



JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
January 7, 2014
Room 643 of the Legislative Office Building

The Joint Legislative Education Oversight Committee met on Tuesday, January 7, 2014 at 10:00 AM. The meeting was held in Room 643 of the Legislative Office Building. Representative Linda Johnson, House of Representatives Co-Chairwoman, presided. The following Senators were in attendance: Senator Jerry Tillman, Senate Co-Chairman; Senators Barefoot, Cook, Curtis, Hartsell, Pate, Soucek, Stein and Wade. The following House members were also present: Representative Bryan Holloway, House Co-Chairman; Representatives Blackwell, Brandon, Brown, Bryan, Cotham, Elmore, Horn, Lucas, Malone, McGrady, Stam and Steinburg. The following members of the Committee Staff were in attendance: Dee Atkinson, Drupti Chauhan, Patsy Pierce, Kara McCraw, Denise Adams, and Sara Kamprath. Joanna Hogg, Legislative Assistant for Representative Linda Johnson, served as the Committee Clerk. Members of the sergeant-at-arms were present.

Chairwoman Johnson convened the meeting and welcomed everyone. She introduced the House and Senate sergeant-at-arms. Chairwoman Johnson received a motion and the minutes were approved.

Chairwoman Johnson noted that the first item before the Committee would be Project L.I.F.T. She introduced presenters Denise Watts, Community Superintendent for Project L.I.F.T Learning Community Charlotte-Mecklenburg Schools; Anna Spangler Nelson, The Spangler Companies; and Richard Williams, President of Duke Energy Foundation.

Richard Williams started by telling Members how proud and excited he is about Project L.I.F.T. He thanked Members for the time to present and their support for the program.

Denise Watts explained to Members that during the presentation she was going to provide Members with an update on Project L.I.F.T and a glimpse into what the future for Project L.I.F.T will look like.

Project L.I.F.T

Project L.I.F.T is a public-private partnership with Charlotte-Mecklenburg Schools that has a fifty five million dollar investment from the philanthropic community over five years. Private support for Project L.I.F.T is approximately at a one thousand two hundred dollar incremental per student per year. The program is focused on nine schools in the West Charlotte Corridor that form a PreK-12th grade feeder pattern. The schools in the program have the highest poverty and lowest student achievement outcomes. Project L.I.F.T serves seventy two hundred students.



Project L.I.F.T focuses on four key areas that the program believes will raise student achievement:

- Talent – The best principals and teachers in Project L.I.F.T schools.
- Time – How time is spent during the school day and spent beyond the regular school year.
- Technology – Invest in technology to make sure students have access to 21st century tools.
- Engaged Community and Parents – Strategies that specifically focus on insuring that Project L.I.F.T has community investment and parent involvement.

Goals for Project L.I.F.T include a ninety percent graduation rate at West Charlotte High School, ninety percent proficiency rates in tested subject areas, and ninety percent of the children to obtain more than a year's worth of growth on all state tests.

Progress that has been made in Project L.I.F.T:

- West Charlotte High School's graduation rate rose from fifty four percent in 2010-2011 to a seventy one percent graduation rate in 2012-2013.
- Previously deemed as "hard to staff schools", Project L.I.F.T schools started the school year with less than five teacher vacancies for the last two years.
- In summers 2012 and 2013, over two thousand five hundred students were provided with high quality summer programming.
- North Carolina General Assembly and CMS granted flexibility to Project L.I.F.T to establish a school calendar that would promote continuous learning throughout the year.
- Two thousand students received a personal computer, increasing the use of technology in the classroom and at home.
- Partnership with Novant Community Health Cruiser results in immunizations of four hundred and fifty three students in the Project L.I.F.T Learning Community.

Although students in an estimated twelve and a half million classrooms benefit from excellent teachers' instruction, three times that many do not. Project L.I.F.T's Opportunity Culture Initiative is to bring an excellent teacher to every child. The Initiative will bring teachers in the top twenty to twenty five percent, who produce well over a year of learning progress in their students, with career advancement opportunities that don't require leaving the classroom.

The principles of the Opportunity Culture Initiative include reaching more children successfully with excellent teachers, pay excellent teachers more, achieve permanent financial sustainability within current budget, include roles for other educators that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children, and identify and empower the adult who is accountable for each student's outcome with the time, people, and technology needed.



The Opportunity Culture Initiative will produce savings within the budget by allowing teachers who are the most consistently excellent to reach more students, allowing less-costly paraprofessionals to supervise digital instruction and non-instructional time, and shifting non-classroom instructional specialists back into classrooms, when not needed to achieve excellent outcomes.

The Opportunity Culture Initiative enables paying excellent teachers more with available budgets. In some cases it allows all teachers to be paid more. No special grant funds are needed. Seven hundred and eight teachers applied for twenty six Opportunity Culture positions in four Project L.I.F.T Schools.

A look ahead into year two of Project L.I.F.T:

- Provide a Co-Principal for L.I.F.T Academy day and night programs
- February dental clinic to serve one thousand students
- Partnership with Microsoft expands bringing 1:1 technology to West Charlotte High School Class of 2017
- Laser-like focus on teaching, learning, and school culture
- Continued strong focus on recruitment and retention of talent
- Grant more flexibility in allowing CMS to determine how resources are used in pre-k-12 education at Project L.I.F.T schools
- Examine, evaluate and implement sustainable alternative compensation models which reward teacher effectiveness
- Continued support of calendar flexibility

Denise Watts concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked her for the presentation. Members asked questions to the presenters.

Chairwoman Johnson stated the next item before the Committee was the Comprehensive Articulation Agreement. She introduced presenters Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer of the North Carolina Community College System and Dr. Suzanne Ortega, Senior Vice President for Academic Affairs at The University of North Carolina. Chairwoman Johnson took a moment to recognize Dr. Dale McInnis, President of Richmond Community College and Dr. Ken Boham, President of Caldwell Community College who were also present for the meeting.

Dr. Morrissey started by thanking Members for allowing them to present to the Committee about the progress they have made in revising the Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina. The final draft of the proposed revisions is going to the North Carolina Community College System and University of North Carolina boards in January and February 2014 for review.

Comprehensive Articulation Agreement



A Comprehensive Articulation Agreement has been in place in North Carolina since 1997. In 1995, House Bill 739 and Senate Bill 1661 required the North Carolina Community College System to develop policies and rules for common course numbering and system wide conversion to a semester-based academic calendar. They also required a plan for the transfer of credits between the North Carolina Community College System and University of North Carolina. A Comprehensive Articulation Agreement was approved by Boards of Governors and Community Colleges and implemented in Fall Semester of 1997. The Agreement contained transfer guarantees for students who completed general education core of forty four hours or an associate's degree of sixty four hours.

House Bill 903 in the 2013 session requires University of North Carolina institutions to adhere fully to the Comprehensive Articulation Agreement. It also requires joint biannual reviews of the Comprehensive Articulation Agreement to ensure that the agreement is fair, current, and relevant for all students and institutions. House Bill 903 requires development of an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

The reasons behind the revision on the Comprehensive Articulation Agreement are because over the last five years, there has been a twenty point six percent increase in community college transfers to the University of North Carolina. Specific general education pre-major requirements for upper division courses have changed over time. The prerequisites were often differing from university to university. Anecdotal reports were given of students who lost credits in the transfer process. A 2004 study showed that only fourteen point five percent of students completed associates in arts degree before they transferred to a university. Of those, sixty percent went on to complete a baccalaureate degree. Seventy five point six percent of students who transferred to a university before completing an associate's degree. Only forty eight percent of those students went on to complete a baccalaureate degree.

A policy brief from the Southern Region Education Board stated that for students and states, the cost of a degree is too high when students accrue excess credits. The objective should be for state and postsecondary education systems to create clearer, more efficient paths to degree completion for more students. The result should be more students' graduation with fewer credits and less time.

In April 2012, University of North Carolina General Administration and North Carolina Community College System Office initiated a Comprehensive Articulation Agreement revision process. A Steering Committee of university and community college chief academic officers was appointed to direct the process.

Dr. Morrissey then introduced Dr. Lisa Chapman, Executive Vice President of Academic Affairs for Central Carolina Community College and Dr. Marilyn Sheerer, Provost & Senior Vice Chancellor for Academic Affairs at East Carolina University to talk to Members about the process and proposed policy changes of the Comprehensive Articulation Agreement revisions.



Dr. Chapman proceeded with the slide show that first showed the members and staff that were appointed to the Comprehensive Articulation Agreement Review Steering Committee as shown below:

Members

- Joan Lorden, University of North Carolina at Charlotte
- Marilyn Sheerer (Co-Chair) East Carolina University
- Jon Young, Fayetteville State University
- Beth Lofquist-Tyson, Western Carolina University
- James Kelly, Randolph Community College
- Keith Mackie, Catawba Valley Community College
- Lisa Chapman (Co-Chair), Central Carolina Community College
- Kristi Snuggs, Edgecombe Community College

Staff

- Wesley Beddard, North Carolina Community College System
- Karrie Dixon, University of North Carolina General Admissions

In April 2012 the Joint Comprehensive Articulation Agreement Review Steering Committee was appointed. The Committee developed proposed transfer policies and timeline. In January through July 2013 the University of North Carolina and North Carolina Community College System faculty discipline teams convened. In October through November 2013, the Committee proposed Comprehensive Articulation Agreement revisions that were reviewed by colleges and universities. In January through February of 2014, the proposed revisions will be presented to the University of North Carolina Board of Governors and State Board of Community Colleges for action.

Dr. Chapman stated that Dr. Sheerer was going to explain to Members a summary of changes that are in the proposed Comprehensive Articulation Agreement revisions.

A summary of changes from the 1997 Comprehensive Articulation Agreement to the proposed revisions include a sixty four to sixty five semester hours of credit for transfer degree to change to a sixty to sixty one semester hours of credit for transfer degree. Forty four semester hour general education core will change to a thirty semester hours of Universal General Education Transfer Courses, plus fifteen additional semester hours of general education courses selected from the transfer course list. Twenty semester hours of additional general education, pre-major and elective courses will change to fifteen semester hours of pre-major courses. In the 1997 Comprehensive Articulation Agreement there were no transfer guarantees unless the General Education Core was completed. In the proposed revisions, that will change to each Universal General Education Course transfers, regardless of completion of degree. The proposed revisions also provide a highly structured Universal General Education Component, with limited elective choices verses a lot of elective choices in general education. The current Agreement allows students to often make uninformed course choices resulting in repetition of courses or loss of credits. The proposed revisions will provide Universities' published four-year degree plans that identify community college courses that provide pathways to majors.



Key policy changes in the Comprehensive Articulation Agreement proposed revisions include the completion of an associates of arts or associates of science continues to guarantee completion of undergraduate general education and transfer of sixty semester hours of college credit, and guarantees transfer of pre-major courses, if the student completes a university's published pre-major path and is admitted into the selected university and major. Universities will be required to publish four-year degree plans identifying community college courses that provide pathways leading to completion of the associate's degree, admission to the major, and completion of the baccalaureate degree. Students who transfer before completion of associates in arts or science have not completed undergraduate general education requirements and must meet the requirements of the receiving institution. However, a student who completes a Universal General Education Transfer Course with a grade of "C" or better will receive credit toward the university's lower-division general education course requirements, subject to a distribution limit. Universities will be required to publish course equivalency crosswalks to ensure transfer of credit uniformity and transparency.

Dr. Suzanne Ortega, Senior Vice President for Academic Affairs at the University of North Carolina General Admissions then explained to Members the proposed Comprehensive Articulation Agreement revision ongoing evaluations.

An ongoing evaluation of the proposed Comprehensive Articulation Agreement revisions show that the North Carolina Community College System and University of North Carolina have signed an MOU to share transfer student data to better analyze students' transfer outcomes. The Transfer Advisory Committee will survey and review the institutional transfer credit policies and procedures of two University of North Carolina institutions per quarter and report the findings to the University of North Carolina General Administration and North Carolina Community College System Office. Transfer credit appeals procedures will be posted on university and community college websites.

In January and February 2014 the proposed Comprehensive Articulation Agreement revisions will be reviewed by the University of North Carolina Board of Governors and State Board of Community Colleges for action. In March and April of 2014, regional professional development for college and university transfer advisors and counselors will take place; as well as meetings with Chief Academic Officers and General Education Academic Deans. In the Fall of 2014, if approved, the proposed Comprehensive Articulation Agreement will be effective for new college transfer students. Students enrolled in associates of arts or associates of science program prior to Fall Semester are subject to the conditions and protections contained in the Comprehensive Articulation Agreement in place at the time of their initial enrollment as long as they remain continuously enrolled. Also, the existing advising tool (Transfer Navigator) will be refined to assist students in locating course equivalencies. A new transfer advising tool will be developed that will provide information on courses, course equivalencies, and program requirements between the community colleges and University of North Carolina institutions to help students plan their education and ensure successful transfer of course credits.

Dr. Morrissey concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked her for the presentation. Members asked questions to the presenters.



Dr. Scott Ralls, President of North Carolina Community College System, made a statement that for two years the North Carolina Community College System has been working on the complicated issue of transfer credits. The reason why it is important is that for years students were taking courses with the North Carolina Community College System under the illusion that those courses were going to transfer to universities, later to find they would not because the courses didn't meet the current requirements. Now with the proposed Comprehensive Articulation Agreement, those students will take classes in the Universal General Education Transfer Course and know those courses will transfer to all universities in the University of North Carolina system. Dr. Ralls is very pleased with the proposed changes.

Chairwoman Johnson recognized Andrew Moretz, Legislative Liaison for University of North Carolina to make a comment. Mr. Moretz stated that there has been a significant amount of effort between the North Carolina Community College System and the University of North Carolina on the proposed Comprehensive Articulation Agreement and looks forward to the proposed revisions to be implemented.

Chairwoman Johnson stated that the Committee was going to break for lunch and reconvene at 1:00 PM.

The Meeting convened at 1:00 PM.

Chairwoman Johnson stated the next item before the Committee was Grade Point Average Calculations. She introduced presenters Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer for North Carolina Community College System; Dr. Suzanne Ortega, Senior Vice President for Academic Affairs for The University of North Carolina; and Dr. Rebecca Garland, Chief Academic Officer for the Department of Public Instruction.

Dr. Suzanne Ortega and Dr. Garland began by talking to Members about the work that has been done around grade point average calculations.

Grade Point Average Calculations

North Carolina Statue G.S. 116011 (10a) states that "The grade point average and class rank shall be calculated by a standard method to be devised by institutions of higher education." The current procedure has been in place since 1995-1996 and weight AP and IB courses with six quality points, honors and other college courses with five quality points, and standard courses with four.

Three major concerns have been expressed with North Carolina Statue G.S. 116011 (10a). It makes little sense to give more quality points to AP/IB courses which seek to emulate college-level work than to actual college courses. The current weighting system discourages students from sampling more broadly across the curriculum, particularly in areas like band or art where honors sections or AP courses are not typically available. A third concern is grade inflation.



A group of community college and university admissions experts, including Department of Public Instruction representatives, have been appointed to address the concerns with the current grade point average calculations. The Group consulted with key stakeholder groups and reviewed practices of other states grade point average calculations. The Group submitted a report and recommendations to Dr. Morrissey and Dr. Ortega in November of 2013. That report is currently circulating to all constituents, with feedback due on January 24th, 2014.

Dr. Morrissey and Dr. Ortega will review feedback of the report from campuses. The three Governing Boards will consider the recommendations in the Spring of 2014. The Department of Public instruction will present necessary policy changes to the State Board of Education for its approval. The State Board of Education will determine a specific implementation date so as to assure current high school students are not negatively impacted by the changes.

Dr. Garland concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked her for the presentation. Members asked questions to the presenters.

Chairwoman Johnson recognized Hannah Stutts, a student at Franklinton High School in Senator Barefoot's district, to make comments on the current grade point average calculations. Ms. Stutts began by thanking Members for allowing her to speak to the Committee. She stated she was attending the meeting to formally request a change in the way AP courses and community college courses are weighted. She has been in contact with the Department of Public Instruction, University of North Carolina Board of Governors, and North Carolina Board of Education for over a year trying to have courses weighted equally for future students. Ms. Stutts appreciates each of the parties for working together to address the issue. Ms. Stutts explained to Members problems with the current grade point average calculations, and how it affects students. Ms. Stutts welcomed any questions from Members or any opportunities to help inform and find a solution to problems with the current grade point average calculations.

Chairwoman Johnson stated the next item before the Committee was the Community College Developmental Math Redesign. Chairwoman Johnson introduced presenters Dr. Scott Ralls, President of North Carolina Community College System and Dr. Bill Carver, President of Nash Community College.

Dr. Ralls started by thanking Members for allowing him to speak to the Committee. In October of 2009 the North Carolina Community College System, as part of their strategic planning process, declared that student success was their primary strategic focus for the next several years. As part of that, they have embarked on about fifteen statewide initiatives and a nine month listing tour that identified a lot of issues which included community college developmental math.

Community College Developmental Math Redesign

Dr. Ralls explained to Members a sample chart from 2002-2005 which showed North Carolina Community College Math in order of course completion and enrollment. (See behind tab 6 in



Member's notebooks.) They have embarked on about fifteen statewide initiatives over a nine month listing tour which brought up the issue of developmental math. As a result, they pulled a group of leaders across their system including presidents, chief administrators, and faculty that developed some policies and guidelines to try and have an impact and they tried to specifically focus on developmental math to start with because when they began to look at that data. Too many students were going into developmental math and too many weren't completing the courses.

A study that came from Columbia University showed approximately two thirds of their students were starting in developmental math courses but many of them were starting so low that there was only an eight percent chance that they would ever take a college level math course at the community college. A significant amount of them stated that they weren't going to start at that level because it could take a year and a half of courses that would set them back. As a result, colleges nominated their best math faculty to form a committee to redesign these courses.

The Community College Developmental Math Redesign, former math classes MAT 060 – 080 are now DMA 010 – 080. Developmental Math classes are changing to four week classes, three unique learning environments, two semesters to complete, and one innovative way to improve math skills. These changes are being fully implemented this year.

Dr. Carver thanked Members for allowing him to speak to the Committee. He went on to explain to Members the developmental redesign called the Math TANK Approach. This Approach includes integrated technology, team teaching, a progression model, and supplemental instruction. Also as a part of the Math TANK approach, they redesigned building instructional capacity. This included instructional professional development, re-culturing the learning environment, and a whole faculty commitment. Dr. Carver shared with Members a chart that showed successfully passed MAT/DMA courses from Fall 2009 to Fall 2013. He also shared pictures of the redesigned classrooms as a part of the Math TANK approach. (Please see behind tab 6 in Members Notebooks.)

Dr. Carver concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked him for the presentation. Members asked questions to the presenters.

Chairwoman Johnson stated the next item before the Committee was Accelerated Learning Solutions. Chairwoman Johnson introduced presenters Randle Richardson, Chief Executive Officer of Accelerated Learning Solutions and Angela Whitford-Narine, Chief Operating Officer of Accelerated Learning Solutions.

Mr. Richardson started by thanking Members for allowing him to speak to the Committee. He started by telling Members that they would begin by talking about the Dropout Challenge and the impact it has on North Carolina.

Accelerated Learning Solutions



Around one million students in the United States did not graduate with their ninth grade cohort in 2013. Forty thousand students in North Carolina did not graduate with their ninth grade class in the 2012 and 2013 cohort years. In Charlotte-Mecklenburg Schools, four thousand and fifty two students did not graduate with their ninth grade cohorts in 2012 and 2013. In the Wake County Public School System, four thousand, one hundred and seventy five students did not graduate with their ninth grade cohorts in 2012 and 2013; and three thousand, seven hundred and fifty one high school students were repeating a grade in 2012 and 2013. An overview of North Carolina high school dropouts shows 2,926 non-graduates in the Greensboro, Winston Salem area, 5,273 non-graduates in the Raleigh-Durham area, 1,463 non-graduates in the Cumberland area, and 5,056 non-graduates in the Charlotte-Gastonia area.

The impact of dropouts in North Carolina includes one hundred and twenty eight thousand dollars lower earning per North Carolina dropout over a career compared to high school graduates. Forty eight million dollars per year in lost North Carolina state and local revenues due to lower incomes earned by the students who did not graduate with the Classes of 2012-2013. One hundred and twenty one million dollars per year in increased social services expenditures for food stamps, Medicaid and other social program costs to support non-graduates. Seventeen thousand North Carolina prison inmates are high school dropout and cost twenty seven thousand, eight hundred and twenty dollars per prisoner per year.

The mission of Accelerated Learning Solutions schools is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. Accelerated Learning Solutions currently manage twenty one dropout prevention and recovery schools accredited by the Southern Association of Colleges and Schools. The schools are governed by non-profit, IRS tax-exempt organizations with contracts to serve over ten thousand students. Accelerated Learning Solutions is working with non-profit boards in Charlotte and Raleigh to implement five schools in 2014 and 2015 that will serve three thousand students, if approved by the North Carolina Board of Education.

Accelerated Learning Solutions contract with non-profit charter holders to provide services to high school students that help them build basic academic skills and meet the state requirements for graduation. They offer a teacher-led, technology enhanced learning environment that is self-paced and has flexible scheduling options for their students. Accelerated Learning Solutions provide nine discrete community-based support services to address the life issues that prevent their students from achieving academic success. They support students with extensive career and college readiness counseling to help each transition to his/her post-secondary choice.

Mr. Richardson introduced Ms. Whitford-Narine who thanked Members for allowing her to speak to the Committee. She began by speaking to Members on who Accelerated Learning Solutions typically serve.

Typical students who are enrolling in Accelerated Learning Solutions schools in Florida have an average age of seventeen with ten point five high school credits earned. Eighty eight percent of



those students were referred by their home schools because they were identified as being at-risk of dropping out or were long-term absent. The remaining twelve percent were from out of district. Seventy percent of their students are behind on their ninth grade cohort. Those students are an average of two years behind. More than eighty percent of their students are reading below grade level and performing at the lowest levels on the State standardized exams upon entry to the program. Twelve percent of students that come to Accelerated Learning Solutions schools require special education accommodations, ten percent are English language learners, and eighty two percent are members of low income families and ten percent are parenting, pregnant or caring for other children. Students enrolling in ALS-managed Florida schools have already fallen behind their peers.

Accelerated Learning Solutions schools offer a teacher directed, technology enhanced curriculum that allows for self-paced learning and an opportunity to accelerate credit earning. Specially designed curricula focus on specific needs of at-risk students to include math and reading remediation, personal-social/character development, financial literacy and post-secondary and job readiness planning. Their classrooms are small with certified teachers providing individualized academic support across all content areas. Their program has multiple daily sessions that allow for flexible scheduling options for working and parenting students. A proprietary “My Success Dashboard” allow students to track progress daily and record personal and academic goals and post-secondary planning. Each school employs instructional support staff to include a Reading Teacher Special Education Teacher, Career Coach, Bi-lingual Aide and a Family Support Specialist.

Accelerated Learning Solutions schools focus largely on student support services, and believe they are vital due to the many social and emotional factors that negatively impact the potential success of an at-risk student. Their schools employ a Family Support Specialist licensed in mental health counseling or clinical social work. Accelerated Learning Solutions schools partner with a broad array of local social service agencies and college/university counseling programs to ensure full wrap-around services available to all students and their families. Services provided in their schools include but are not limited to individual and group mental health counseling, grief support, anger management, addictions counseling, assistance with childcare needs, and full case management services that include basic needs support like food, clothing and housing.

Accelerated Learning Solutions is different from other charter schools because they only serve students who have dropped out of school or are at-risk of dropping out. Less than ten percent of charter schools in the southeastern part of the United States serve that student population. Accelerated Learning Solutions non-profit boards partner with public schools because they do not compete for students who are currently successful in the school system. Their schools are located in underserved and low-income areas. Over eighty percent of their students live in neighborhood with average household incomes below the state average. Accelerated Learning Solutions provide extensive social services support and post-secondary coaching to students. Each school delivers extensive community-based support services to address the obstacles that prevent academic success. Their schools are accredited by the Southern Association of Colleges.



Accelerated Learning Solutions is the only accredited school management company addressing dropout prevention in the state of Florida.

Accelerated Learning Solutions has achieved academic standards, graduating students from high school and enrolling students in their post-secondary choice. The credit earning rate in their schools are twice what students achieved in their prior schools. Over sixty percent of graduates in 2013 went on to attend a two/four-year college, trade or technical school. The schools are meeting expectations of the school district authorizer. The schools met ninety three percent of their contractual performance targets in 2011-2012. Independent auditors to the charter boards have consistently issued clean financial audits. All schools are financially viable. The charter contracts for nine schools in Orange, Lee, Hillsborough and Broward County, Florida were due to expire at the end of the 2012-2013 school year. All contracts were unanimously renewed for terms of five to fifteen years.

There are two areas where Accelerated Learning Solutions will need help from State Legislators on issues that may impact their ability to serve students. The current funding process for charter schools does not provide for routine state payments to charter schools beyond the schools' twenty day ADM count. The READY Accountability System is not designed to assess the performance of dropout prevention and recovery programs.

Mr. Richardson concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked him for the presentation. Members asked questions to the presenters.

Chairwoman Johnson stated the next item before the Committee was Teacher Education Preparation Programs. Chairwoman Johnson introduced presenters Dr. Alisa Chapman, Vice President of Academic and University Programs for University of North Carolina General Admissions and Dr. Kevin Bastian, Department of Public Policy at University of North Carolina.

Dr. Chapman Started by thanking Members for allowing her to speak to the Committee. Latest Teacher portals analysis. They prepare this analysis every other year.

Teacher Education Preparation Programs

The University of North Carolina's goal is to prepare more and better teachers and school leaders for North Carolina Public Schools. Key strategies to address that goal include recruitment, preparation, new teacher support, and outcome-based evidence.

Teachers comprise the second largest employed profession in the United States. (Degreed professionals.) There are three point seven million employed teachers nationally. There are ninety five thousand employed teachers in North Carolina public schools. The highest needed licensure areas in North Carolina include mathematics, science, middle grades and special education. The need for new teachers in North Carolina is driven primarily by the teacher turnover.



Dr. Bastian began by speaking to Members on the purpose, data and methods of the Teacher Portal Analysis. For the report, they analyzed 2.9 million test scores, 1.4 million students, and over twenty eight thousand teachers with less than five years of experience from all school districts in North Carolina. Value-added effects were estimated using multi-level models with twenty three student, nine classroom/teacher, and twelve school variables.

Dr. Bastian explained charts to Members which showed North Carolina teachers by preparation category and North Carolina employed public school teachers by category. (See behind tab 8 in Members notebooks.) There were 95,543 teachers employed in the 2011-2012 school year. 34,984 teachers were prepared by the University of North Carolina system, 27,565 were prepared out-of-state, 14,013 were alternative entry, 11,955 were prepared at North Carolina Private Universities, 5,679 were unidentifiable, 858 were visiting international faculty, and 480 were prepared by Teach for America.

University of North Carolina's fifteen teacher programs prepare approximately forty five hundred teachers each year. Approximately sixty five percent are prepared through undergraduate traditional preparation programs. About one third are prepared in high need licensure areas such as mathematics, science, middle grades, and special education.

A teacher portal impact summary shows teachers prepared at places other than the University of North Carolina systems that were more, less, or the same effectiveness as those prepared by the University of North Carolina Systems. A teacher portal summary also shows value-added findings by level and subject. . (See behind tab 8 in Members notebooks.)

Dr. Bastian explained to Members a chart that showed beginning teacher persistence in North Carolina public schools by how they were prepared. The chart showed teachers prepared by the University of North Carolina Systems stayed the longest with North Carolina Private University teachers staying the second longest.

Dr. Bastian showed Members a chart that depicted out of state prepared teachers in North Carolina Public Schools. In the year 2011-2012 New York prepared the highest amount of teachers in North Carolina public schools with 3666 teachers. 786 of those teachers had less than five years of experience.

In 2011-12 the University of North Carolina Systems prepared 2554 first year teachers. 1271 were prepared out of state, 613 at North Carolina Private Universities, 518 alternative entry, 175 at Teach for America, and 120 first year teachers were visiting International faculty.

The North Carolina New Teacher Support Program is for beginning teachers with no prior experience teaching. It provides them with support in the first three years of service. The program provides those teachers with a five day summer institute, instructional coaching, customized personal development, use of the CLASS observational instrument, and is offered to 5% lowest performing schools. The program served 35 in the first year, 450 in the second year, and 1,250 in the third year.



The University of North Carolina System is taking action to improve teacher preparation with the Teacher Performance Assessment Pilot. The Pilot identified valid and reliable instrument to assess how well student teachers can perform basic teaching functions. It helps teacher educators learn how to use the instrument. The Pilot was development at Stanford University and has been tested in twenty five states, including North Carolina. The Pilot program is being used in North Carolina to ensure the edTPA is really usable and helpful in the University of North Carolina teacher preparation programs and to ensure the edTPA results really predict teacher effectiveness in the classroom. Seven University of North Carolina campuses are participating in the Pilot program.

The University of North Carolina Systems is taking ownership and responsibility for “evidence based” program improvements. They are improving the existing University of North Carolina teacher preparation Programs, developing pilot and evaluate innovations in the preparation programs, increasing productivity of new teachers to off-set dependency on lesser performing portals, and improving recruitment and selection into the teacher preparation programs. They are identifying gaps in lower performing portals that could be addressed through strategies with University of North Carolina preparation programs. They are coordinating with their K-12 partners to develop, pilot, and evaluate innovations.

Dr. Chapman and Dr. Bastian concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked them for the presentation. Members asked questions to the presenters.

There being no further business, the meeting adjourned at 3:00 PM.

Chairwoman Linda Johnson
Presiding

Joanna Hogg, Committee Clerk