

The Power of Collaborative and Strategic Partnerships

State Board of Education Fall 2024 Planning & Work Session

December 3-4, 2024



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Welcome

Eric C. Davis, Chair

North Carolina State Board of Education



Welcome

Catherine Truitt, State Superintendent

North Carolina Department of Public Instruction



Reflections



General Assembly	State Education Authority (SBE / DPI)	Local Boards / Central Office	Principals	Teachers	Students
←	←	←	←	←	←
What they need to succeed?	What they need to succeed	What they need to succeed	What they need to succeed	What they need to succeed	What they need to succeed
Information	Information Consistency Would benefit from subtraction (removing unnecessarily onerous requirements, i.e. number of reports)	Information Consistency	Freedom (time and knowledge) to be the instructional leader in the building District-wide policy and implementation Would benefit from subtraction (removing unnecessarily onerous requirements) More resources (staff) to do the work and engage parents in the why Information Consistency Compensation Professional Respect	Consistency (including all teachers to do that same) Reasonable and implementable policies that are monitored Voice for improvement and feedback Strong leadership that can provide clarity and effective implementation Balance – can't keep adding to a teacher's plate; point of diminishing returns Instructional leadership and professional development Information (need to know the why) Clear communication (transparency) Compensation and Professional Respect	Consistency Agency Voice (student voice in decision making) Personal responsibility (understanding of consequences) Information (not just own experience, speak to the WHY of our decision making Less distraction in the classroom Effective teacher and effective principal in each school/classroom

Federal and State Accountability



Navigating Accountability Systems

- Consideration: What are the various roles in ESSA planning, as well as school improvement? Who owns which work?

State Role	District Role	School Role
<ul style="list-style-type: none">• Vision and Advocacy• Funding Equity• Assessment and accountability policies• Curriculum/assessment guidance	<ul style="list-style-type: none">• HQIM• Instructional Models• Technology Infrastructure• Funding Equity• Professional Learning Opportunities• Collective Bargaining Agreements and Instructional Quality	<ul style="list-style-type: none">• ESSA-type indicators• Broader measures that matter (e.g., school climate)• Implementation of curriculum and assessment

Navigating Accountability Systems



What is the relationship between state and federal accountability?

	(1) Single Streamlined System	(2) Single Streamlined + Supplemental Reports	(3) Single Broad System (Tightly Coupled)	(4) Hybrid System (Loosely Coupled)	(5) Dual Systems (Decoupled)
What is the state role?	Implement minimum accountability system required by ESSA.	Implement minimum accountability system required by ESSA. Report/support additional indicators.	State develops a single robust accountability system that goes beyond the requirements of ESSA.	Implement accountability system required by ESSA as a subset of broader, more flexible state system.	State develops two system. One streamlined system to meet the requirements of ESSA. Another system that reflects state priorities.
What indicators are included?	Indicators required for ESSA.	ESSA system includes required indicators only. Additional indicators are reported by the state.	Wide range of indicators reflecting state priorities in one system.	ESSA system includes required indicators. Additional indicators to reflect state and local priorities.	ESSA system includes only what is required. Supplemental system includes separate indicators to reflect state local priorities. No overlap.
What outcomes are produced?	Classifications required for ESSA only.	Classifications required by ESSA. Additional information is reported only (e.g., dashboard).	Classifications required by ESSA and additional ratings or other information about school performance.	Classifications required by ESSA and supplemental information about school performance especially for schools that are not CSI.	Classifications required by ESSA and supplemental classifications/ information.



Federal Accountability

Alex Charles, Senior Director
Office of Federal Programs



Elementary and Secondary Education Act (ESEA) State Plan

*Alex Charles, Senior Director
Office of Federal Programs*

ESEA History



Elementary and Secondary Education Act (ESEA)

- Originally signed into law in 1965
- The Act is reauthorized periodically
 - No Child Left Behind (NCLB) – 2001
 - Every Students Succeeds Act (ESSA) – 2015
- Goal of ESEA
 - provide federal funding to improve educational opportunities for low-income students, particularly those in disadvantaged school districts, by addressing educational inequalities and leveling the educational playing field

Every Student Succeeds Act (ESSA) Goal

Ensure that all students receive a high-quality, well-rounded education by providing states with greater flexibility to develop their own accountability systems for measuring student progress, while still holding schools accountable for student achievement, particularly for historically underserved populations, and to close educational achievement gaps across different student groups

Grants Authorized



Grants Authorized

Title I, part A – Improving Basic Programs	Title IV, part A – Student Support and Academic Achievement
Title I, part C – Migratory Education	Title IV, part B – 21 st CCLC
Title I, part D – Neglected and Delinquent	Title V, part B – Rural, Low-income Schools
Title II, part A – Supporting Effective Instruction	McKinney Vento – Homeless Education
Title III, part A – English Learners	



North Carolina's Share of Funding

- Fiscal Year 25 (2024-25 school year)
 - \$691,721,423.00
- Amounts calculated using federally prescribed formulas, based off census poverty data.

North Carolina State Plan Requirements



North Carolina State Plan

- In order to take advantage ESEA authorized funds, a state plan is required each time a reauthorization occurs
- The last reauthorization occurred in December 2015 with the Every Student Succeeds Act (ESSA)
- A state plan had to be in place by the 2017-18 school year

Purpose of the State Plan

- Defines the federally required areas
- Some parts of law are very clearly described in law
 - Example: How Title I schools are selected and served
- Some parts of the law allow for states to define how they adhere to the educational requirements
 - This is where the state plan comes into play.

Review of the State Plan Template

- Addresses the “gray” areas
- Not appropriate for theory of action or NC specific initiatives
- Allows for NC to identify our way of adhering to federal requirements
- State Plan Template Activity

Amendments

- Our current state plan was written for implementation in 2017 and has undergone only minor revisions
- As our state amends how we define certain areas, the plan should be updated accordingly
- It is good practice to conduct a periodic complete review and update of the state plan

Amendments

- The US Department of Education utilizes our approved state plan in the monitoring process; thus, an out-of-date plan increases the risk of North Carolina receiving findings
- State plans and amendments require US Department of Education approval before the plan is authorized and able to be implemented

What makes this a prime time for an amendment?

- Since 2017...
 - COVID
 - Standards and testing updates
 - Social Studies, Math, Science, Healthful Living, Arts, Guidance, and World Languages
 - Four State Superintendents
 - Atkinson, Johnson, Truitt, Green
 - State Board changes
 - Programming changes at the state level
- Our plan and Goals need to be brought to our current reality and demonstrate the increased rigor and the programmatic focus

Federal School Improvement



Federal School Improvement Designations

- The largest part of the state plan has to do with school improvement
 - Rigorous Curriculum
 - Accountability System
 - Long-term Goals
 - School Improvement Supports
- Each of these areas leads to schools being identified and supported to lead to meaningful school improvement

Federal School Improvement Designations

- Comprehensive Support and Improvement (CSI)
 - CSI-Low Performing (LP) – Lowest 5% of Title I schools
 - CSI-Low Graduation (LG) – Any high school with a graduation rate less than 66.7%
 - CSI-Additional Targeted (AT) Support – Targeted Support and Improvement (TSI) schools who are Title I and did not exit TSI after six years of identification

Federal School Improvement Designations

- Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI)
 - The school has one or more subgroup(s) where the subgroup performance grade score is at or below the highest identified CSI-LP school's All Students group during the identification year; **and**
 - The school is on the TSI-CU list for the subgroup(s) for the previous year
 - TSI-Consistently Underperforming (CU)
 - Schools are identified annually as TSI-CU when one or more subgroup(s) receive a "F" School Performance Grade for the most recent and the previous two (2) years

Number of Federally Designated Schools

- Schools are identified every three years
- Total CSI = 101
 - CSI-LG = 28
 - CSI-LG and CSI-LP = 7
 - CSI-LP = 66
- ATSI = 577

Current Federal School Improvement Support

- Mandatory 7% set-aside from Title I ~ \$35M
 - 1% is set-aside for administration
 - The remainder of the funds flow directly to the schools
 - Around \$20M supports CSI efforts
 - Around \$14M supports IPG and TSI efforts
- Three FTEs within the Office of Federal Programs – focus mainly on compliance

Federal Designation Activity



Support Constraints

- School Improvement Set-Aside does not adjust with the number of students identified
- Federal School Improvement funds can only be used to support schools with a federal designation
- Identification and Exit Criteria for federally identified schools

Landscape of ATSI

- There are currently 577 ATSI schools Identified
- School Grade
 - 18 have an overall grade of B
 - 202 have an overall grade of C
 - 284 have an overall grade of D
 - 67 have an overall grade of F
- School Growth during the 2023-24 school year
 - 94 exceeded growth
 - 228 met growth
 - 244 did not meet growth

What do we have the power to change?

- North Carolina can shape the guidelines for TSI-CU
- TSI-CU creates the “pool” in which ATSI is identified
- If we are intentional and focused on our TSI-CU guidelines, then we can create a more intentional and focused ATSI designation
- This results in our resources having a greater impact, paving the way for greater school improvement

ESEA State Plan Revision Timeline



ESEA State Plan Revision Timeline

- December SBE Work Session
 - Provide background to the ESEA state plan
 - Provide rationale for major updates
- Draft of all revisions complete by December 31, 2024, and provided to the board in the Friday Updates
- Public Comment Period begins January 2, 2025

ESEA State Plan Revision Timeline

- State Board will have opportunity to provide formal feedback at the January 2025 State Board of Education Meeting
- ESEA State Plan Amendment will be an action item on the February 2025 State Board of Education Meeting

ESEA State Plan Revision Timeline

- ESEA State Plan Amendment submitted to US Department of Education following approval at SBE February 2025 Meeting
- US Department of Education has 120 days to respond
- Following approval, the amended plan would go into affect for the 2025-26 school year

Questions






NORTH CAROLINA
State Board of Education
Department of Public Instruction

Principal Insights on School Improvement

Tabari Wallace, Special Advisor, Principal Engagement





L E A D E R S H I P

Leadership is the art and science of creating an environment that inspires employees to implement critical strategies consistent with an organization's beliefs and values.



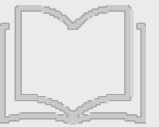
The Truist Leadership Model



Beliefs drive behaviors

Behaviors produce results

Results influence beliefs



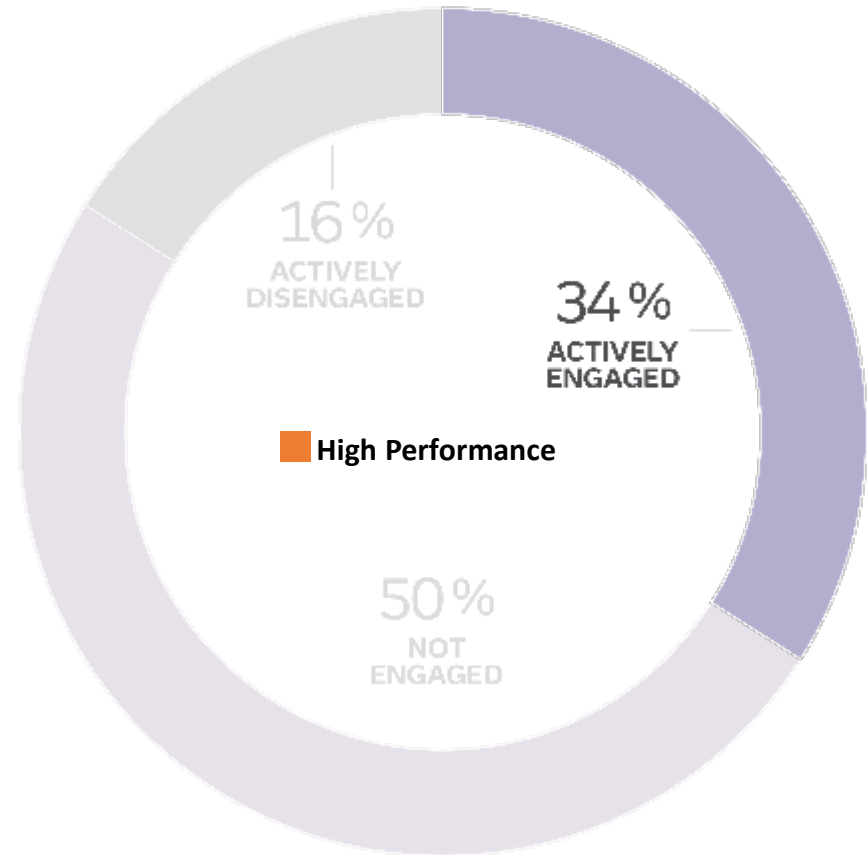
Engagement

The background of the slide features a low-angle shot of a modern building's glass facade. In the foreground, the silhouettes of two people are visible on a rooftop or balcony. One person is pointing upwards towards the sky, while the other stands beside them. The sky is filled with soft, white clouds, and the overall lighting is bright, suggesting a clear day.

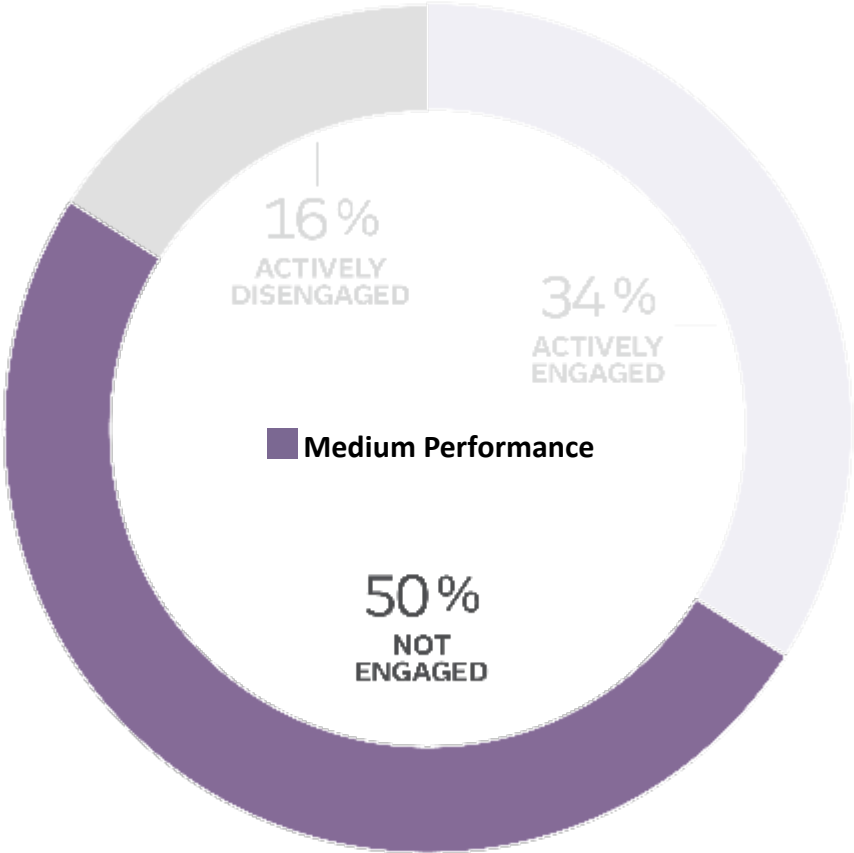
Engagement is the enthusiasm for, and dedication to, work that leads employees to enjoy performing at their very best.



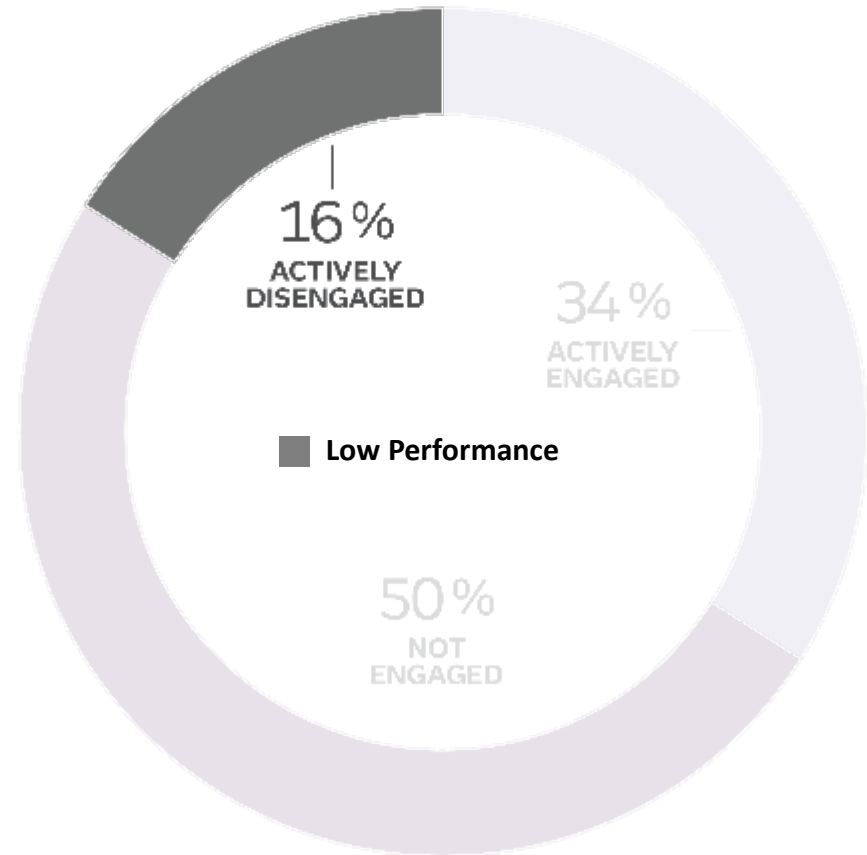
Actively engaged



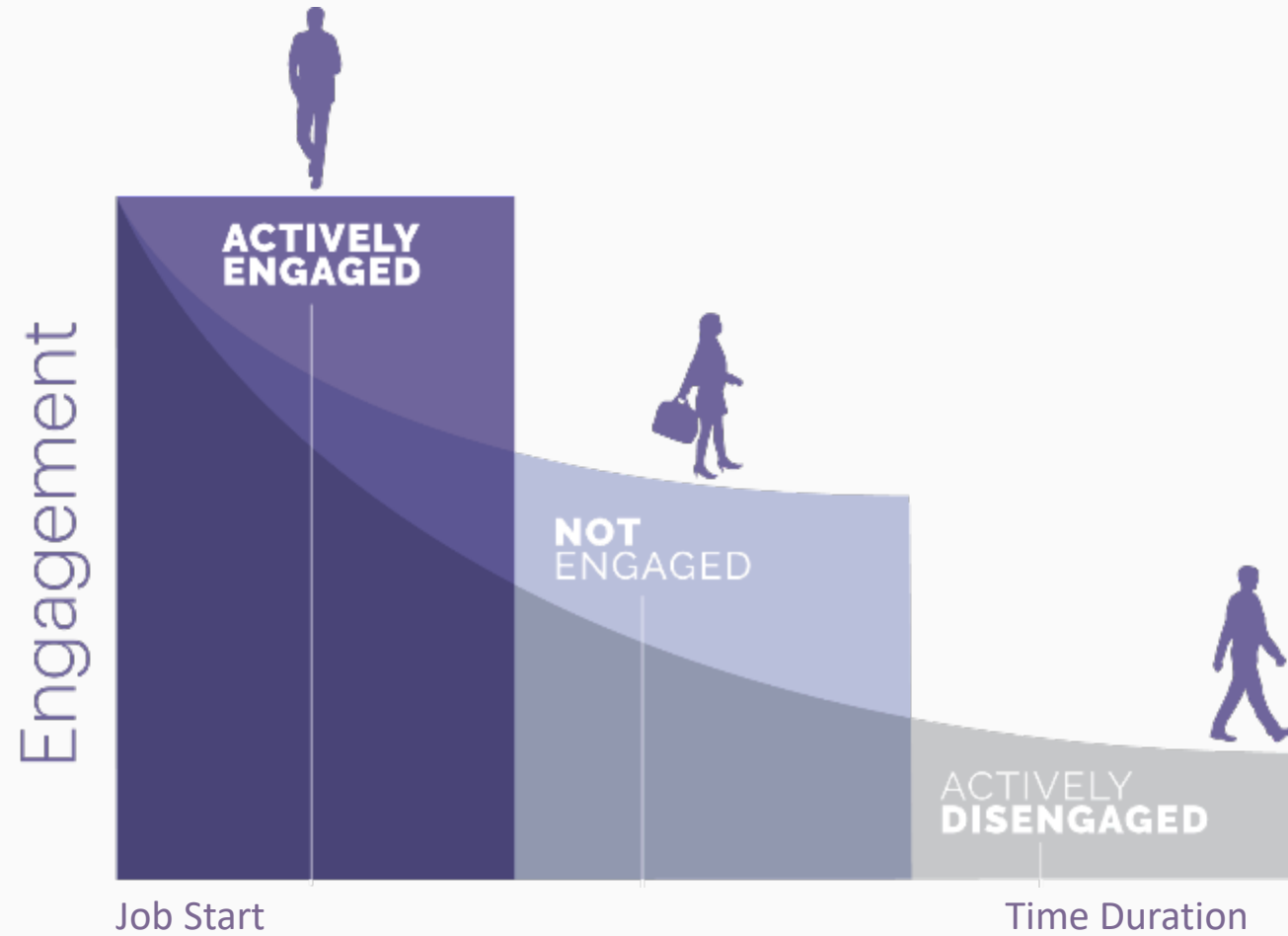
Not engaged



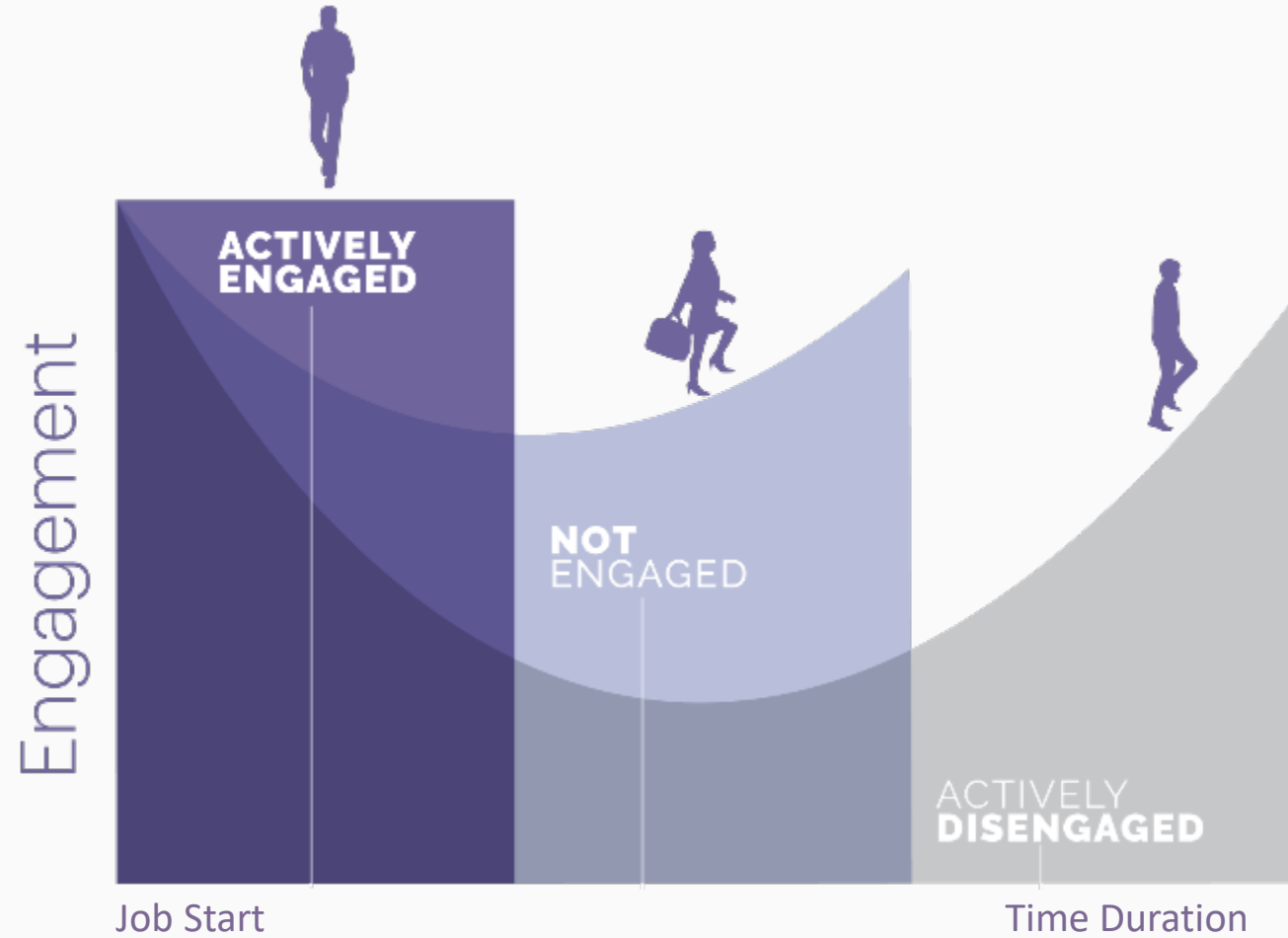
Actively disengaged



Employee engagement – what could happen?



Employee engagement – what could happen?



Model for Managing Complex Change



Introduction to the Framework

Conditions	School-Based Practices	Leading Indicators	Academic Achievement Outcomes
<ul style="list-style-type: none"> • Great leader/competencies • Great teachers/competencies • Autonomy: people, time, money, programs • Funding • Support from state, district, and external providers 	<ul style="list-style-type: none"> • Leader actions • Turnaround planning • Instructional practices • Staffing • Scheduling • School culture and climate • Family and community engagement • Performance management 	<p>Adult Behaviors</p> <ul style="list-style-type: none"> • ↑ Teacher retention • ↑ Teacher attendance • ↑ Teacher effectiveness • ↑ Leader effectiveness • ↑ Satisfaction <p>Student Behaviors</p> <ul style="list-style-type: none"> • ↑ Student retention • ↑ Student attendance • ↑ Graduation • ↑ Advanced courses • ↑ Satisfaction • ↑ Enrollment • ↓ Discipline incidents 	<p>Short-Term Outcomes</p> <ul style="list-style-type: none"> • Midyear/interim achievement <p>Intermediate Outcomes</p> <ul style="list-style-type: none"> • Achievement and growth on annual state assessments • College and career readiness <p>Long-Term Outcomes</p> <ul style="list-style-type: none"> • College and career success

Source: Public Impact

Lutterloh, C., Cornier, J. P., & Hassel, B. C. (2016). *Measuring School Turnaround Success*. San Francisco, CA: WestEd.



Roles Exercise

Planning and Work Session



School Improvement Roles Exercise

General Assembly	State Board of Education	Department of Public Instruction	Local Boards / Central Office	Principals	Teachers	Students
→	→	→	→	→	→	→
What can they do to support the one next?	What can they do to support the one next?	What can they do to support the one next?	What can they do to support the one next?	What can they do to support the one next?	What can they do to support the one next?	How does all this help here?



Lunch



Standards and Testing

Michael Maher, Deputy State Superintendent
DPI



Test Development and Validity

Michael Maher, Ph.D.

Deputy State Superintendent, Division of Standards, Accountability, and Research

Tammy Howard, Ph.D.

Senior Director, Office of Accountability and Testing

Kinge Mbella, Ph.D.

Assistant Director, Office of Accountability and Testing



Statewide Assessments

- Required by state and federal laws
 - End-of-Grade Tests in reading and mathematics grades 3–8, and in science grades 5 and 8.
 - End-of-Course Tests in reading, mathematics, and science
 - NC Math 1 and NC Math 3
 - English II
 - Biology



Purpose of State Assessments

- The purpose(s) of the statewide assessments include
 - providing data on what students know and are able to do, and
 - using the school performance data to help determine schools' strengths and weaknesses in the identification of those most in need of support.



What makes a good assessment

A good assessment...	Which means...
Meets all constraints	development timeline and budget, test administration time, student reading level, and student developmental level.
Meets all intended purposes	how the assessment score will be used and interpreted.
Is reliable	if a student retakes an assessment without more study, both scores should be similar.
Is valid	the assessment agrees/aligns with the content standards (adopted by the State Board of Education).
Is accessible and fair	all students have equal opportunity to show their knowledge.



Critical First Step

- Content standards are adopted by the State Board of Education.
 - The Elementary and Secondary Education Act (ESEA) requires that the academic content assessments be aligned with the State’s academic content standards and address the depth and breadth of those standards.



Peer Review Process

- After the first administration of the tests, evidence of the assessments' technical quality must be submitted to the U.S. Department of Education for peer review.
 - Assessment peer review is the process through which a State submits evidence to demonstrate the technical soundness of its assessment system
 - Sections 1111(a)(4) and 1111(b)(2)(B)(iii)-(iv) of the ESEA and 34 CFR § 200.2(b)(4) and (5) and (d) specifies the U.S. Department of Education has an obligation to conduct a peer review of the technical quality of State assessment systems implemented under section 1111(b)(2) of the ESEA.
- Peer review panels consists of assessment experts in the field of educational measurement and assessment professionals.
- Experts from other states, higher education, and researchers.

Peer Review Critical Elements

- SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS
 - The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.
 - The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards



Peer Review Critical Elements

- SECTION 2: ASSESSMENT SYSTEM OPERATIONS: Alignment studies
 - The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to (1) the depth and breadth of the State’s academic content standards for the grade that is being assessed.
- Alignment studies, conducted by EdMetric and submitted as evidence in most recent peer review confirmed evidence of adequate alignment of North Carolina’s reading and mathematics assessments:
 - Overall, the alignment evaluation found substantial evidence to support alignment of the North Carolina EOG and EOC assessments to the North Carolina content standards in all grade levels. (Egan, Davidson, and Rabinowitz, 2023).

Peer Review Critical Elements

- SECTION 3: TECHNICAL QUALITY – VALIDITY
 - The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards.
 - Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity.
 - The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards.
 - The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.



Peer Review Critical Elements

- SECTION 4: TECHNICAL QUALITY – OTHER

- The State has documented adequate reliability evidence for its assessments for measures of reliability for the State’s overall student population and **each student group** consistent with nationally recognized professional and technical testing standards.
- The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.
- The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.
- If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.



Peer Review Critical Elements

- SECTION 5: INCLUSION OF ALL STUDENTS
 - The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.
- SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING
 - The State formally adopted challenging academic achievement standards in reading/language arts, mathematics, and science for all students. (Not Proficient, Level 3, Level 4, Level 5)



Peer Review Outcomes

- Peer review findings released November 2024 for the current edition of reading and mathematics end-of-grade and end-of-course tests were determined to substantially meet requirements of the ESEA.
 - This means that the components of North Carolina’s assessment system meet most of the requirements of the statute and regulations, but some additional information is required.
 - The process includes a plan (due within 30 days) of how to provide additional evidence within one year.

Technical Process

- To ensure the development of technically sound assessments that meet federal requirements and Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education), the NCDPI psychometricians collaborate with
 - North Carolina State University
 - University of North Carolina at Greensboro
 - Nationally recognized test measurement experts (Technical Advisors that meet twice a year to review processes and outcomes)



Test Development Process

- The [test development process](#) begins with the State Board of Education (SBE) adoption of content standards.
- **North Carolina educators** are consulted to specify what can be tested and how from the SBE adopted content standards.
- **North Carolina teachers** are contracted to develop test items aligned to specified grade content standards.
- After extensive review by content experts, students with disabilities experts, and English learner experts, test items are field tested, then reviewed to ensure they satisfy measurement goals.
- Psychometricians use statistical models to construct test forms that meet industry standards of reliability and fairness and produce scores that are valid for uses identified in state and federal statute.

Conclusion: Claims

- The end-of-grade and end-of-course tests, including the alternate assessments, in reading, mathematics, and science
 - Are an accurate estimation of what students know and are able to do
 - Are valid measures of the State Board of Education adopted content standards
- The assessments produce reliable test scores that are technically sound, supporting their use for school improvement planning and school accountability.



Questions?



Role of the State Board

- Do you think state (or local) board members have a role in ensuring that students receive meaningful learning opportunities?
- Do you take that role to mean that board members are responsible for working directly with students and teachers to help advance student learning?
- Do you think board members are responsible for enacting policies and providing resources to support high-quality instruction and learning?



Redesigning Standards: Draft 1 K-12 English Language Arts Standards

Dr. Michael Maher, Deputy Superintendent of Standards, Accountability, & Research

Dr. Kristi Day, Director of Academic Standards

Dr. Stacy Daniel, Section Chief of English Language Arts & Languages

Reimagine - Redesign

- What do students need to be successful?
- How can we design a scope and sequence of standards that are flexible and cohesive?
- How do we balance depth and breadth in the scope of standards?
- How do we make learning relevant?
- How do we prepare students?
- How do we engage students?
- How can we inspire students and meet their needs for the world beyond high school?

What can we do differently?



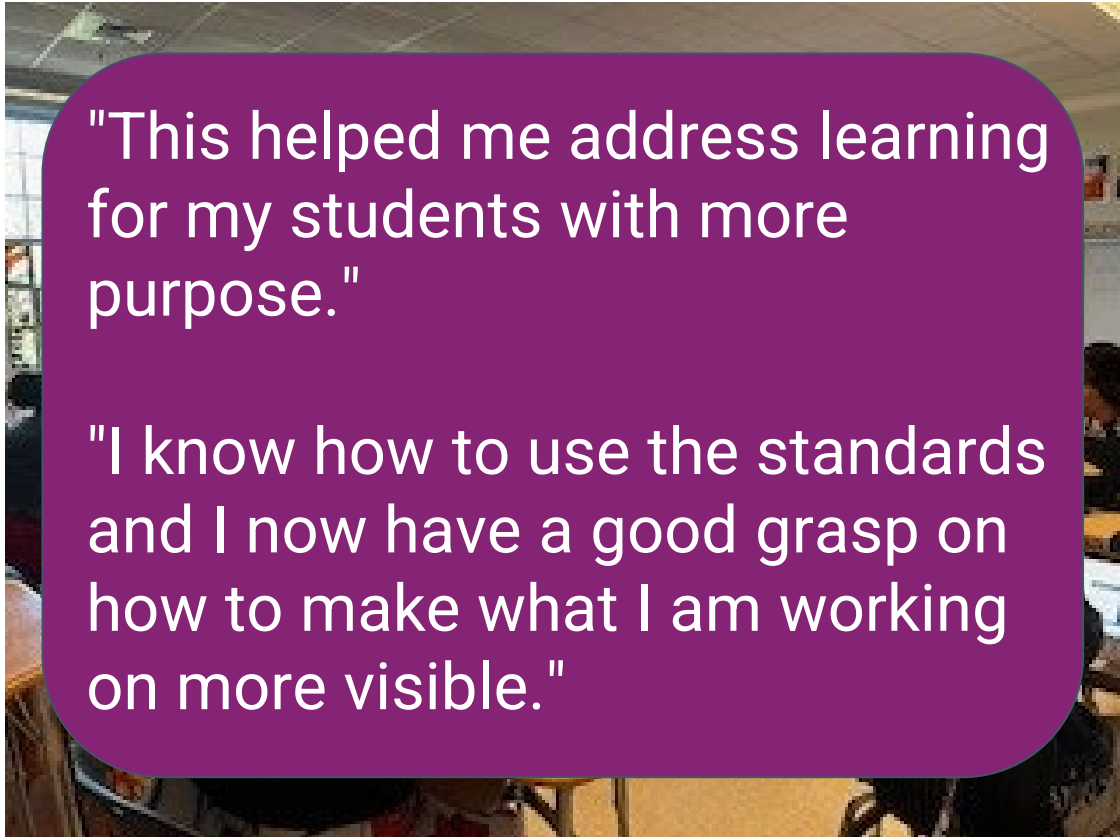
First Annual Standards Academy

2-day event held in August at the Durham School of the Arts

All areas of the standard course of study presented, including Honors, CTE, DTL, and EC

Close to 200 attendees

Goal: Support new teachers (all welcome!) with understanding the standards



"This helped me address learning for my students with more purpose."

"I know how to use the standards and I now have a good grasp on how to make what I am working on more visible."

Two conferences - **One powerful event**

Empowering Educators Elevating Outcomes

**Growing
Success
for MLs**

**The
Standards
Academy**

**Save
the
Date**

More information
coming soon!

WEST Buncombe County **June 24 - 26**

EAST Chatham County **July 22 - 24**



**STANDARDS
ACADEMY 2025**



Redesigning Science!



Standards That Engage and Build Durable Skills

Scientific & Engineering Practice	How Students are Engaging with Science
Ask Questions and Define Problems	Asking and refining questions to clarify what is needed to test ideas about the natural world or find solutions to solve engineering problems.
Develop and Use Models	Using or constructing models to represent ideas, develop new questions and revise scientific explanations or proposed engineering systems.
Plan and Carry Out Investigations	Planning and carrying out data driven investigations through labs and field experiences in/out of the classroom working collaboratively as well as individually.
Analyze and Interpret Data	Analyzing data using tools, technologies, and/or models in order to recognize patterns and make valid and reliable scientific claims
Use Mathematics & Computational Thinking	Using mathematics to recognize, express, and apply quantitative relationships.
Construct Explanations	Apply scientific ideas, principles, and/or evidence to explain phenomena and solve design problems.
Engage in Argument from Evidence	Listening to, comparing, and evaluating ideas and methods based on evidence.
Obtain, Evaluate, and Communicate Information	Using multiple sources of information to obtain, critique and communicate ideas visually, verbally, or in writing, both individually and in groups.



External Implementation Guide - Office of Academic Standards

Welcome to the External Implementation Guide!

The External Implementation Guide is a repository for all North Carolina Standard Course of Study (NCSCOS) stakeholder area. The range of resources offers users an opportunity to determine their own specific needs and find materials that

This Canvas repository can be accessed with or without a Canvas account. Browse through resources to help you learn

**Note: This Canvas LMS hub is a free online resource for educators in NC public schools. The information shared is subject to web pages. NCDPI does not endorse and makes no warranties, representations, or undertakings relating to the content of this*

For questions about the resources in the External Implementation Guide, [contact Kelly.Schultz@dpi.nc.gov](mailto:Kelly.Schultz@dpi.nc.gov).

CONTENT

Access the repository content by clicking on the respective content buttons below.



Support Documents

CONTENT/RESOURCES

Access the resource hub content by selecting the respective content buttons below.



Motion and Stability: Forces and Interactions

Standard and Objectives:

PS.3.2 Understand motion and factors that affect motion.

[PS.3.2.1](#) Carry out investigations to infer changes in speed or direction resulting from forces acting on an object.

[PS.3.2.2](#) Carry out investigations to compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

[PS.3.2.3](#) Use models to explain the effect of Earth's gravity on the motion of any object on or near the Earth.

Objective: PS.3.2.1 Carry out investigations to infer changes in speed or direction resulting from forces acting on an object.

Boundary Statement: Emphasis is on relative speed. Calculating speed is beyond the standard.

Dimension 1: Science and Engineering Practice: Plan and Carry Out Investigations: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. ([NSTA SEP Matrix](#))

Dimension 2: Crosscutting Concepts: Patterns; Cause and Effect

Note: Crosscutting concepts (CCC) are used in combination with SEPs to help students with sensemaking in science. Please note teachers may choose one or more of the seven Crosscutting Concepts for a given standard ([A Framework for K-12 Science Education](#)).

Dimension 3: Disciplinary Core Ideas:

- [PS2.A](#) Each force acts on one particular object and has both a strength and a direction ([A Framework for K-12 Science Education](#)).

What does it look like to demonstrate proficiency?

Revised Bloom's Taxonomy: Infer - Drawing a logical conclusion from presented information

- Students know:
 - changes in speed or direction of motion are caused by forces.
 - an object is in motion when its position is changing relative to another object.
 - the motion of objects can be changed by pushing or pulling.
- Students infer the amount of change in motion is related to the amount of force (push or pull) applied to the object.

Support Documents



Support Documents

- Student explain patterns of change can be used to make predictions (e.g., greater push on object = greater the distance traveled)
- **Plan and Carry Out Investigations-** Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

Academic Language

Questions/Sentence Stems that utilize academic language:

- What patterns do you observe in the data? (*e.g. pushes or pulls are needed to change motion*)
- What caused the patterns you observed? (*The change in the push or pull applied to the object*).
- What do you predict would happen if...?
- When an object's position is changing it is said to be in _____. (*motion*)
- The motion of an object can be changed by _____ and/or _____. (*pushing, pulling*)

Words to support student discourse: speed, direction, force, motion, strength, patterns, pushing, pulling, observe, measure, evidence

Redesigning English Language Arts!



Standards



North Carolina
Standard Course of
Study
*K-12 English Language
Arts (ELA)*

Curriculum



Texts
Lesson Plans
Activities
Tasks
Classroom
Assessments

Review Phase Timeline 2024-2025



May 2024

SBE
approved
request to
begin
revision



**June - July
2024**

SWT
selected

SWT
meetings



**August -
November 2024**

Draft 1
created



December 2024

Release
Draft 1
surveys to
the field

Data Review Committee Findings & Recommendations

Align to current literacy research

More explicit language for what students are expected to know and be able to do

More specificity on the types, features, and structures of texts relevant to particular standards

Separate singular complex standards into separate distinct standards

Revisit the writing standards

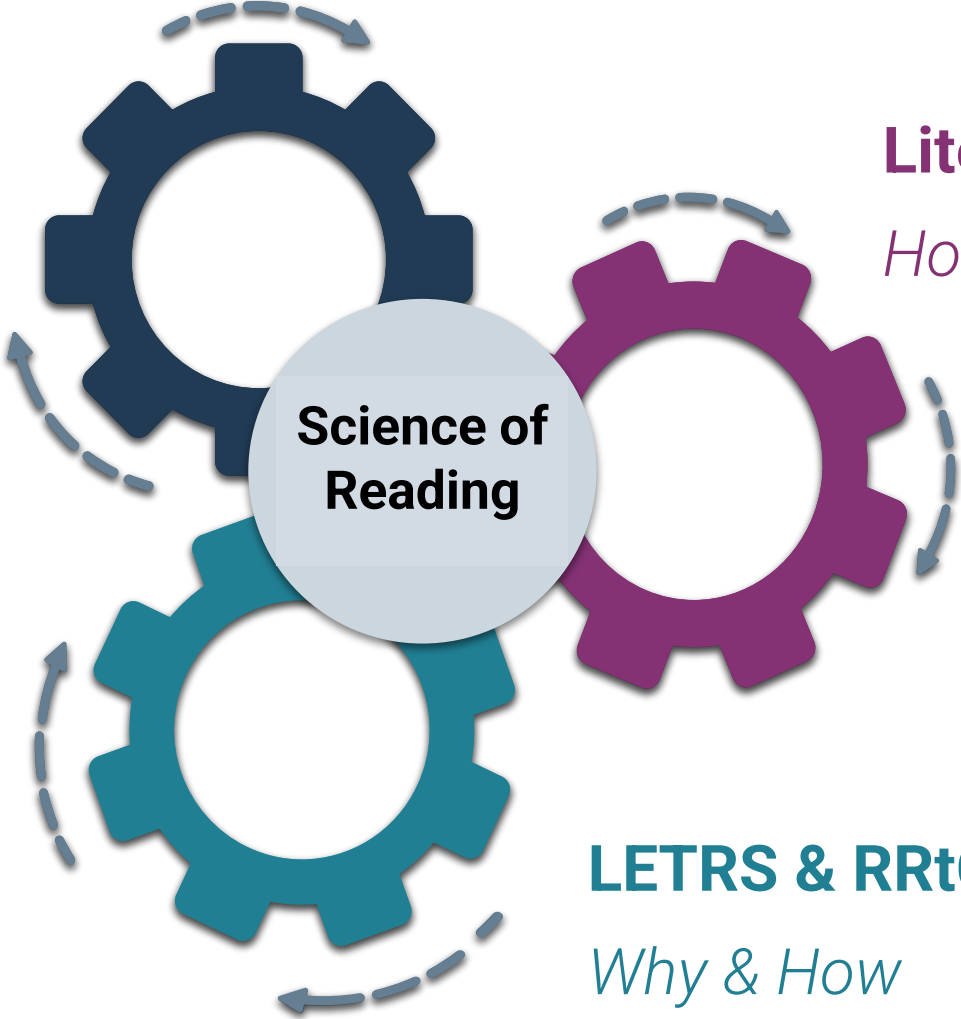
Integrate language standards into other strands



Keeping It All in Mind

ELA NCSCOS

What



Literacy Instruction Standards

How

LETRS & RRtCP

Why & How

Structure of Current Standards

Reading (*Literature, Informational, and Reading Foundational Skills*), Writing, Speaking & Listening, and Language



Phonics and Word Recognition, Knowledge of Language, Collaboration and Communication, etc.



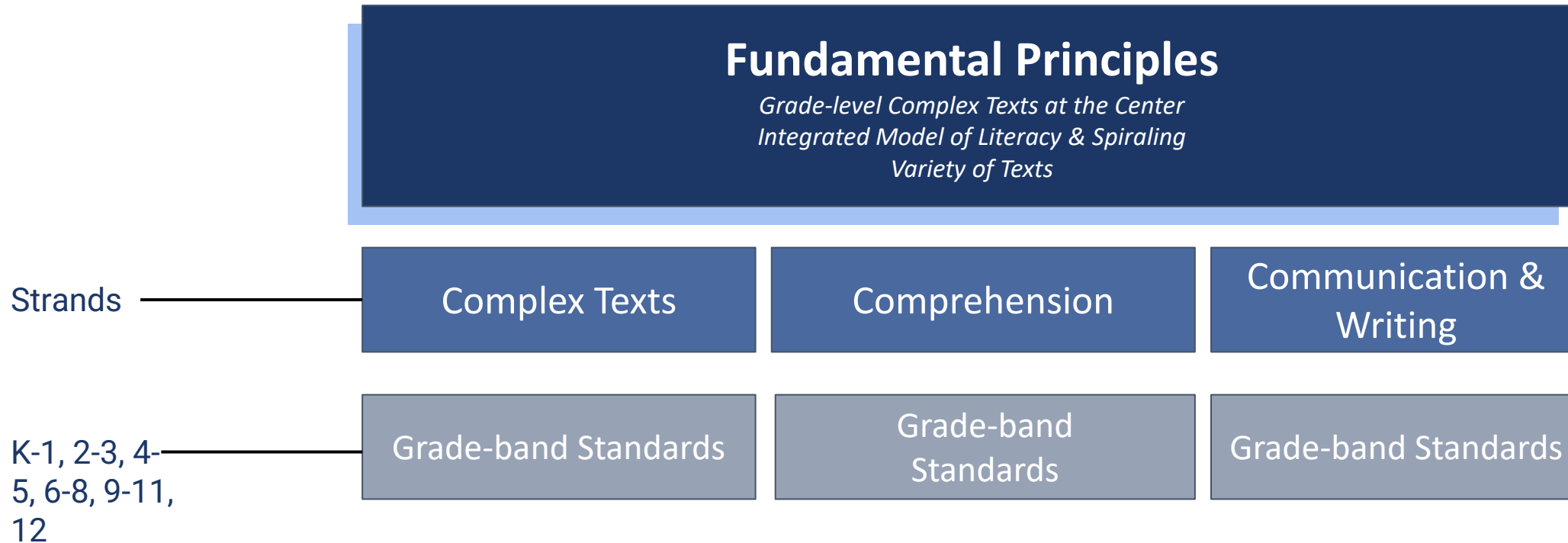
R.1-R.10, W.1-W.6, SL.1-SL.5, L.1-L.6



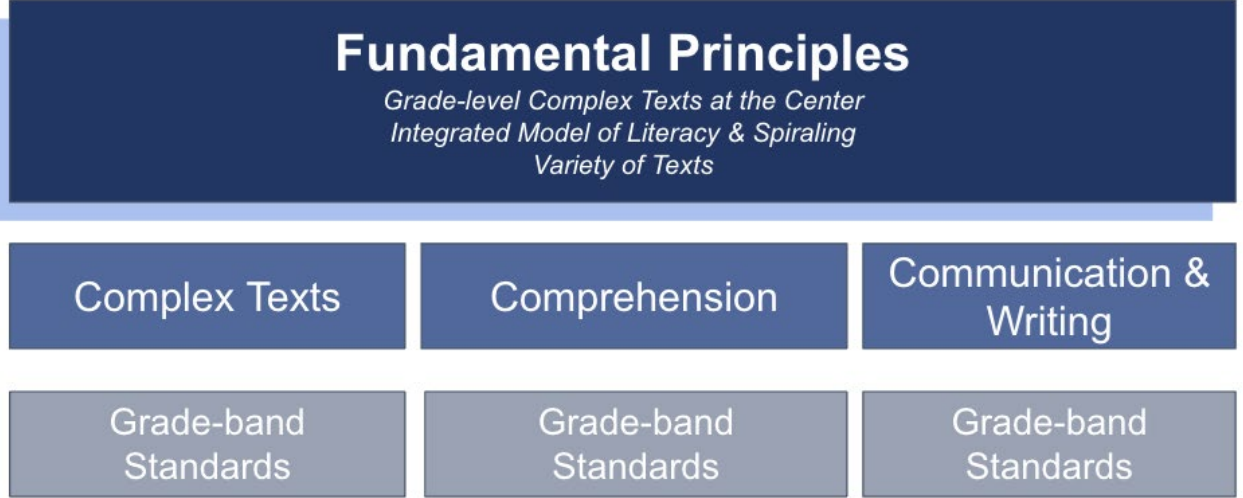
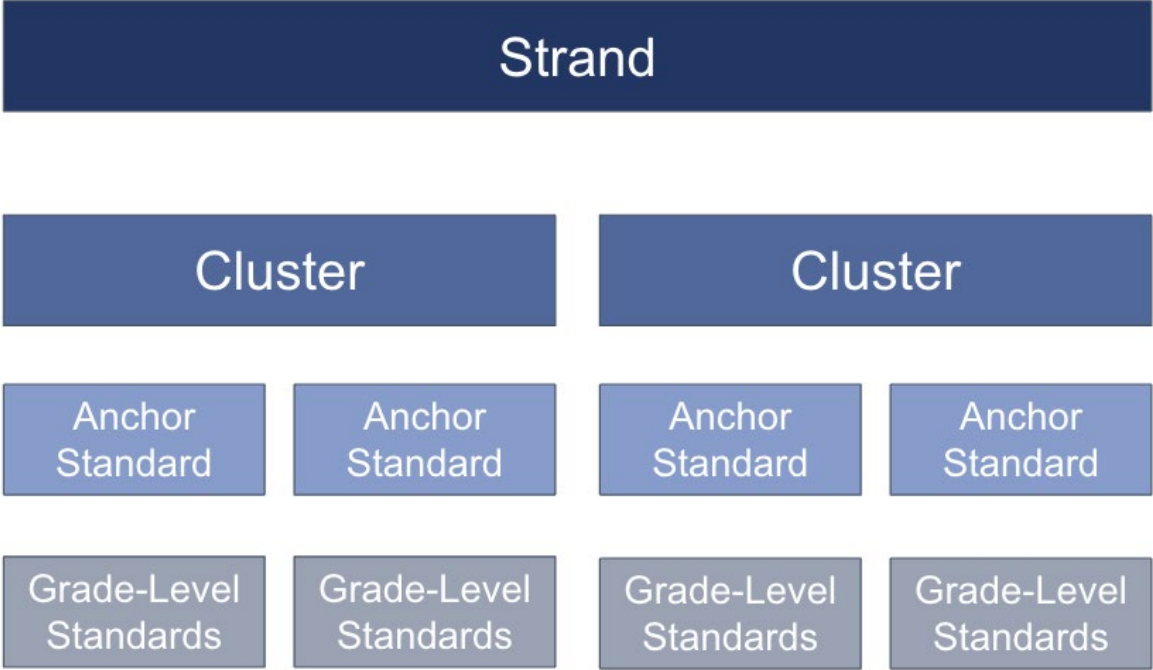
RL.K.1 - RL.11-12.1, etc.



Structure of Draft 1 for K-12 ELA



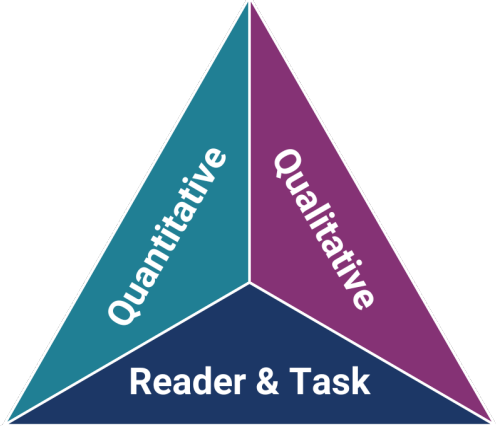
Redesigning the Structure



What | Grade-Level Complex Texts at the Center

Standards

What is it that students need to know and be able to do?



Text Complexity Bands

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Texts

What grade-level complex text will facilitate that best?

On which grade-level standards does the text focus?

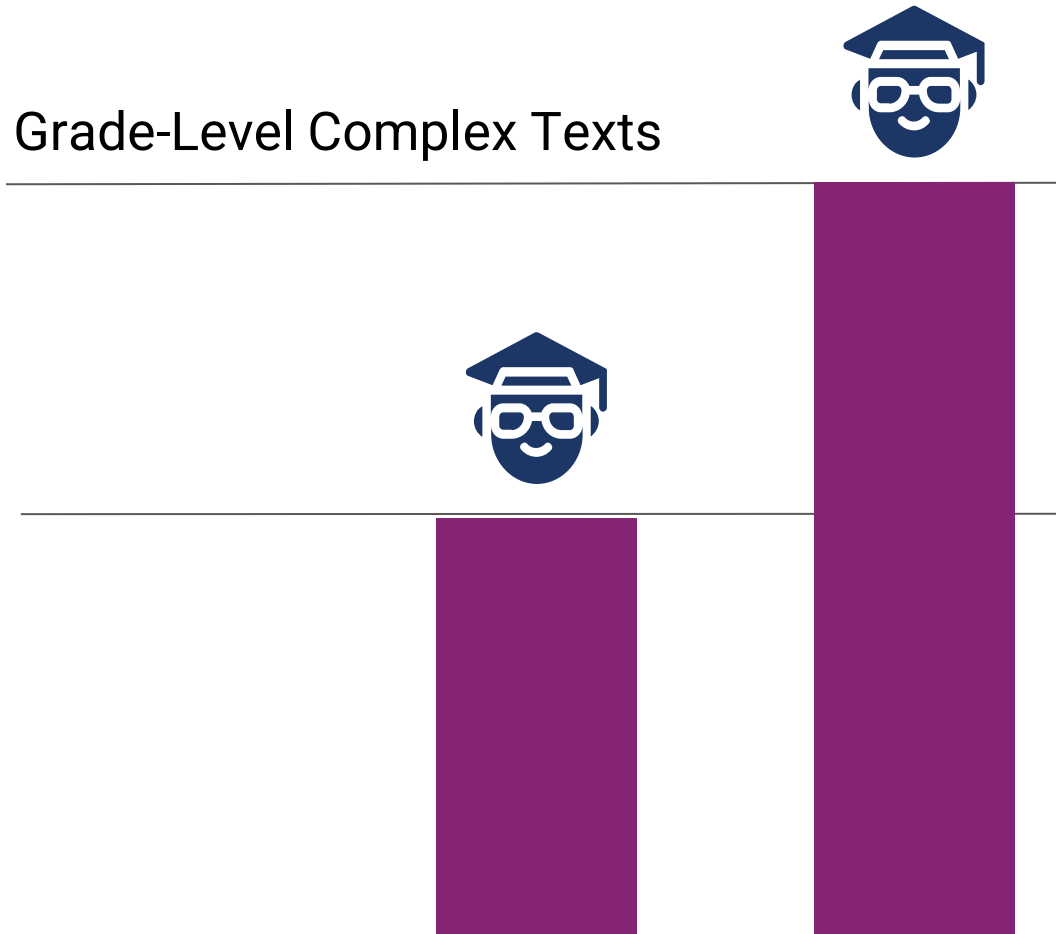


Why | Grade-Level Complex Texts at the Center

“ *It’s time students get the opportunity to work with more challenging texts, and for teachers to provide greater support that will allow students to ‘level up’ successfully.*”

-T. Shanahan

Grade-Level Complex Texts



Redesigning Standards

- Standard-based, text-centered instruction

- Aligned to research

- Focus on understanding text, not isolated skills

- Support students' comprehension gains

A Closer Look

6-8.C.1.3 Analyze how a text makes connections among, and distinctions between literary elements, individuals, ideas, or events.

How does the author use the relationship between ____ and ____ to reveal the theme?

Excerpt from *Charlotte's Web*

Wilbur blushed. "But I'm *not* terrific, Charlotte. I'm just about average for a pig."

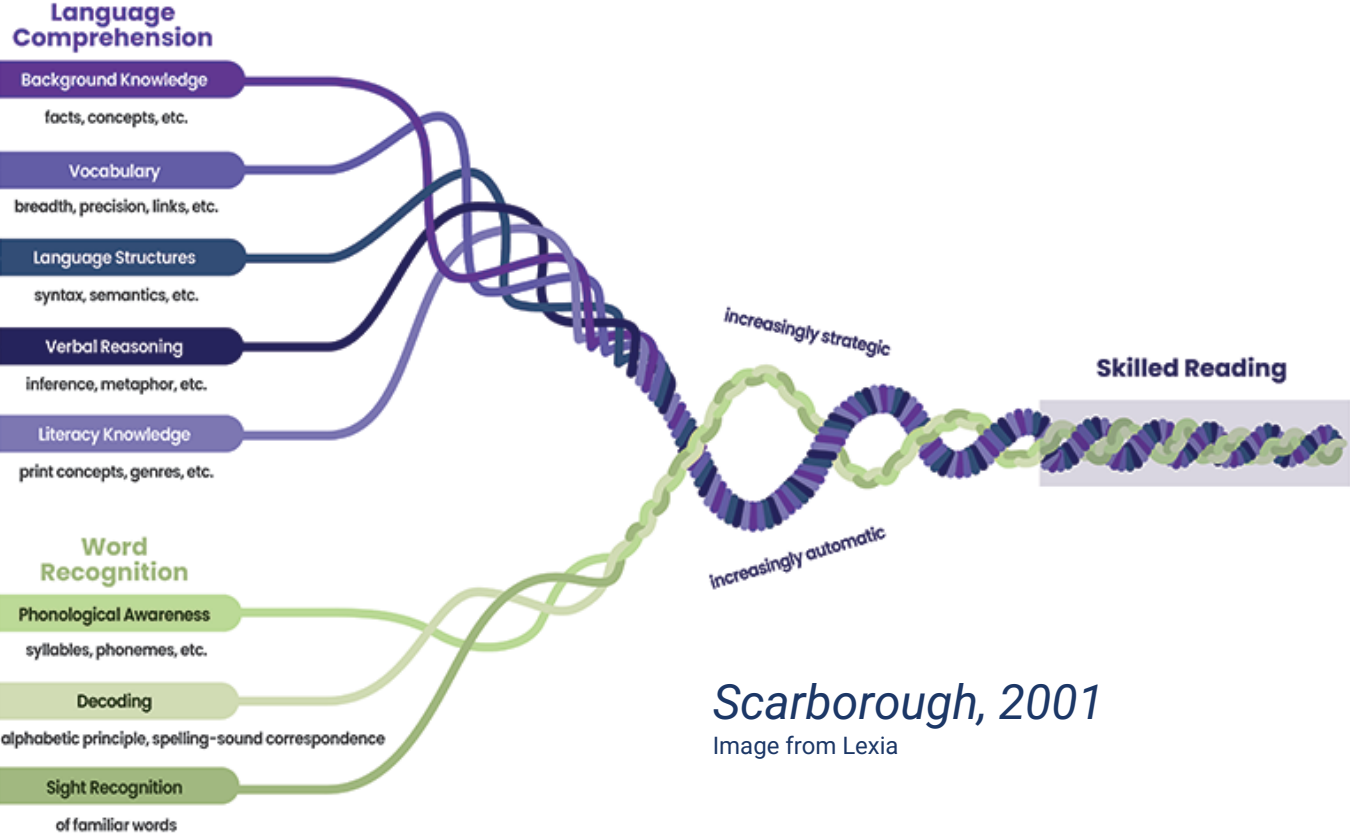
"You're terrific as far as *I'm* concerned," replied Charlotte, sweetly, "and that's what counts. You're my best friend, and *I* think you're sensational. Now stop arguing and go get some sleep!"

Excerpt from *The Giver*

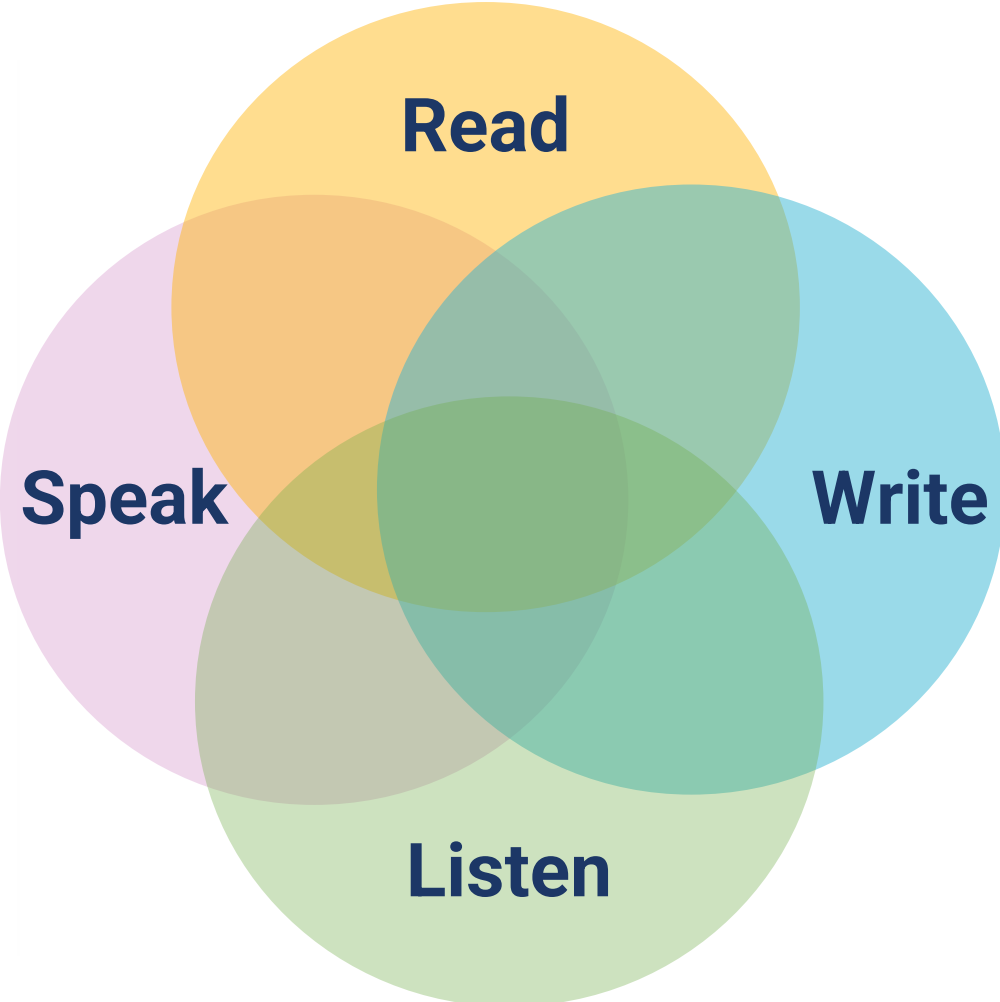
"What if they were allowed to choose their own mate? And chose wrong? "Or what if," he went on, almost laughing at the absurdity, "they chose their own jobs?"

"Frightening, isn't it?" The Giver said. Jonas chuckled. "Very frightening. I can't even imagine it. We really have to protect people from wrong choices."

What | Integrated Model of Literacy



Scarborough, 2001
Image from Lexia

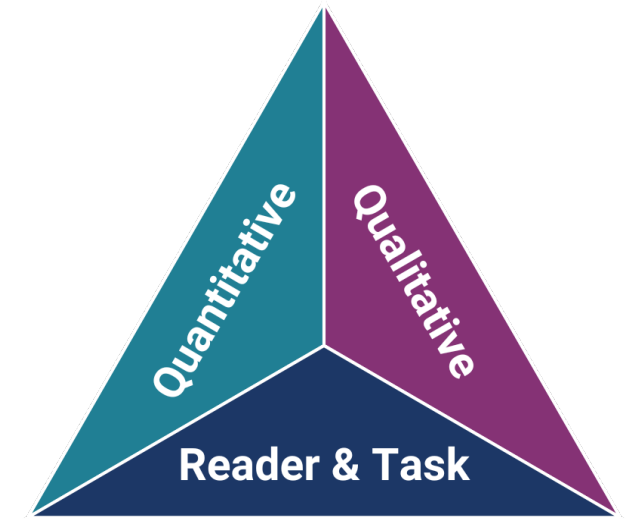
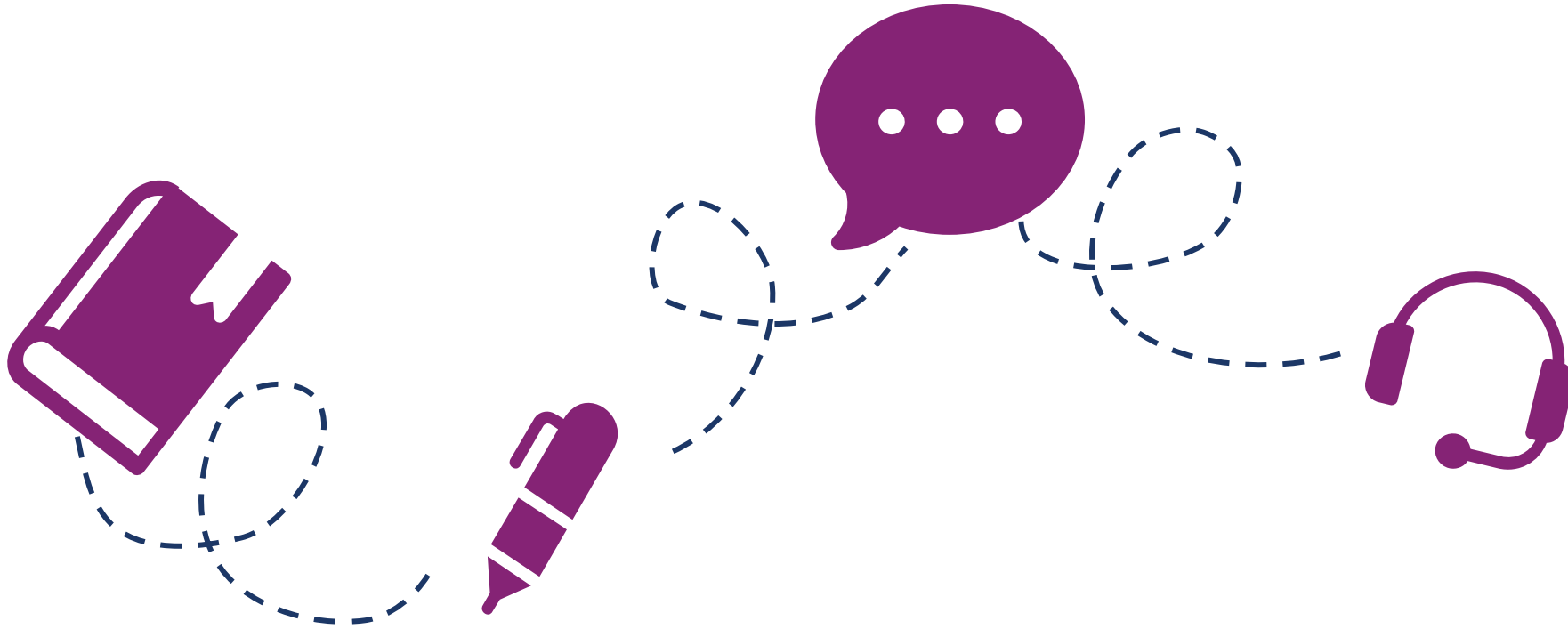




1977 Schwinn Stingray Fair Lady, 3-speed with banana seat



Why | Spiraling & Supporting Mastery



Redesigning Standards

■ Interpretive: Reading, Listening, Viewing

■ Expressive: Writing, Speaking, Representing

■ Reducing Duplication

■ Reducing Number of Standards

How do these skills assist students with other content areas?

What are the risks of teaching standards in isolation?

What | Variety of Texts

Genre

Fiction, non-fiction, poetry, short story, etc.

Modes

Linguistic, visual, aural, gestural, etc.

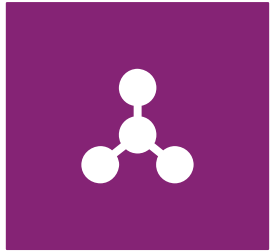
Format

Print, video, podcast, live performance, etc.

Length

Entire texts, passages, paragraphs, etc.

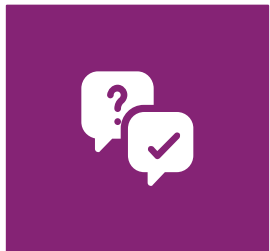
Why | Building Knowledge & Vocabulary



Make connections
between new
vocabulary and ideas



Provide access to
topics/content being
studied



Understand varied
perspectives and ideas



Thrive in a multimodal
world

Redesigning Standards

Flexibility in choosing texts for instruction

Flexibility in use of standards

Encourage wide reading

Support integration

Reflect on your recent interactions with a variety of texts.



Major Changes

Draft 1

December 2024



Major Changes | Format

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.2.3** Describe how characters in a story respond to major events and challenges.
- RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.7.3** Analyze how particular elements of a story or drama interact.
- RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

2017

C.2	Objectives
K-1.C.2 Explain the connection between the point of view and perspective of a text.	K-1.C.2.1 Define the role of the author and illustrator in telling the story or presenting ideas.
	K-1.C.2.2 Identify who is telling the story at various points in a text.
	K-1.C.2.3 Distinguish between information provided by pictures/illustrations and information provided by the words in a text, identifying the point of view and varying perspectives of a text.
2-3.C.2 Describe the perspective and purpose of a text.	2-3.C.2.1 Determine the author's main purpose for writing a text and identify the words and phrases that contribute to its purpose.
	2-3.C.2.2 Describe the overall structure of a text, identifying specific parts and describing how each successive part builds on earlier sections.
	2-3.C.2.3 Describe the relationship between the point of view and perspective of a text.
	2-3.C.2.4 Distinguish the differences in perspective between characters, individuals, the narrator, and their own.
4-5.C.2 Explain the perspective and purpose in a text and how they influence the way events are described.	4-5.C.2.1 Explain specific word choices that contribute to meaning and tone.
	4-5.C.2.2 Describe the similarities and differences between the overall structure of events, ideas, concepts or information in two or more texts on the same topic.
	4-5.C.2.3 Describe the similarities and differences between the author's point of view, purpose, and perspective in two or more texts on the same topic.
6-8.C.2 Analyze how perspective and purpose, including that of the author, shapes the content and style of texts.	6-8.C.2.1 Analyze how specific word choices impact meaning and tone.
	6-8.C.2.2 Analyze how differing perspectives of texts contribute to its development, meaning, and style.
	6-8.C.2.3 Analyze the structure of a specific paragraph in a text and the role of particular sentences within it, in developing and refining the perspective and purpose of the text.
	6-8.C.2.4 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9-11.C.2 Analyze how an author establishes and advances their perspective and purpose.	9-11.C.2.1 Determine how real-world context(s), events, and/or circumstances prompted or informed the creation of a text and contributed to its perspective and purpose.
	9-11.C.2.2 Analyze the cumulative impact of specific word choices on meaning and tone.
	9-11.C.2.3 Analyze how an author leverages connotation of specific words, rhetorical

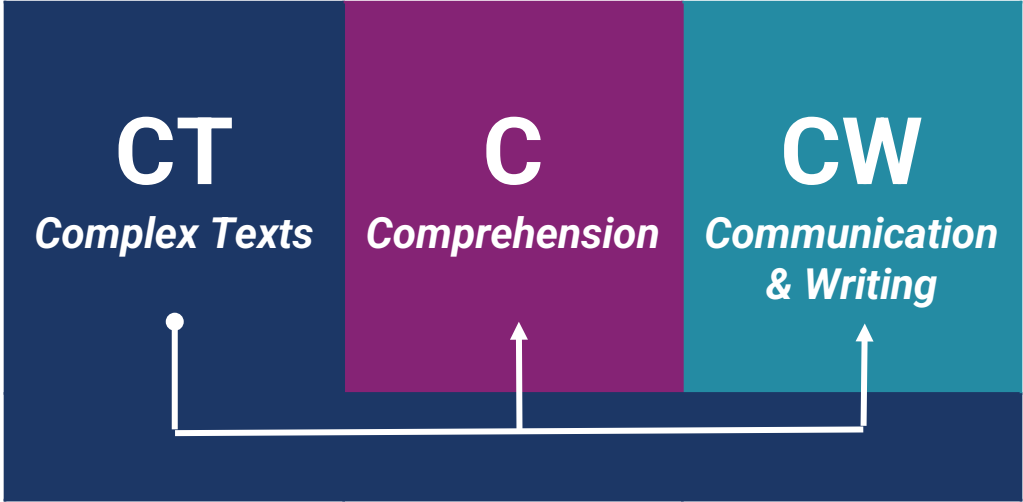
Draft 1



Major Changes | Strands



2017



Draft 1

Major Changes | Grade-Bands

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.
RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.7.3 Analyze how particular elements of a story or drama interact.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

2017

Communication & Writing Strand	
CW.1	Objectives
K-1.CW.1 Engage in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	K-1.CW.1.1 Follow agreed-upon rules for discussions. K-1.CW.1.2 Build on what others say in discussions. K-1.CW.1.3 Ask questions to clear up any confusion about the topics and texts under discussion.
2-3.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	2-3.CW.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. 2-3.CW.1.2 Refer to the text when building on others' ideas and connecting their comments to the remarks of others. 2-3.CW.1.3 Pose questions to clarify and deepen understanding of the topics and texts being discussed, stay on topic, and connect their ideas to others' questions and comments. 2-3.CW.1.4 Explain their own ideas and understanding in light of the discussion.
4-5.CW.1 Engage effectively in collaborative conversations about texts, building on others' ideas and clearly expressing their own.	4-5.CW.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. 4-5.CW.1.2 Refer to the text when building on others' ideas and connecting their comments to the remarks of others. 4-5.CW.1.3 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion by elaborating on the remarks of others. 4-5.CW.1.4 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
6-8.CW.1 Engage effectively in a range of collaborative discussions about texts, building on others' perspectives and clearly expressing their own.	6-8.CW.1.1 Follow rules for collegial discussions and decision-making, and define individual roles as needed. 6-8.CW.1.2 Refer to evidence from texts and other research on the topic or issue to probe and reflect on ideas under discussion. 6-8.CW.1.3 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 6-8.CW.1.4 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
9-11.CW.1 Initiate and propel collaborative discussions about texts, building on others' perspectives and expressing their own in a compelling manner.	9-11.CW.1.1 Work with peers to set rules for collegial discussions and decision-making, establishing individual roles as needed. 9-11.CW.1.2 Refer to evidence from texts and other research on the topic or issue to clarify, verify, or challenge ideas and conclusions. 9-11.CW.1.3 Pose and respond to questions that relate the current discussion to broader themes, larger ideas, prior knowledge, and real-world contexts.

Draft 1



Major Changes | Fluency & Sentence Composition

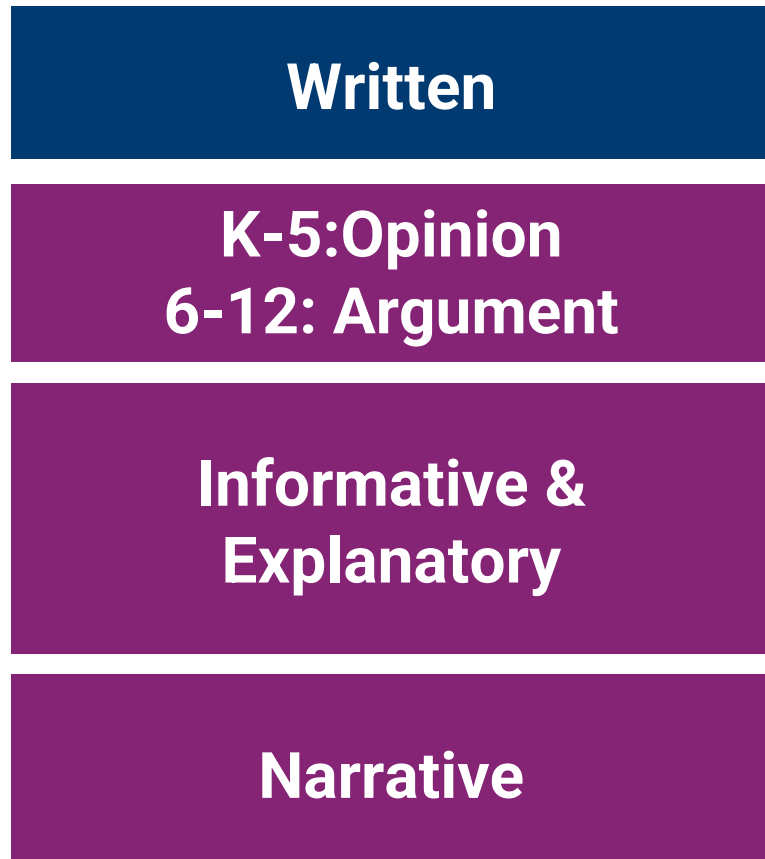
Fluency
RF.K.5 Read emergent-reader texts with purpose and understanding.
RF.1.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.5.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2017

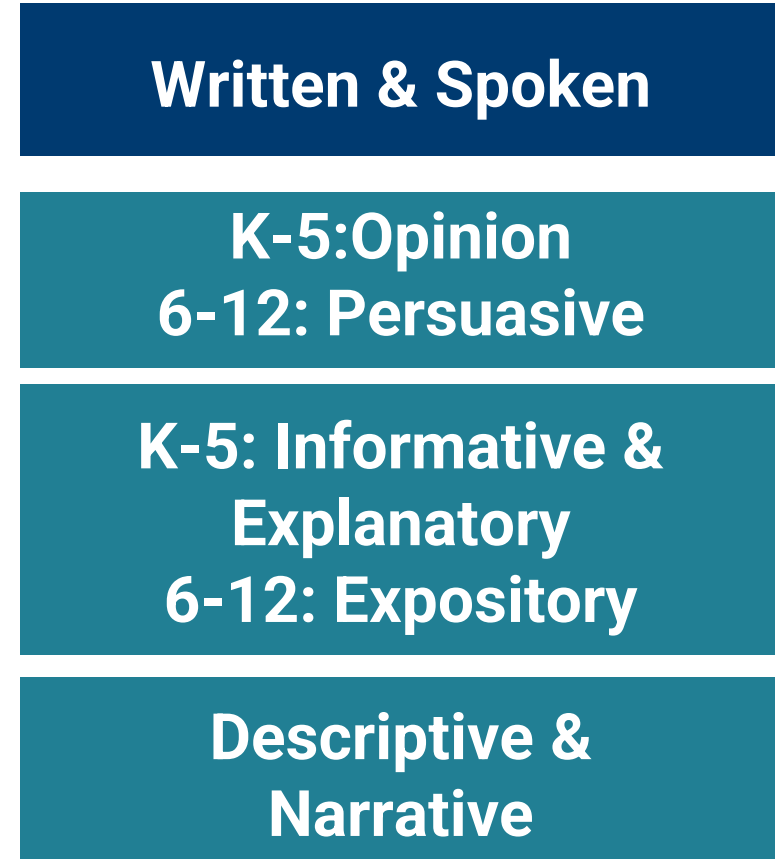
C.5	Objectives
K-1.C.5 Orally read texts at the high end of the K-1 text complexity band with fluency to support comprehension.	K-1.C.5.1 Read texts for a variety of purposes.
	K-1.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	K-1.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.
2-3.C.5 Orally read texts at the high end of the 2-3 text complexity band with fluency to support comprehension.	2-3.C.5.1 Read texts for a variety of purposes.
	2-3.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	2-3.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.
4-5.C.5 Orally read texts at the high end of the 4-5 text complexity band with fluency to support comprehension.	4-5.C.5.1 Read texts for a variety of purposes.
	4-5.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	4-5.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.
6-8.C.5 Orally read texts at the high end of the 6-8 text complexity band with fluency to support comprehension.	6-8.C.5.1 Read texts for a variety of purposes.
	6-8.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	6-8.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.
9-11.C.5 Orally read texts at the high end of the 9-10 text complexity band by the end of grade 10 and within the 11-12 text complexity band by the end of grade 11, applying skills from the grades 9-11 standards proficiently.	9-11.C.5.1 Read texts for a variety of purposes.
	9-11.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	9-11.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.
12.C.5 Orally read texts at the high end of the 11-12 text complexity band with fluency to support comprehension by the end of grade 12.	12.C.5.1 Read texts for a variety of purposes.
	12.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	12.C.5.3 Confirm or self-correct word recognition and understanding, as necessary.

Draft 1

Major Changes | Text Types



2017



Draft 1

Reflection

Discuss with your table how these changes could impact ELA teaching and learning across NC.



4 Students - 4 High School Journeys

Based on Career Development Plan:

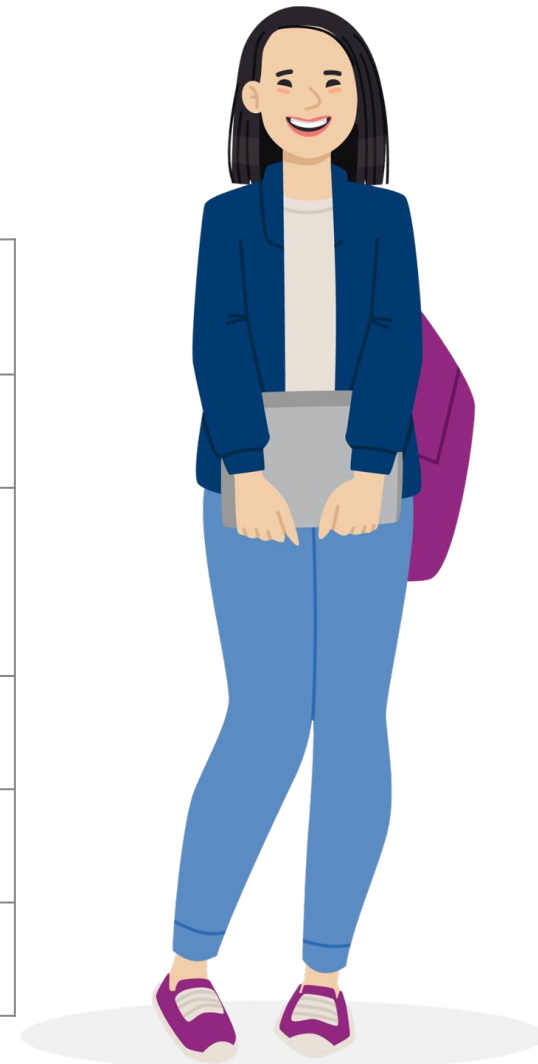
Dental Pathology II Honors	OR	Dental Science IV Honors
CCP Biology	OR	CCP Chemistry
CCP Statistics	OR	CCP Calculus
Local Elective: Sports Medicine	OR	Local Elective: History of Medicine
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

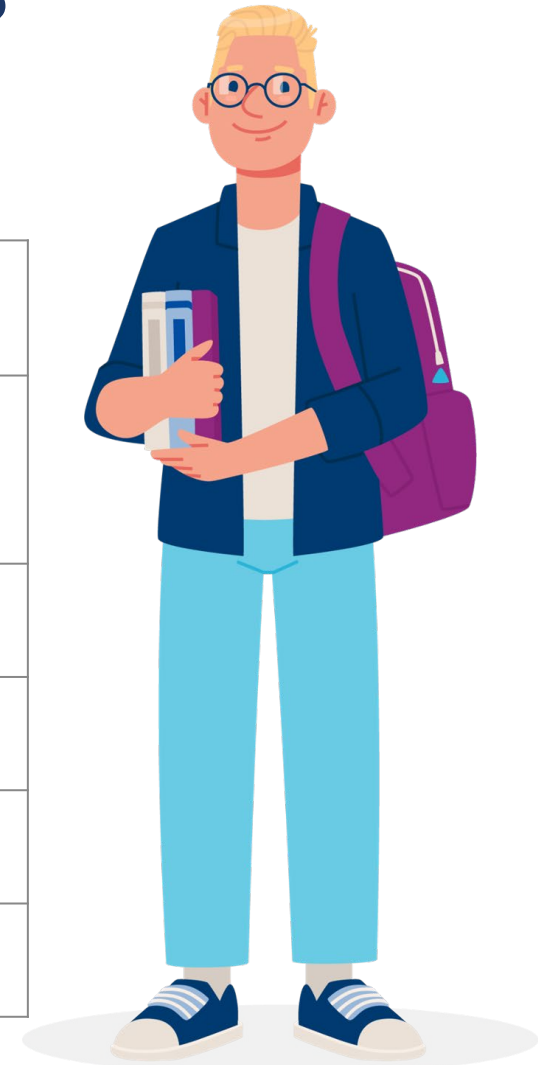
CTE Data Science	OR	Python Programming
Chemistry Honors	OR	Physical Science
AP Computer Science Principles	OR	CTE Microsoft Excel
CTE Cybersecurity Apprenticeship		
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

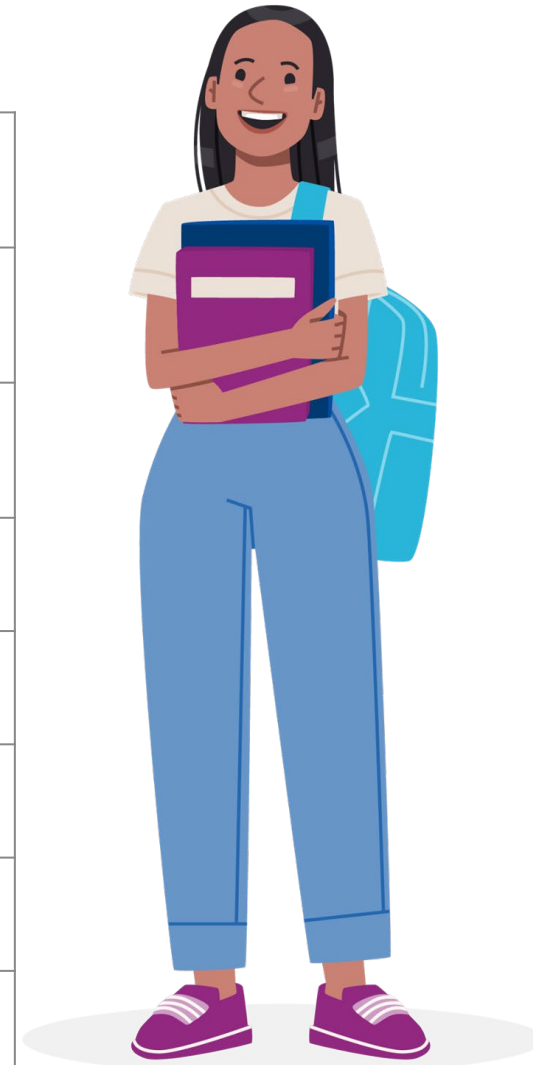
NC Math 4	OR	Precalculus
Earth and Environmental Science	OR	AP Environmental Science
Advanced Theatre	OR	Local Elective: Creative Writing
Advanced Choir	OR	Lab Theatre Assistant
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

AP Chemistry	OR	AP Physics
AP Calculus BC	OR	AP Statistics
AP Chinese Language and Literature		
World History	OR	AP World History
Wind Ensemble	OR	Jazz Ensemble
Speech and Debate	OR	Open Period
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

4 Future Pathways



Major Changes | Grade 12

**Grades 11-12
Standards**

English IV



Grade 12 Standards

**English IV Sections:
STEM, Arts, &
Literature**

2017

Draft 1



Reflection

Discuss at your table how these different sections of English IV could engage and challenge students.

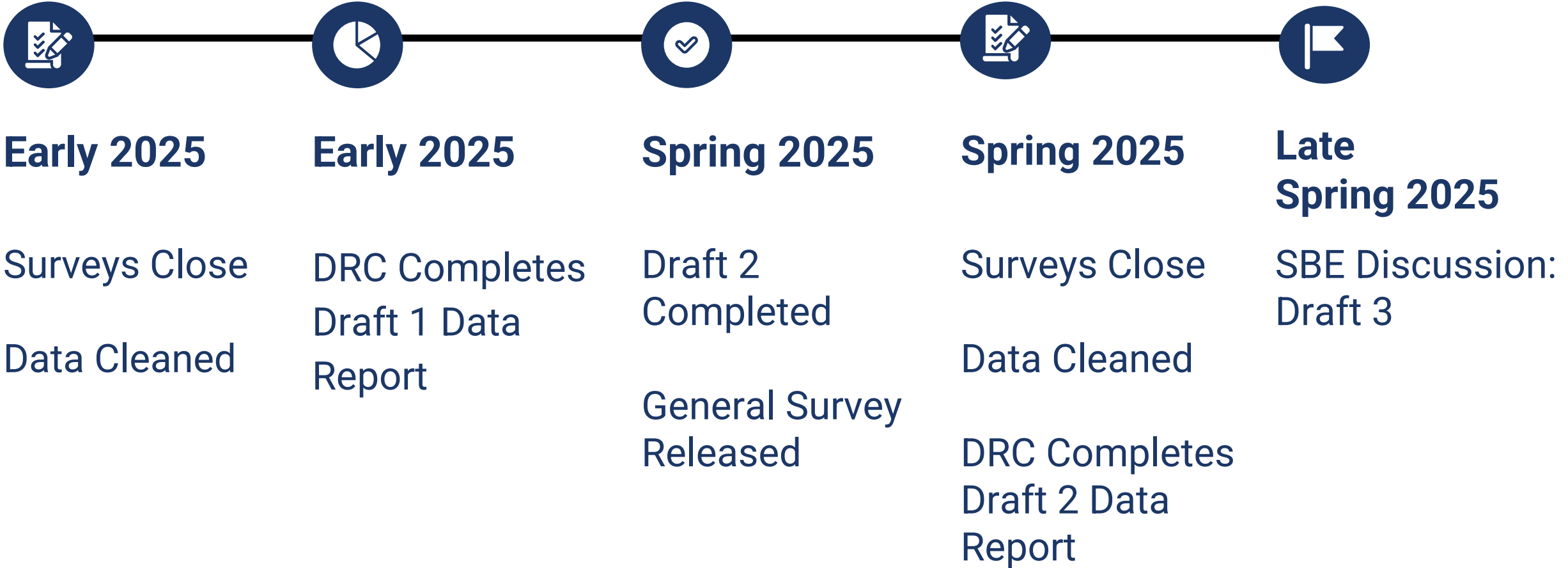


Number of Standards and Objectives in Draft 1

Grade(s)	Current Standards		Draft 1	
K-1	139		79	
2-3	146		77	
4-5	158		72	
6-8	205		68	
9-11	129		72	
12	67		70	



Timeline



Redesigning Mathematics!



Ongoing Conversations

A vision that **all students** will be prepared for Math 1 by high school!

What Math does **EVERY** graduate need to know?

What Math does **EVERY** graduate want to know?

Culture and Climate around Math



Ongoing Conversations

Established the Math Pathways Task Force

- 30+ representatives from NCDPI, UNC-System, and NC Community Colleges with staff from the classroom level to the system level from each
- Working alongside 20+ other states looking to:
 - Improve math outcomes for all students
 - Seek better alignment and clear connections between K-12 instruction, workforce development, and post secondary options
 - Inform the Math Standards review process
- Finalizing 7 recommendations to be included as part of the research portfolio utilized by the Math Data Review Committee and Standards Writing Team

Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics



5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

Questions?

Break



Processing and Capturing

Policy:

What policies should be written or revised to support this work?

Potential Legislation:

What proposed legislation is needed to support this work?

Data / Reports:

How should data and reports be used, presented, or changed to support this work?



Reflections



