



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

June 10, 2010

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.395A)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

To Whom it May Concern:

Attached is an excerpt of the official minutes and support material from the June 3, 2010, meeting of the North Carolina State Board of Education (NC SBE) affirming that the NC SBE voted unanimously to adopt the Common Core State Standards.

North Carolina's plan to implement these standards will be a significant component of preparing our students to be career and college ready, and we look forward to the benefits these new standards will bring for our students.

Please accept this as our official addendum to North Carolina's Race to the Top (RttT) grant proposal.

Sincerely,

A handwritten signature in cursive script that reads "June St. Clair Atkinson".

June St. Clair Atkinson

JSA/mw

Attachments

c: Bill Harrison
Myra Best
Glenn Kleiman
Trip Stallings
Adam Levinson

OFFICE OF THE STATE SUPERINTENDENT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to accept, for the 2010-11 and 2011-12 schools years, the timeline of curriculum implementation and assessments for OCS students, to waive (for OCS students only) the requirement in SBE Policy # GCS-C-003 that mandates that EOC assessments count as 25% of the students' final grades and to amend SBE Policy # GCS-C-020 to eliminate the current OCS NCEXTEND2 assessments from the statewide testing program and ABCs accountability program as recommended. (See Attachment GCS 1)

ACTION

GCS 2 – Policies Governing Services for Children with Disabilities

Policy Implications: General Statute § 115C; SBE Policy # GCS-D-000-008, TCS-E-001

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction and Technology Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

Policies Governing Services for Children with Disabilities (Policies) will be amended to reflect recent changes to the Individual with Disabilities Education Improvement Act (IDEA), to align sections with the IDEA, and to clarify sections of the current *Policies*. See the attachment for the changes to the *Policies*.

Recommendations:

The State Board of Education reviewed the proposed amendments to *Policies* at its May meeting and is asked to approve the amendments at its June meeting.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted that the GCS Committee reviewed the proposed amendments and recommends approval.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Tom Speed, the Board voted unanimously to approve the proposed amendments to Policies Governing Services for Children with Disabilities as recommended. (See Attachment GCS 2)

DISCUSSION MOVED TO ACTION

GCS 3 – Common Core Standards

Policy Implications: SBE Policy # GCS-F-008

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Cindy Bennett (Director, K-12 Curriculum and Instruction)

Description:

The Department of Public Instruction established the Accountability and Curriculum Reform Effort (ACRE) to develop and implement a response to the Framework for Change adopted by the State Board of Education (SBE). In the Framework for change (June 5, 2008), the SBE directed the Department to examine the standards. As a requirement to the Race to the Top North Carolina proposal, North Carolina is expected to adopt the Common Core Standards, verbatim.

Recommendations:

The State Board of Education is asked to discuss and provide feedback to the Department.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted extensive discussion over many months regarding the Common Core Standards. She stated that, per Chairman Harrison’s request, the GCS Committee agreed to move this item from discussion to action. The Common Core final standards in English Language Arts and Mathematics were released on Wednesday. The standards support the State Board of Education’s agenda to prepare students with the knowledge and skills needed for college and work and ensures consistent expectations.
- Chairman Harrison expressed appreciation to Superintendent Atkinson and staff for their involvement in developing the Common Core standards.
- Vice Chair Wayne McDevitt was not in the Board room at the time of the vote on GCS 3; however, he had informed the Chair that he has a relationship with foundations for working nationally on Common Core State Standards. Although all of Mr. McDevitt’s activity is outside of the State of North Carolina, in order to avoid the appearance of a conflict of interest, he recused himself from discussion and voting on GCS 3.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to adopt the Common Core Standards verbatim. (See Attachment GCS 3)

DISCUSSION

GCS 4 – Discussion of North Carolina’s Proposed New Accountability Model

Policy Implications: SBE’s “*Framework for Change*”

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

Description:

The Department of Public Instruction established the Accountability and Curriculum Reform Effort (ACRE) to develop and implement a response to the *Framework for Change* adopted by the State Board of Education (SBE). In the *Framework for Change* (June 5, 2008), the SBE directed the Department to examine the K-8 accountability model with a 21st century focus and to develop a new high school accountability model (p. 5, items 6 and 7). The ACRE Assessment and Accountability Committee drafted a proposal for a new accountability model to address both K-8 and high school accountability. Components of the proposed model include student performance, value-added performance for teachers, schools and districts, long-term (longitudinal) growth, graduation rate, Future-Ready Core, and postsecondary readiness.

Recommendations:

The State Board of Education is asked to discuss and provide guidance to the Department.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted that GCS 4 is an ongoing discussion item. She further noted that State Board members will be asked for input on a continuing basis as this item will come back to the Board for several more months for additional vetting.
- There was no further discussion.

This item was discussed at the October, November, December, January, February and May SBE meetings and the Board held an Issues Session on Accountability on March 31, 2010. This item will continue to be on the SBE’s monthly agenda until it becomes an action item. (See Attachment GCS 4)



ACRE

Accountability and Curriculum Reform Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Common Core Standards

English Language Arts and Mathematics

GCS 3 • June 2, 2010

(Materials used to present Common Core Standards to the
NC State Board of Education)

Overview of the Initiative

- State-led and developed Common Core Standards for K-12 in English Language Arts and Mathematics
- Focus on learning expectations for students, not how students get there

Similar Goals for Standards



North Carolina's Mandates



Common Core

“Essential”
“Narrow”
“Deep”
“Rigorous + Relevant”
“Readiness for College and Career”

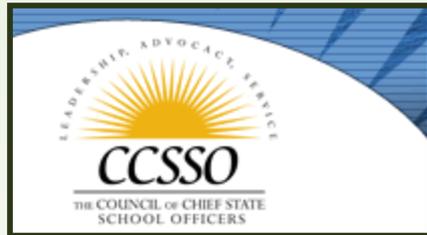
“Enduring”
“Measurable”
“Clear and Concise”
“Prioritized and Focused”

“Essential”
“Fewer, Higher, Clearer”
“Focused”

”Rigorous”
”Readiness for College and Career”

Who is a part of the Initiative?

Initially, 48 states, the District of Columbia, and two territories signed on to the Common Core State Standards Initiative.



Rationale

- **Equity**
Students expectations the same regardless of where they live
- **College and Career Readiness**
Students need to be more than proficient
- **Comparability**
State results will be comparable through common assessments
- **Sharing of Resources**
The ability to share instructional materials across state lines can improve practice
- **Economies of Scale**
Possible savings due to sharing of resources and assessments
- **Student Mobility**
Students moving into and out of states will have the same standards

Development Process

- College and career readiness standards developed in summer 2009
- Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, and feedback group and validation committee
- Groups representing English language learners and students with disabilities were instrumental in developing the ELL and students with disabilities statements in the introduction to the standards
- Public comment period on K-12 standards ended April 2.

NC Input

Math Common Core and NC Involvement

Draft 1 of Common Core

NC Input

Content alignment w/ES; grade placement differences

Draft 2 of Common Core

NC Input

Content alignment w/ES; stronger alignment with w/grade placement

Draft 3 of Common Core

NC Input

Confident in content alignment; strong grade placement alignment with ES

English Common Core and NC Involvement

Fall 2009

Beginning Development of ELA

Beginning Development of Common Core

Draft 1 of Common Core

NC Input

*Broad themes and grade-cluster alignment;
Common Core more specific, no taxonomy*

Draft 2 of Common Core

NC Input

*ES developed in tandem with the Common Core;
some concerns about grade cluster placement*

Draft 3 of Common Core

NC Input

Strong

- *Attended more fully to technical writing*
- *Clarified grade-by-grade progressions*
- *K-2 more developmentally appropriate*

June 2, 2010
**Release of Final
Common Core Standards**

www.corestandards.org

ELA Standards Advances

- Text complexity
- Balance of literature and informational texts
- Direct link to college and work readiness
- Literacy standards for science and social studies
- Clear vertical progressions across grades

ELA Standards: Writing Sample

Research to Build and Present Knowledge

Kindergarten	1st	2nd
<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>

Math Standards Advances

- Focus in early grades on number (arithmetic and operations) to build a solid foundation in math
- Evened out pace across the grades
- High school math focus on using math and solving messy problems, similar to what would see in the real world
- Problem-solving and communication emphasized

Math Standards

2nd Grade Number and Operation

Common Core	2009 Essential Standards	2003 Standard Course of Study
Understanding Place Value # 4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digit, using $<$, $=$, and $>$ symbols to record the results of comparisons.	2.N.1.5 Compare whole numbers less than 1,000 with symbols ($<$, $>$) and words.	1.01 Develop number sense for whole numbers through 999. c) Compare and order.

Plan to Support and Transition

For All New Standards



Plan to Support and Transition

For All New Standards

Tools

Instructional Toolkits including:

- Crosswalks between Old and New
- Vertical Learning Progressions
- Glossary of Terms
- Unpacked Content
- Assessment Prototypes
- Lesson Plans, Unit Plans
- Diagnostic, Formative, and Benchmarking Assessment Tools

Plan to Support and Transition

For All New Standards

Professional Development

Provide PD so that educators can:

- **Use valid, reliable assessments and data** to diagnose need, inform instruction, and monitor progress
- **Identify the prerequisite knowledge and skills** that are key to mastery of a standard
- Connect and apply standards **across subject areas**
- **Create plans** – long-term, unit, and daily – that lead students to mastery of the standards
- **Explain a standard in student-friendly language** and make simple and compelling arguments to students as to why the standard matters
- **Know and plan for common student mistakes** or likely misunderstandings

Plan to Support and Transition

Specific to the Common Core Standards in ELA and Math

- **Leveraging Shared Standards**

Connecting educators to shared resources that will develop nationally around ELA and Math

- **Building an Understanding of the Common Core**

Unpacking the Common Core so educators know specifically what a student will know and be able to do

- **Connecting the Common Core to the Revised Bloom's Taxonomy**

Interpreting the Common Core through the lens of the taxonomy to provide uniformity in all content areas

- **Common Core Format Implications**

Providing support around understanding the way the Common Core is organized (which is different than the ES) and what that means for instruction and assessment

- **Communication Plan**

Create communication plan to build stakeholder belief in the value of the Common Core

Adoption Process

- State adopts 100% of the Common Core K-12 Standards in ELA and mathematics (word for word), with option of adding up to an additional 15% of standards on top of the core
- A state will have adopted when the standards authorizing body within the state has taken formal action to adopt and implement the common core
- States are responsible for demonstrating that they have adhered to this definition of adoption

Current Thinking about 15%

In the initial review of the final standards...

Math

- Elementary considering adding additional statistics standards; Middle and High School comfortable with standards and grade-level placement.

ELA

- Content and grade-level placement are good; strong in foundational reading skills, writing, and language development.

Currently, we believe we will recommend adding very little, if any, additional content.

Final recommendations in July

What's Next?

- **Determine 15% using Essential Standards Work**
by July 1
- **Receive Public Comment**
through June 30
- **Common Core to SBE for Adoption**
in June or July
- **Send Addendum to Race to the Top Application**
Evidence of adoption by August 2 is required to earn full points on section B1 (adopting shared standards)
- **Begin Roll-Out Plan**
Common Core and Essential Standards preparation with an operational date of the fall of 2012
- **Partner with Hunt Institute and CCSSO for Communication Planning**