the end in mind 	<ul style="list-style-type: none"> • Providing PD Modules • Providing clear examples of quality work and emphasizing their importance in curriculum documents
Provides Descriptive Feedback	<ul style="list-style-type: none"> • Provides specific information to identify the gap between current learning and desired outcomes • Focuses on enhancing student learning without assigning grades or scores 	<ul style="list-style-type: none"> • Providing PD Modules • Providing examples on the web site • Developing an online professional learning community so that teachers can share student work and get advice on how to provide effective feedback to students • Providing recommendations on how to balance the need for grades and the power of descriptive feedback
Includes Student Self and Peer Assessment	<ul style="list-style-type: none"> • Provides opportunities for students to self-reflect • Enables students to use the criteria for success and focus on the learning targets 	<ul style="list-style-type: none"> • Providing PD Modules • Providing examples on the web site
Is Aligned to ES	<ul style="list-style-type: none"> • Ensures that the focus is on learning the Essential Standards 	<ul style="list-style-type: none"> • Incorporating alignment to standards throughout the 13 PD modules
Is Diagnostic	<ul style="list-style-type: none"> • Uses assessments to uncover necessary pre-requisite skills that students need to master essential objectives 	<ul style="list-style-type: none"> • Developing Professional Development Modules to help teachers interpret evidence of learning

c. Benchmark Assessments



i. Overview of Proposed Benchmarking Tool

Benchmark assessments are given to students periodically throughout the year or course to determine how much learning has taken place up to a particular point in time and to track progress toward meeting curriculum goals and objectives.

Currently, each Local Education Agency (LEA) or school must develop its own benchmarks using tools the school system develops or purchases. The degree of alignment and quality varies from system to system. All school systems and schools should have access to standards-aligned items to create benchmarks. Tools should be in place to diagnose which standards still need to be met and strategies on what to do next to meet them.

Recommendation: A benchmark assessment tool that contains an item bank that can be used for developing benchmarks for classrooms, schools, and LEAs should be developed, maintained, and disseminated by DPI. Professional development should demonstrate how the benchmark tool can support formative assessment practices and measure essential standards.

The assessment tool should be **centralized** and contain a large and comprehensive repository of tasks/items that align to every objective within the Essential Standards for all content areas. The item bank should contain secure and non-secure items. Principals and district-level staff should have access to secure tasks/items to create common benchmark assessments. Teachers should have access to non-secure items to develop common classroom assessments or for classroom activities. By providing the item bank, the State will level the playing field by providing every school system with access to items that are aligned to the Essential Standards. The assessment tool and professional development will provide guidance on how to create benchmarks, how to interpret the data, and what steps to take next for students who are not on the pathway to meeting the standards.

Next Steps: An RFP should be developed to secure a vendor for this project. Until a state item bank can be in place, DPI should provide a list of approved vendors and/or a set of criteria for evaluating vendors.

ii. Qualities of Benchmark Assessment Tool

The benchmarking assessment tool will be characterized by four qualities.

Quality	Why Is This Important?	Achieved By ...
Is aligned to Essential Standards	<ul style="list-style-type: none"> Guarantees instruction, assessments and tests are parallel to enhance student achievement Contributes to transparency by allowing teachers and students access to multiple items that align to particular standards and objectives. 	<ul style="list-style-type: none"> Issuing an RFP for development of a customized benchmark assessment system Including items from all curriculum areas
Is used by the teacher, school, and LEA	<ul style="list-style-type: none"> Allows customization and ownership of use 	<ul style="list-style-type: none"> Providing access to all schools and systems Partitioning the item bank for secure and non-secure items Providing professional development on how to interpret and use the data
Includes various item types including constructed response, performance and multiple choice	<ul style="list-style-type: none"> Allows students to show what they know and how they think in a variety of ways 	<ul style="list-style-type: none"> Requiring the vendor to develop constructed response, performance tasks, and multiple-choice items Requiring the use of computer simulations when appropriate
Is diagnostic	<ul style="list-style-type: none"> Identifies learning issues for targeted groups and subgroups based on their progress Evaluates efficacy and gaps in adopted curriculum and instructional strategies 	<ul style="list-style-type: none"> Providing professional development modules on using assessment data to guide instructional decision-making Requiring the vendor to develop enough secure and non-secure items that benchmarks can be developed that provide diagnostic information Including instructions that tell the user how to build the benchmark from the item pool so that diagnostic information is valid Including information to the user on what to do next with the results

Proposed Statewide Benchmarking Tool

Teacher Accessible Portion

Used by teachers in classrooms at their discretion and with the help of centralized professional development. Also, contributes to transparency by making available multiple items for every objective.

LEA Leadership Accessible Portion

For creation of common standards-aligned benchmarks implemented across classrooms at particular grade-levels

d. Statewide Summative Assessments



i. Overview

Summative assessments are a measure of achievement to provide evidence of student competence or program effectiveness. Summative assessments can be found at the classroom, LEA, and state level. Large-scale summative assessments typically occur annually and are used to determine state, LEA; and school progress over time. Data from large-scale summative assessments can be disaggregated and used to determine trends in achievement by various groups of students.

Statewide summative data (e.g. EOG and EOC scores) can be used reliably as a supplemental piece of information that is combined with a number of other, and often richer, pieces of information (e.g., formative assessment data, teacher tests, teacher observation, as well as LEA or school-level benchmark assessment data).

ii. Recommendations and Next Steps

General Summative Assessment Recommendations

- 1. Use constructed-response and performance task items when such items are appropriate based on developed criteria**
- 2. Phase-in shift to computer-based testing**
- 3. Increase transparency measures, both after the fact by release of testing forms and testing material, and beforehand with performance indicators for each objective in the essential standards and a rich, standards-aligned benchmarking tool**
- 4. Convene an Innovative Assessment Research Team**
- 5. Develop a guide or tool for administering 21st century and computer-based assessments**

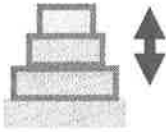
		Type of Item	Advantages	Disadvantages	Recommendation: A combination of all three
ITEM FORMAT		Multiple-choice items (MC)	<ul style="list-style-type: none"> • Samples wider span of the content domain • Produce more reliable scores • Make developing, administering and scoring of tests more efficient and economical • Allow reuse of MC items • Are transparent and reliable • Span the levels of cognitive complexity • Can be scored rapidly, accurately, and inexpensively • Provide objective scores 	<ul style="list-style-type: none"> • May result in drill and kill teaching • Are inappropriate for some purposes (abilities like writing & creative thinking are not easily assessed with MC items) 	<p>Next Steps:</p> <p style="text-align: center;">△</p> <p>Develop Criteria for determining which Essential Objectives will be assessed with constructed response. Criteria (in form of a decision tree or rubric) will allow us to make effective choices about which objectives are best assessed with CR (e.g. an objective that requires a student to “create” will be best assessed with CR.) Presented in August 2009.</p> <p style="text-align: center;">△</p> <p>Convene Innovative Assessment Research Team This internal team will research and make concrete, actionable recommendations based on national and international research on technological innovations in assessment that should be pursued including computer-based simulations, computer-based accommodations and computer adaptive testing – in short, determine how technology can help teachers, schools and the state collect better, more authentic student achievement data. Report Presented in July 2009.</p>
		Constructed-Response (CR): Written items (e.g. essays, short-answer, gridded response)	<ul style="list-style-type: none"> • Reflect the kind of academic and professional tasks that a child will be asked/required to do • Serve as professional development when scored • Encourage teaching the standard so that students master material rather than encourage “test prep” 	<ul style="list-style-type: none"> • Have high costs in development, scoring and ongoing high costs because CR items often cannot be re-used • Require more time per item thus compromising breadth or reducing the # of assessment items aligned to a particular objective • May contain scorer bias (threat to validity of score interpretations & uses) • Have lower reliability • Result in slower score turnaround 	
		Constructed Response: Performance Tasks (PT) (e.g. demos, experiments, oral presentations)	<ul style="list-style-type: none"> • Reflect the demonstration of knowledge and skill required by the Graduation Project. 		
		Option	Advantages	Disadvantages	Recommendation: Option 1 (phased-in)
TEST PRESENTATION		Option 1. Computer-based administration	<ul style="list-style-type: none"> • Is cheaper in the long-term • Offers faster access to data; impacts speed of scoring • Provides opportunities for innovative testing • Has increased flexibility and standardization of accommodations for special needs students 	<ul style="list-style-type: none"> • Has up-front costs • Has implications in terms of hardware, software, connectivity (e.g., local bandwidth), availability of computers within a school and district • Results in a need to develop viable alternate administrations for students with disabilities (system would need to be built to support accommodations) 	<p>Next Steps:</p> <p style="text-align: center;">△</p> <p>Convene Innovative Assessment Research Team. See above.</p> <p style="text-align: center;">△</p> <p>Develop Guide to Administering 21st century and Computer-Based Assessments. This guide will define best practices for implementing 21st century testing within the school building with key guidance on hardware, bandwidth and scheduling. This guide will provide concrete steps to be taken based on different hardware availability, student body size and scheduling arrangements and will use data collected from LEA case studies to ensure that all LEAs are equipped to move to a mostly or entirely computer-based testing environment by 2013.</p>
		Option 2. Paper & pencil administration	<ul style="list-style-type: none"> • Is a known quantity – we have it down, can do it well, and get valid and reliable results to hold schools accountable 	<ul style="list-style-type: none"> • Requires a lot of man hours at DPI and in LEAs • Results in more expensive scoring with constructed-response 	

iii. Qualities of Summative Assessments

Summative assessment will be characterized by six qualities.

Quality	Why Is This Important?	Achieved By ...
Is Used Primarily for School, LEA and State Accountability	<ul style="list-style-type: none"> Aggregates data to compare across classrooms, schools and LEAs Ensures teachers are teaching and students are learning the NCSCOS driven by the Essential Standards. Ensures teachers use richer data than EOG and EOC results to diagnose and to inform instruction. 	<ul style="list-style-type: none"> Developing valid and reliable assessments Providing training and tools that help build assessment literacy and ensure that schools have the resources and skills to diagnose and formatively assess via professional development and benchmarking tool
Uses 21st century Technology	<ul style="list-style-type: none"> Provides students the ability to utilize the tools necessary to live in a digital world and make real-world connections Includes built-in accommodations 	<ul style="list-style-type: none"> Developing computer-based assessments that include simulations and results of research as appropriate Exploring the possibility of built-in accommodations Convening Innovative Assessment Research Team
Is Transparent	<ul style="list-style-type: none"> Informs stakeholders of what students are expected to know and understand Ensures that every teacher in the state knows what he or she must prepare students to know, understand or be able to do to achieve mastery of the Essential Standards and demonstrate that mastery on all assessments. 	<ul style="list-style-type: none"> Providing benchmarking tool with extensive standards-aligned items of various types to provide many clear examples of what a student should be able to demonstrate if they have mastered a particular objective Releasing prioritization and weighting of objectives on summative assessments Releasing a form of each assessment annually
Is Aligned to Essential Standards	<ul style="list-style-type: none"> Guarantees instruction, assessments and tests are parallel to enhance student achievement 	<ul style="list-style-type: none"> Revising assessments when Essential Standards are developed Continuing to have assessment and curriculum staff involved in the development of Essential Standards and assessments
Includes Various Item Types	<ul style="list-style-type: none"> Reflects the kind of academic and career tasks that a child will be asked/required to do Encourages teaching the standard so that students master material rather than encourage "test prep" Demonstrates knowledge and skills required by the Graduation Project 	<ul style="list-style-type: none"> Revising assessments to include performance tasks and constructed response as well as multiple-choice Developing a rubric to determine when non-multiple-choice item types are most appropriate
Is Technically Sound	<ul style="list-style-type: none"> Provides validity and reliability that are necessary for comparability and accountability Allows access and decreases the number of students needing alternate assessments 	<ul style="list-style-type: none"> Incorporating appropriate psychometric analysis and research studies to ensure validity and reliability of results. Incorporating universal design principles

e. Ongoing Authentic Assessments



The NC Graduation Project, NC Writing Assessment System and a proposed portfolio system complete the Balanced Assessment system. None of these three authentic assessments fit nicely in the category of formative, benchmarking or summative assessment. Instead they serve *both* functions as outlined in the SBE goals, to inform instruction *and* to evaluate. Each is characterized by **authentic evidence**. While not standardized to the degree of the statewide summative or proposed benchmarking tool, these three bodies of evidence represent the most authentic student assessment.

i. NC Graduation Project

Alignment to Framework:

Long-Term 1inclusion of skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project

Long-Term 2the new assessment system must be aligned to the graduation project

The NC Graduation Project (NCGP) is a multi-faceted, multi-disciplinary performance assessment completed over time and used as the primary measure for student accountability. The NCGP, consisting of four components (a research paper, product, portfolio, and an oral presentation), culminates in a student's final years of high school. It provides students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. The Essential Standards will prepare a student to succeed on the graduation project.

ii. NC Writing Assessment System

Alignment to Framework:

Immediate Improvement 7:

Change the current approach to writing assessment. To elevate the importance of writing throughout the curriculum, the current 4th, 7th, and 10th grade writing assessments are to be replaced with a K-12 writing assessment system that includes authentic and on demand writing assignments, appropriate to each grade level and backmapped from the graduation project....

The new NC Writing Assessment System entails a paradigm shift in how writing is assessed. This new year-long assessment system will consist of four authentic, content-specific writing tasks/assignments and two on-demand writing tasks/assignments. The authentic writing tasks/assignments are to be submitted for scoring as finished written products.

The NC Writing Assessment System will be piloted at Grades 4 and 7 during the 2008-2009 school year. In Grade 7, the pilot school systems will be involved in the use of a centrally hosted electronic system to compose and store student writing tasks/assignments. The other school systems will locally store their students' word-processed writing tasks/assignments in portfolios. Teachers will provide feedback and score those writing tasks/assignments, and the LEAs will collect and store scored data for NCDPI. Through the use of this electronic system, the NCDPI will have the capabilities to monitor compliance and to audit, ensuring that the assessment system produces results that are valid and reliable.

In Grade 4 students will use a paper-pencil based system. Teachers will provide feedback and also score the writing tasks/assignments. Those scores will then be entered into an electronic data collection system. DPI will monitor for compliance and audit to ensure the results provided are valid and reliable.

Professional development for the NC Writing Assessment System will be delivered to educators and stakeholders primarily electronically through the use of a Moodle (online course management system). This professional development will consist of two courses – the first specifically designed around the instruction of writing and the involvement of all teachers K-12 focusing on instructional delivery. The second course focuses on the writing assessment delivery. This course consists of assessment of student writing: the use of the electronic system(s), scoring rubrics, scoring applications, and sample student responses. Upon the successful completion of each course, educators/participants can electronically print a “certificate of completion” including a specific number of contact hours to be turned in for CEU credit.

Future Writing Timeline (from August report)

2009-10

Grade 4
Paper & Pencil (computer-processed optional)
Grade 7
Electronic Centralized Assessment System
Grade 10
Same as 07-08 for AYP

2010-11

Grades PreK-5
Paper & Pencil (computer-processed optional)
Grades 6-8
Electronic Centralized Assessment System
High School
TBD

iii. Portfolios

Reflective thinking and goal setting are two dispositions required of 21st century students. A portfolio is a way for students to demonstrate their ability to perform these skills. Portfolios are a collection of student work from throughout the year that showcase accomplishments and progress in acquiring knowledge and skills over time. A portfolio includes examples of a student's application of higher order thinking skills.

Portfolios can help students monitor their own progress, are particularly valuable in assessing dispositions (from SBE goals) and can house formative and summative data. A portfolio of student work can complement and inform instruction. If a portfolio is used to monitor student progress, there is ongoing review and reflection on the work by both teachers and students so that evaluation of skills, growth, and pacing can be adjusted as needed. To measure 21st century dispositions, K-12 students should develop portfolios.

Recommendation: An Innovative Assessment Research Team researches the benefits of electronic portfolios and recommends action to SBE in July of 2009

iv. K-2 Literacy and Math Assessment

The beginning years of math and early reading development are essential to the growth and achievement of students in high school. From the time a student enters kindergarten, he or she is getting ready for high school graduation. The K-2 Literacy and Math assessments support achievement with on-going individualized assessments throughout the developing years. The NC K-2 Literacy and Math assessments measure the reading, writing and mathematics skills of students in kindergarten, first and second grade. These assessments allow teachers to gather formative, benchmark and summative data and provide:

- Information to teachers about the progress of each student for instructional adaptations and early interventions
- Information to teachers about the status of each of their incoming students
- Information to parents about the status of their children relative to grade-level standards at the end of the year
- Information to schools and school districts about the achievement status and progress of groups of students in grades K, 1, and 2.

IV. Accountability

Challenging ● Attainable ● Balanced

Alignment to Framework:

Long-Term 6: Examine the K-8 accountability model with a 21st century focus. This examination should include consideration of whether the model appropriately reflects 21st century skills and understandings and how the model affects school designations and recognition. While additional components may be considered, the focus must remain on student achievement and academic growth.

Long-Term 7: Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for postsecondary education and skilled work. To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. The focus of the new model must remain on student achievement and academic growth.

a. Overview

The purpose of the ABCs Accountability system is to ensure that adults in the educational system are responsible for achieving challenging yet attainable achievement goals for their students every year and that parents and the public have a clear, comparable understanding of the performance of students within North Carolina's public schools.

The accountability model must:

- 1) Determine what is both **challenging and attainable** for student achievement/growth and have a strong statistical and practical argument for how measures are set.
- 2) Ensure a **balanced** approach that accounts for aggregated measures but remains grounded in student achievement and growth.

b. Developmental Growth and the Technical Advisory Committee

In line with the *FFC*'s emphasis that the accountability model remain focused on student achievement *and growth*, we want to explore growth models that determine what is **challenging and attainable** for each year as accurately as possible. In line with the *FFC*, and to ensure that we are using the most valid and reliable mechanisms to set standards, a Technical Advisory Committee (TAC) will be formed to study growth models for both K-8 and 9-12.

While a technical discussion of growth is beyond the purview of this proposal, we are recommending the TAC first study the feasibility of a **developmental growth model** for reading and math. In a developmental growth model, K-8 accountability will retain its fundamental focus on growth and performance. The primary change will be in how growth expectations are set. Growth expectations will be based on longitudinal data analyses that produce "growth curves" spanning grades 3-8. This allows not only estimates of year-to-year change (as in previous NC growth models), but also the growth that should be expected from the end of third grade to the end of eighth grade (or any subset of those grades). This shift in focus from annual change to longitudinal growth is the significant difference between the proposed K-8 model and past NC growth models. A feasibility

study will be conducted for application of this model K-12 exploring the possibility of using EOCs in the model.

TAC Research Recommendation 1: A TAC is convened to explore the adoption of a new growth model, focusing first on the feasibility of using a K-12 developmental growth model for reading and mathematics. The same committee would explore alternative growth models or refining or continuing the current growth model under the new essential standards beyond the feasibility study.

TAC Research Recommendation 2 (9-12): Measures of career and post-secondary readiness are considered in the accountability model. The TAC will research the balance of measures of career and post-secondary readiness, graduation rate and student achievement/growth to ensure the appropriate targets are in place that meet criteria of equity and transparency. Initial assessments of readiness to be explored will include SAT, ACT and ASVAB.

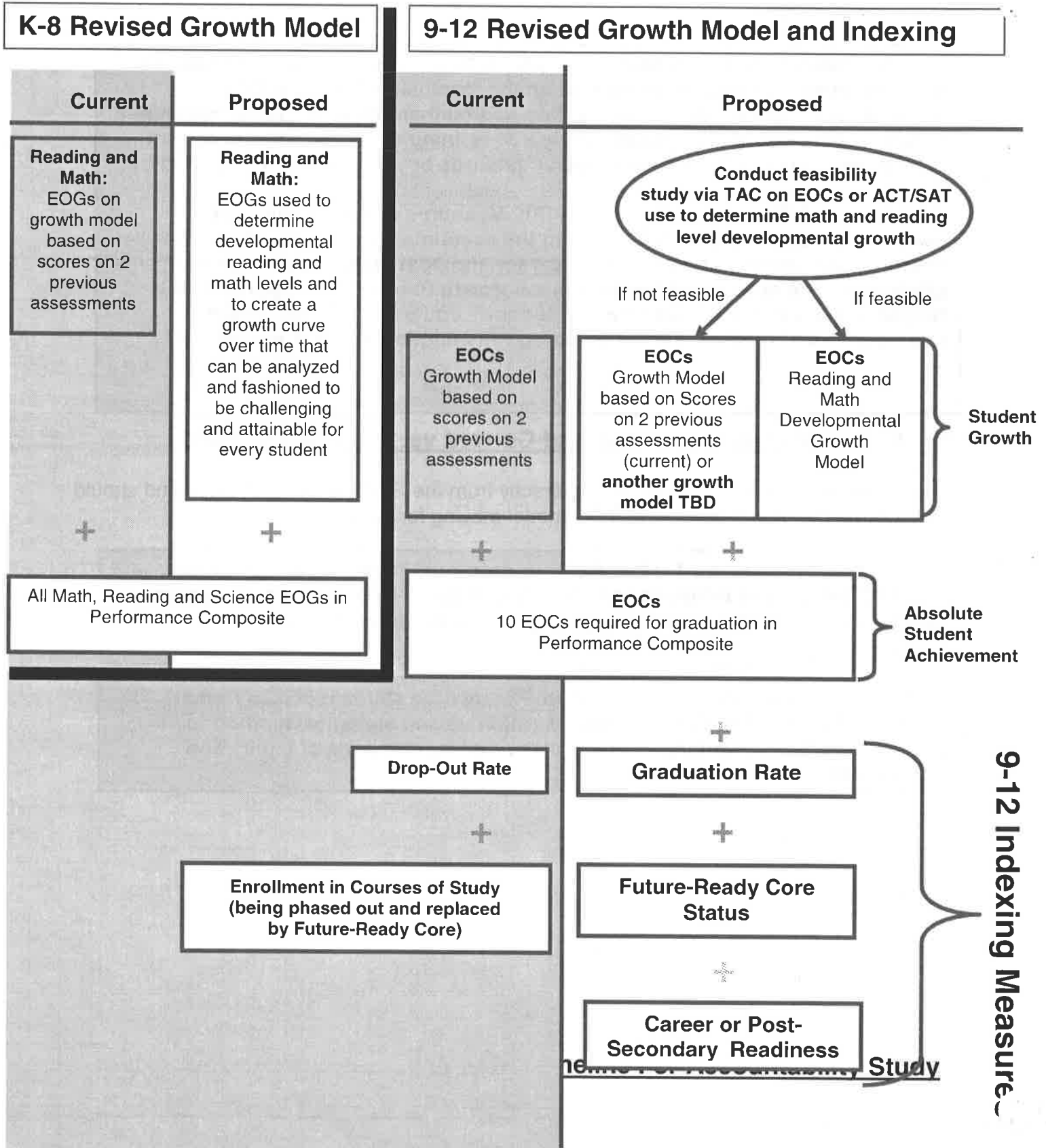
c. Action Recommendations and Current vs. Proposed Models

The recommendations below are taken directly from the *Framework for Change* and should be confirmed for the new accountability model moving forward.

Action Recommendation 1 (HS): Replace drop-out rate with graduation rate. The TAC determines rationale and statistical method to ensure the appropriate targets are in place that meet criteria of equity and transparency.

Action Recommendation 2 (HS): Future-Ready core status replaces former courses of study. The TAC determines rationale and statistical method to ensure the appropriate targets are in place that meet criteria of equity and transparency.

Figure I - Overview of Accountability – Current vs. Proposed



Recommended Step	Date
<p>Convene Technical Advisory Committee (TAC) with the following objectives:</p> <ul style="list-style-type: none"> • Determine feasibility of K-12 developmental growth model • Recommend for action a growth model that has the best statistical and practical profile and will set challenging and attainable goals for all students • Recommend for action when and how graduation rate should become operational in the ABCs • Recommend for action when and how Future-Ready Core should become operational in the ABCs • Develop wide-ranging study of pros and cons of possible measures of post-secondary readiness (include ACT, SAT, ASVAB) • Recommend for action the use of Post-Secondary Readiness Measures • Recommend for action a statistical method and rationale for achieving <u>balance</u> between the components of the accountability model • Develop an informative rationale for what type of incentives should be tied to <ul style="list-style-type: none"> ○ Improvement Measures (Achievement, Grad Rate, etc.) ○ Absolute Measures (Achievement, Grad Rate, etc.) • Develop an Activation Time Line, based on research and recommendations, for the phase-in of any approved revisions to the K-8 student achievement and growth model and for the phase-in of each of the four components of the new 9-12 accountability model • Study and recommend action on revision of gateways and retesting policies • Consider the pros and cons of a diverse set of additional components that might be added to the accountability model beyond the four from the <i>Framework For Change</i>. If a strong rationale can be developed for an additional component(s), then recommend and determine a method for inclusion in the model. 	<p>Nov 08</p>
<p>TAC Progress Update</p>	<p>Feb 09</p>
<p>TAC Progress Update</p>	<p>Apr 09</p>
<p>TAC Progress Update</p>	<p>Jun 09</p>
<p>TAC Reports on Recommendations for Discussion</p>	<p>July 09</p>
<p>TAC Reports on Recommendations for Action</p>	<p>Sept 09</p>
<p>TAC presents Activation Time Line for Discussion</p>	<p>2 months after Board approval</p>
<p>TAC presents Activation Time Line for Approval</p>	<p>The month after discussion</p>

V. Technology

Alignment to Framework:

Long-Term 5: Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

An analysis of the technology infrastructure will be necessary to pursue goals of a 21st century assessment system. The most immediate areas that need to be formally assessed and planned for are:

- 1) What needs to happen at the school level to allow most or all tests to be computer-based in the future? What guidance do we need to provide schools in order to implement computer-based assessments? Major current constraints to be addressed include:
 - a. Electrical capacity of school
 - b. Bandwidth
 - c. Wireless or hardwiring of school
 - d. Hardware (availability of computers to accommodate large-scale simultaneous testing in a school)
 - e. Personnel and hardware trade-offs (i.e., consuming counselors' time with test coordination or tying up computer labs for weeks at a time)
- 2) In what ways might North Carolina use technology to assess student achievement more reliably and validly (to be explored by Innovative Assessment Research Team)?

To prepare for the increased use of technology to deliver professional development and online student assessment, DPI is recommending:

Recommendations:

A. Conduct Case Studies for Administering 21st Century Assessment

An internal group will be formed that will conduct case studies of schools that are successfully implementing extensive online testing. Case studies will inform an approach to issues related to scheduling, bandwidth and hardware so that more students can move onto computer-based testing.

B. Roll Out Informed by Case Studies

Next steps that might be considered to prepare for universal or near-universal online testing administration are...

Action 1: Provide incentives for high schools that administer online testing to encourage more schools to build their organizational and hardware capacity.

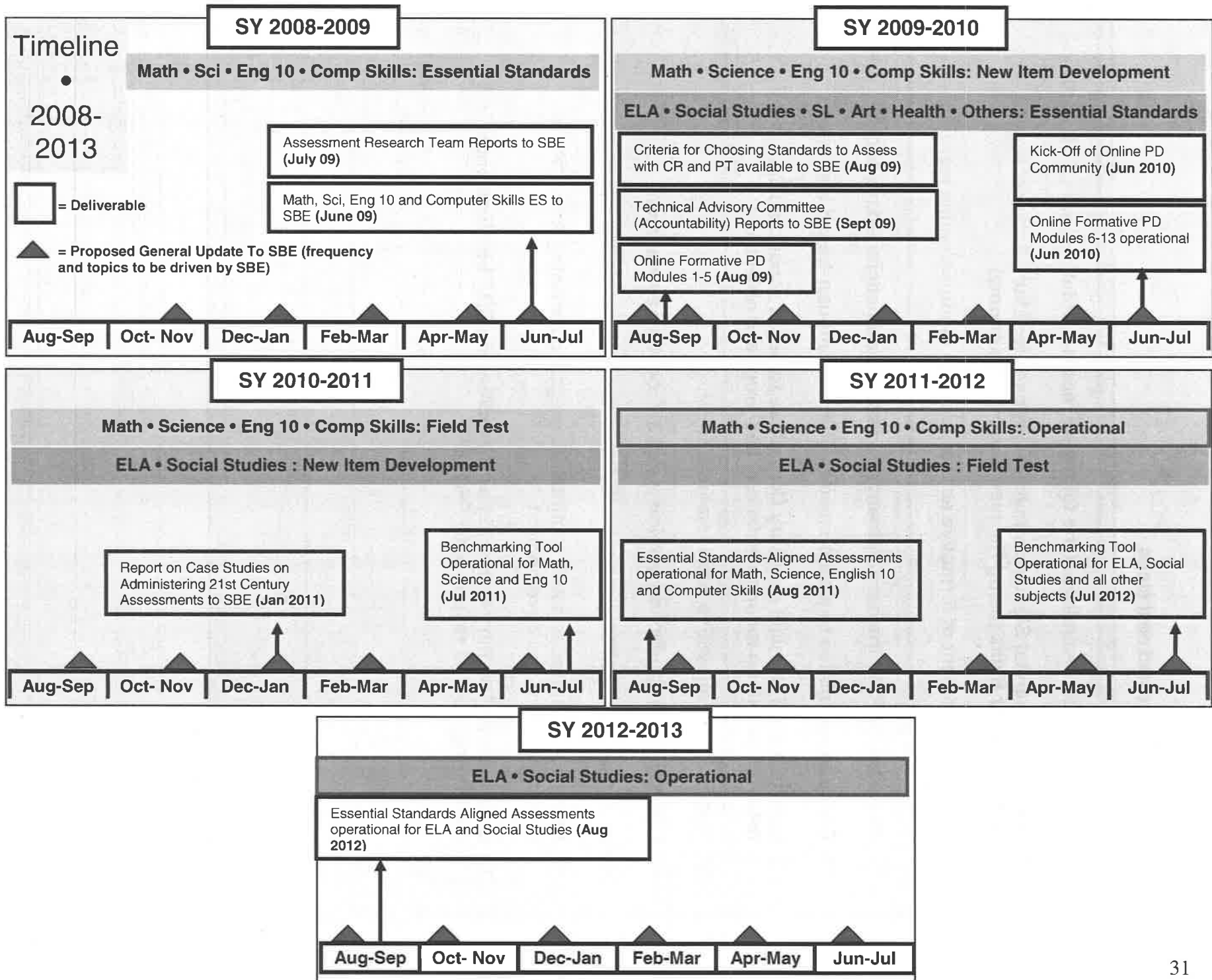
Action 2: Set a date 3 or 4 years in future after which EOCs will not be offered offline and push high schools to build hardware and organizational capacity to administer online testing.

Action 3: Move all EOGs online.

Action 4: Move all EOGs online and provide incentives for K-8 schools that administer online testing to encourage more schools to build their organizational and hardware capacity.

VI. High-Level Timeline and Deliverables

A more detailed, operational timeline in excel format is currently being developed and will be available in November.



VII. Next Steps

The following are suggested next steps.

DPI is hoping to start immediately the following recommendations with SBE approval:

- Begin the Essential Standards revision process for Math, Science, Eng 10 and Computer Skills (using Revised Bloom's Taxonomy)**
- Begin development of formative assessment PD modules/online learning community**
- Begin the RFP for the development of a centralized benchmarking tool**
- Convene committee to plan phased-in shift to computer-based testing**
- Convene the Technical Advisory Committee to begin accountability research based on recommendations and proposed objectives**
- Convene the Innovative Assessment Committee**
- Conduct Case Studies on administering 21st century assessment**

Other Suggested Next Steps:

- Decide on expectations and routines for on-going reporting from DPI on implementation and development**
- Determine 21st century technologies for increasing SBE involvement in monitoring work of response to *FFC***
- _____
- _____
- _____

VIII. Appendices

Appendix A – Immediate Action Item Update

Below is DPI's response to each of the 11 Immediate Action Items.

- 1. Release one form of each test on an annual basis.** *At the conclusion of the 2008–09 testing year, one form of the 2008–09 general tests for each grade level and subject tested will be released to the school districts and the public to provide transparency of the State Testing Program. This release does not include alternate assessments because sufficient numbers of forms of these tests are not currently available.*
- 2. Enact a moratorium on the content standards revision/test development cycle.** *DPI content standards revision cycles are on hold. DPI has a plan to identify Essential Standards in each content area. Once the Essential Standards are identified and approved by the SBE, Test Development will begin work on new test editions.*
- 3. Make results from new tests comparable to prior tests.** *DPI will begin this action step in fall 2008 with the release of spring 2008 reading assessment results for grades 3–8. Scale scores and proficiency on both the old standard and the new standard are scheduled to be released in November/December 2008.*
- 4. Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.** *The USED did not grant permission to DPI for a five-year cohort graduation rate. Therefore, DPI will continue to use the four-year cohort graduation rate for AYP. However, DPI recommends the five-year cohort graduation rate for use in the new high school accountability model.*
- 5. Count retest scores in performance composites.** *Any student who scores at Achievement Level III on a retest of an end-of-grade test (EOG) or end-of-course (EOC) test for grades or courses included in the Student Accountability Standards [SAS] is to be counted as proficient for the school's ABCs performance composite and Adequate Yearly Progress (AYP) purposes. Effective: 2008-09 school year.*

Some LEAs have argued that this item should be expanded to allow retesting at all grade levels and for all courses with EOC tests. The USED has advised DPI that retest scores can be used at all grade levels and for all EOCs IF the SBE mandates that retesting be required for all grades and EOC courses and not remain as a local option. This ensures that AYP decisions are made equitably across the state. The June 30th deadline for data transmission to DPI might preclude some LEAs from having their 2nd retest scores available. Therefore, to maintain consistency and equity, only the 1st retest-score will be used for calculations. According to the USED, this will ensure equity across the state in

making AYP determinations. Retest scores are not included in growth calculations and do not affect financial incentive awards (bonuses).

The USED also does not allow the use of the Standard Error of Measurement (SEM) and a confidence interval for AYP. Therefore, students who meet the Achievement Level III standard using the SEM must be retested and score proficient without the SEM for their retest scores to be included in the performance composites and for AYP.

With the anticipation of the new assessments based on Essential Standards and the use of constructed-response (CR) items, the SBE should re-evaluate the issue of retesting because of the extended time needed to score the CR items. This could potentially involve moving the initial testing earlier in the school year.

6. Eliminate the redundancy in End-of-Course (EOC) and End-of-Grade (EOG) testing by allowing EOC scores to count as EOG scores in middle grades.

This item presents some challenges to us because of NCLB. Currently, the USED has advised us that the same score for a student cannot be used in two grades; for example, Algebra I being used for an 8th grader, as their 8th grade math score, could not then be used at the 10th grade level as a banked score for high school AYP purposes. The USED did indicate that they are having further discussions about whether certain other courses could be substituted; for example, for the 8th grader with Algebra I, the potential for using Algebra II or Geometry at the 10th grade level for the high school AYP might be possible. [As a side note, the SBE will need to amend the Student Accountability Standards policy to address the use of the higher-level courses if the USED approves their use for AYP.] Regardless, this item presents implementation issues at the middle schools. If the USED does allow this, could a school elect to have a student who fails the Algebra I EOC assessment take the eighth grade EOG for AYP purposes?

7. Change the current approach to writing assessment. *During its August 2008 meeting, the SBE approved the NCDPI's proposed 2008–2009 Writing Assessment System Pilot. All students at grades 4 and 7 will participate in the Writing Assessment System Pilot. During the 2008–09 school year, all students at grades 4 and 7 will complete two content-specific writing tasks/assignments and two on-demand writing tasks/assignments.*

Grade 4 students will complete their writing tasks/assignments using paper and pencil with the use of word processing tools as a local or an accessibility option. Schools will store student work in local portfolios.

Grade 7 students will participate in the Writing Assessment System Pilot using word processing tools in order to complete their writing tasks/assignments. Schools will store student work in local portfolios. In addition, grade 7 students

from selected LEAs will participate in an electronic pilot. These students will store their work in an electronic portfolio centrally hosted by the NCDPI.

To assist educators in understanding and implementing the new Writing Assessment System Pilot at Grades 4 and 7, visit www.ncpublicschools.org/sbe_meetings/revisions/2008/pdfs/gcs2rev.pdf.

- 8. Replace the current English I EOC with a high school English assessment given at grade 10.** *The NCDPI is determining which Essential Standards in English should be measured at grade 10. As soon as the Essential Standards are identified and approved by the SBE, the test development plan will be finalized. The test development plan will include an item format tryout during the 2008–09 school year. Schools will have an opportunity to volunteer to participate. Depending on the decisions the SBE makes about the high school accountability model, this assessment could be selected or adapted from commercially available assessments. Because of the work involved in determining, approving and implementing the Essential Standards, the new assessment will not be available until the 2011-12 school year.*
- 9. Revamp the current computer skills test to ensure it measures 21st century Information Communication Technology (ICT) literacy.** *The current test has been reviewed and measures the strands set forth and specifically defined in the North Carolina Computer/Technology Skills Standard Course of Study adopted by the SBE in February 2004. To ensure the test measures 21st Century Information Communication Technology (ICT) literacy, the SBE will need to adopt new content standards.*

Students are required to meet computer skills proficiency requirements in order to receive a North Carolina high school diploma. The vision of the Standard Course of Study the student was instructed in determines the test edition the student must take in order to meet the requirement for graduation. Students who entered grade 8 for the first time in the 2005–06 school year and beyond take the Online Test of Computer Skills (test edition 3).

Effective for the 2008–09 school year, select students are allowed to take the online computer skills test as early as the fall of the sixth-grade year. Allowing this option to sixth- and seventh-graders is solely at the discretion of the LEA. If allowed, prior to registering any students (i.e., students at grades six and seven) to take the online test of computer skills, students and their parents/guardians must be made aware and understand that the North Carolina Online Test of Computer Skills is a test designed to measure the competencies of the K–8 Computer Skills Curriculum adopted by the State Board of Education in 2004 and is intended for eighth grade students.

The new content standards should be backmapped and linked to the high school graduation project. Because of the new link to the NC Graduation Project, the SBE should amend the SBE policy that requires passing the Online Test of Computer Skills as a graduation requirement. However, the test would still be used to meet the NCLB Title II Part D, Enhancing Education Through Technology requirement of ensuring that every student is technologically literate by the time the student finishes the eighth grade.

10. Eliminate the misalignment of assessment for the integrated math courses.

The NCDPI is determining which Essential Standards in the Integrated Mathematics courses should be measured. As soon as the Essential Standards are identified and approved by the SBE, the test development plan will be finalized. The test development plan will include an item format tryout during the 2008–09 school year. Schools will have an opportunity to volunteer to participate. Because of the work involved in determining, approving and implementing the Essential Standards, the new assessments will not be available until the 2011-12 school year.

11. Shorten the timeframe for reporting results after new tests are administered.

The NCDPI is exploring options to shorten the timeframe for reporting results after new tests are administered. The NCDPI is committed to shorten the timeframe without jeopardizing the validity and reliability (quality) of the assessments. This will require strict adherence by the LEAs to meeting the June 30th deadline for submitting data to NCDPI. In years when new tests are administered, the NCDPI will make the process transparent to the public and have test results back in the schools prior to October.

Framework for Change Item Long-Term #3

3. Allow LEAs to develop and pilot 21st century assessment models. The NCDPI is to present a plan for approving assessment pilots that allows LEAs to develop alternative approaches to assessment that are consistent with the Board's 21st century mission and goals.

The State Board of Education may consider alternative assessment models for high school EOCs not required for graduation. Upon SBE recommendation, NCDPI will include the development of criteria for the piloting of 21st century assessment models in the objectives being addressed by the Innovative Assessment Research Team.

Appendix B

Proposed Formative Assessment and Professional Development Modules

FA Modules

- What is FA and how is it used for learning in NC?
- The Process of Deconstructing NCSCOS-Teacher and Student Friendly Language
- I know what they don't know—now what?: Data Driven Decisions
- Descriptive Feedback and Grading
- Assessment Methods-Designing and Selecting Assessments to Do What You Want
- Writing Lesson Plans to Incorporate Formative Assessment
- Student Ownership: Peer Assessment, Self-Assessment and Goal Setting
- Transforming the Classroom Assessment Environment: Helping Teachers, Students and Parents Understand Formative Assessment
- Effective and Ineffective Questioning in the Classroom
- Collecting and Documenting Evidence of Learning
- Teaching Scenarios: Is This Formative Assessment?
- Administrator Roles: What Should I See in the Classroom and How do I Support FA?

In addition, these modules should be developed for the new Comprehensive, Balanced Assessment System

- The Power of E-Portfolios
- What is A Comprehensive Balanced Assessment System: Assessment Literacy 101
- Using Benchmark Assessment Data to Determine if Students are on the Pathway
- Using Statewide Assessment Data to Reflect on Previous Performance and to Plan for Future Instruction

Appendix C

Framework for Change Quick Reference: This is a synopsis of the recommendations organized by the Long-Term Items 1 – 7 from *The Framework For Change*.

Framework For Change Item	Synopsis of Recommendations	Page Reference
<p>1. Overhaul the PreK-12 Standard Course of Study (SCOS) to focus on Essential Standards in order to narrow and deepen the curriculum.</p>	<ul style="list-style-type: none"> • Math, Science, Eng 10 and Computer Skills have Essential Standards identified in 08-09, and statewide summative assessments and benchmarking tools for these subjects are operational in 2011-2012. Social Studies and the rest of ELA follow a year behind. • Essential Standards are aligned specifically to 21st century skills, back mapped to align to the NC Graduation Project and are based on Revised Bloom’s Taxonomy. • Essential Standards use a uniform format and are aligned clearly to performance indicators so that the standards are clear and transparent. • Statewide summative assessments will align to the Essential Standards 	<p>Pages 8-10</p>
<p>2. Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.</p>	<ul style="list-style-type: none"> • Constructed-Response and Performance Tasks items are included on assessments and criteria to determine when use of a constructed response or performance is most appropriate are developed. • A centralized Essential Standards-aligned, online benchmarking tool is developed or contracted for statewide use. • Online Professional Development modules on formative assessment will be available, all by June 2010. • An Innovative Assessment Committee is convened to research how computer-based assessment could advance evaluation or instructional information (reporting July 2009) • All new assessments will be available online when age appropriate and DPI will conduct case studies of Administration of 21st Century Assessments and provide best practice tools for online administration to LEAs. 	<p>Page 20</p> <p>Page 18</p> <p>Page 15, 37</p> <p>Page 21</p> <p>Page 21,30</p>
<p>3. Allow LEAs to develop and pilot 21st century assessment models.</p>	<p>See Appendix A</p>	<p>Page 36</p>
<p>4. Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.</p>	<ul style="list-style-type: none"> • Online Professional Development modules on formative assessment will be available, all by June 2010. • PD Modules <ul style="list-style-type: none"> • Using benchmark assessment data to determine if students are on the pathway • Using statewide assessment data to reflect on previous performance and to plan for future instruction 	<p>Page 15,37</p> <p>Page 37</p>

<i>Framework For Change Item</i>	Synopsis of Recommendations	Page Reference
5. Update the analysis of the technology infrastructure needed to support a 21 st century curriculum and assessment system and to move additional testing to appropriate technology formats.	<ul style="list-style-type: none"> All new assessments will be available online when age appropriate and the NCDPI will develop A Guide To Administering 21st Century Assessments based on case-studies that provide best practices on online administration. 	Page 30
6. Examine the K-8 accountability model with a 21 st century focus.	<ul style="list-style-type: none"> A Technical Advisory Committee to begin work on research of new accountability model (reporting Sept 2009) focusing first on a feasibility study of a developmental growth model. 	Page 26-29
7. Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for postsecondary education and skilled work.	<ul style="list-style-type: none"> A Technical Advisory Committee to begin work on research of new accountability model (reporting Sept 2009) focusing first on a feasibility study of developmental growth model and determining how to find a model that meets criteria. Graduation Rate, Future-Ready Core Status and Career and Post-Secondary Readiness will be incorporated into the new 9-12 accountability model, phased in as soon as possible based on the work of the Technical Advisory Committee 	Page 26-29

Basic Timeline

	Action or Product	Date
Essential Standards and Tests	Math, Science, English 10 and Computer Skills Essential Standards to SBE	June 2009
	Math, Science, English 10 Item Development	2009-2010
	Math, Science, English 10 Field Test	2010-2011
	Math, Science, English 10 Operational	2011-2012
	English and Social Studies and Other Subjects Essential Standards to SBE	June 2010
	English and Social Studies 10 Item Development	2010-2011
	English and Social Studies 10 Field Test	2011-2012
	English and Social Studies 10 Operational	2012-2013
Tools and Key Reports	Assessment Research Team Reports to SBE	July 2009
	Criteria for Choosing Standards to Assess with Constructed Response to SBE	August 2009
	Online Formative PD Modules 1-5	August 2009
	Technical Advisory Committee (Accountability) Reports to SBE	Sept 2009
	Kick-Off of Online PD Community	June 2010
	Online Formative PD Modules 6-13	June 2010
	Report on Case-Studies on Administering 21st century Assessments to SBE	Jan 2011
	Benchmarking Tool Operational for Math, Science and Eng 10	July 2011
Benchmarking Tool Operational for ELA and Social Studies	July 2012	

Joint Legislative Education Oversight Committee
December 3, 2008

End of Grade (EOG) Reading Results, Spring 2008

Background

- On September 7, 2006, the North Carolina State Board of Education (SBE) adopted new goals for the 21st Century. The first goal is “NC Public Schools Will Produce Globally Competitive Students.” An important step to attain this goal is that students must be measured against higher standards.
- The SBE raised the mathematics standards on the new editions of the EOG mathematics assessments used during the 2005-06 school year.
- The SBE then raised the reading standards on the new editions of the EOG reading assessments used during the 2007-08 school year.

Standard Setting

- The standard setting used to establish the higher standards is called “Bookmarking” or “Item Mapping.” This process involves using outside contractors who convene panels of classroom teachers, by grade level, who are selected from across the state. The panels of teachers review the items from the actual tests (which are reorganized from the easiest item to the most difficult item) to determine where the “bookmarks” should be set to establish the points for the different achievement levels. This process for setting standards is one of the most common methods used across the nation.

Results

- With the increase in standards on the new reading assessments, the percentages of students scoring proficient statewide did drop in comparison with previous years.
- Reading performance on the general assessments ranged from 52.5 percent proficient at the 7th grade to 60.9 percent proficient for 4th and 6th grades.
- Complete details of reading, mathematics and other assessment results can be found at the following URL:
<http://www.ncpublicschools.org/docs/accountability/reporting/stateresults0708.pdf>

Conclusions

- North Carolina’s experience is not unique. On national tests and in other states, when standards go up, performance takes a dip. And then, it goes back up again as teachers adjust their standards and instruction.
- We continue to be concerned by the persistent achievement gaps in our state. Again, we are not unique in this, but we continue to look for ways to help districts improve achievement for all students, and to find ways to close the gaps that exist today.



08-09 Writing Assessment Proposal

August 2008

Table of Contents

I.	Introduction to the New Writing Assessment	Pages 3 - 5
	a. Historical Information	3
	b. Current Context	3
	c. Vision for a New Model	4
	d. 2008-2009 Pilot	5
	e. Overview of Professional Development	5
II.	Comparison Chart of Traditional and Proposed Writing Assessment Models and Sample Prompts	Page 6
III.	Implementation and Timelines	Page 7 - 10
IV.	Rubrics	Page 11 - 13
	a. Content Area Rubric	11
	b. On-Demand Rubric	
	i. Features	12
	ii. Conventions	13
V.	Online Professional Development Courses	Page 14

I. Introduction to the New Writing Assessment

Historical Information

North Carolina, believing that an emphasis on writing instruction was needed and that the measurement of writing would enhance instruction, began a statewide writing assessment program in 1983-84. While changes have occurred in the statewide writing assessment program over the years, the basic commitment to the instruction and assessment of writing has remained a major component of the North Carolina State Board of Education (SBE) and Department of Public Instruction (NCDPI).

More recent changes in the writing assessment program began in September of 2001 when a process was initiated by the NCDPI staff that would result in the revision of the statewide writing assessment program including the rubrics and scoring procedures for grades 4, 7, and 10. Writing committees for each grade level were established that included general education teachers, English as Second Language (ESL) teachers, Exceptional Children (EC) teachers, curriculum specialists, principals, and university faculty. The North Carolina Writing Assessment Scoring Model was developed by NCDPI Testing and Development Section and NCSU-TOPS staff, refined by the writing assessment advisory committees, and approved by the State Board of Education (SBE) on January 9, 2003.

A pilot administration of the North Carolina Writing Assessment at grades 4, 7, and 10 was administered in March 2003 to all eligible students. The students in grades 4 and 7 received 75 minutes to respond to the on-demand prompt; students in grade 10 received 100 minutes. The writing assessments, the rubrics, the scoring model, and achievement level ranges were revised to reflect (1) the changes in the English/language arts curriculum emphasis and focus, and (2) the need to enhance the data analysis and reporting of student performance on the writing assessments. Changes to the North Carolina Writing Assessment at grades 4, 7, and 10 were implemented initially as an operational administration effective with the 2003-04 school year to reflect the revisions to the English/language arts curriculum adopted by the SBE (1999), the recommendations of the Writing Assessment Task Force (2001), and the recommendations of the SBE Ad Hoc Writing Committee (2002).

Type of Writing Assessed by Grade Level for General Assessment

Grade Level	Type of Writing
4	Extended narrative response (personal or imaginative)
7	Extended argumentative response (problem/solution or evaluative)
10	Extended informational response (cause/effect or definition)

Current Context

In June 2008 the North Carolina State Board of Education (SBE) adopted "A Framework for Change: The Next Generation of Assessments and Accountability" and subsequently directed the North Carolina Department of Public Instruction (NCDPI) to develop a new writing assessment system that would replace the annual on-demand writing tests at grades 4, 7, and 10 and to elevate the importance of writing throughout the K-12 curriculum. The new K-12 writing system is to include authentic and on-demand writing assignments that mirror 21st century skills. The State Board of Education directed the NCDPI to prepare a transition plan for