

Curriculum and Instructional Leaders' Forum

Afternoon Updates

Credit Recovery: Rob Hines

- “Credit recovery” refers to repeating a subset of instruction that is less than the entire of the Standard Course of Study for that course. Credit recovery is designed to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion. The length of credit recovery courses varies based upon the skills and knowledge the student needs to recover. In credit recovery situations, the original record of the course being completed and failed remains on the transcript. Grades for credit recovery attempts are either pass or fail – no letter grades are awarded; as such, the mark will not affect the student’s GPA.
 - Local school boards may not limit the number of credit recovery courses taken by a student prior to graduation.
 - EOC tests associated with credit recovery must be administered no more than 30 days after completion of the credit recovery course.
- “Repeating a course for credit” means repeating the entire Standard course of Study for a course via any delivery method. The original record of the course being completed and failed remains on the transcript, however students repeating a course for credit shall receive a grade, thereby impacting the student's GPA.
 - Students who repeat a course for credit must take the associated EOC assessment, unless they have previously scored a Level III or IV on the EOC, in which case s/he may elect to retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

Credit by Demonstrated Mastery (SBE GCS-M-001): Sneha Shah Coltrane and Rob Hines

- Implementation in Spring 2014 for student placement in Fall 2014.
- Working team, including 12 LEA representatives and DPI staff, developed guidance documents.
- Implementation Guidelines and Took Kit will be released next week.

- Implementation Guidelines include details regarding the multi-phase assessment, suggested timelines and structures for LEA committees, and information from external agencies, like NCAA.
- Tool Kit includes sample documents that may be adapted to LEA needs, including student documentation, guidance forms, and presentations.
- Webinars will be held in November to answer questions and address issues. There will be three sessions during the week of November 18.
- State-wide meeting will be held in mid-January to bring LEAs together to learn from each other.
- FEEBACK NEEDED TODAY: The original SBE policy addressed grades 6-12 in 2013-14 for placement in 2014-15. Based on recent developments with not being able to use EOGs off-grade level as part of the assessment process, DPI recommends amending the SBE policy to change it to address high school courses only and to leave it to LEA discretion whether or not to include middle school classes at this point. Feedback?

AP/IB Update and Legislation: Sneha Shah Coltrane

- Course codes are being aligned. For 2014-15, all AP/IB courses will be aligned to match SBE and College Board/IBO policies and practices.
- New Legislation to *Broaden Successful Participation in Advanced Courses* (§ 115C-83.4A).
 - Directs SBE to create a Partnership to guide (1) professional development this academic year and (2) funding for test fees in 2014-15. An RFP will be released for the PD contracts.
 - The anticipated funding for test fees of all students is in 2014-15, **not this year.**
 - Directs school districts to encourage enrollment in advanced courses and provide information to students/families regarding opportunities and enrollment processes to take advanced courses (AP/IB).
- USED Grant for Low-Income Students' Tests 2013-13.
 - Reimbursements for IB test fees from last year will be processed this month, based on invoices submitted to DPI this summer.
 - DPI will be paying College Board district balances for eligible low-income students' test fees from 12-13 this month. All documentation must be complete before payment.
 - For 2013-14: DPI continues to plan on applying for the USED grant

for eligible low-income students this year, if a grant is available.

- Please make sure that DPI has the most accurate AP/IB Contact for your District. Updates are being sent out monthly. AP.IB@dpi.nc.gov

Summer Institute Planning; Lynne Johnson

The statewide annual professional development cycle launches during summer institutes as LEA leadership teams plan together and across districts. District teams attend specific topic sessions, collaborate during team planning time, and share plans and resources across districts. Fidelity support sessions currently include planning for Summer Institute 2014. LEA teams will lead sessions during our next institute series. Professional development resources are organized for LEAs on our WikiCentral site, wikicentral.ncdpi.wikispaces.net/.

Honors State Level Review: Linda Brannan

The NCDPI Honors State-level Review of the first cohort of LEAs will be conducted during the spring of 2014. Dr. Rebecca Garland notified the LEAs in the first cohort in April 2013. All of the honors content information, timelines and schedule for the monthly support webinars may be found on the Honors Implementation Wikispace at:
<http://honorsimplementation.ncdpi.wikispaces.net/>

School Counselors: Linda Brannan

In July 2013, the General Assembly passed several school safety provisions as part of the appropriations act (Session Law 2013-360, G.S. 115C-316.1). This legislation includes clear provisions regarding the “Duties of School Counselors.” In addition, this legislation directs the State Board of Education to develop and distribute guidelines to assist local education agencies (LEAs) in the implementation of this statute. Please see the attachment document for details pertaining to guidelines approved by the State Board of Education at the October, 2013 meeting.

Kindergarten Entry Assessment: John Pruette

Per 2012 legislative action, the Department of Public Instruction/Office of Early Learning (OEL) is charged with developing and scaling up a K-3 Formative Assessment process for statewide use in districts beginning in the 2014-15 school year. Inclusive of a Kindergarten Entry Assessment, the K-3 Formative Assessment will inform student instruction for teachers in grades K-3.

This assessment is not a test, but a process that leverages and strengthens the best of what teachers do on a daily basis during instruction. Built upon observation, questioning, conversation and embedded tasks, the K-3 Assessment will include multiple domains of development and help teachers more deeply understand the children in their classrooms so that instruction may more accurately meet individual needs.

Currently, an implementation design team is working to develop the process and conduct usability testing in a limited number of districts in the state. OEL staff will work with local education agencies to build local capacity to begin implementation in at least 50 districts beginning 2014-15. The remaining districts will begin in 2015-16.

NC WiseOwl Update: Neill Kimrey

NC WiseOwl has experienced the biggest change since its inception in 1999. The Division of Digital Teaching and Learning has done thorough housekeeping to remove duplicate services and add additional content that is aligned to the NC Common Core State Standards and Essential Standards.