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sbe highlights

Notes on the state board of education...

June 30-July 1, 2004

Special Note: To review background materials on each item, please go to [/sbe_meetings/0407_sbagenda.html](#) Click on the appropriate agenda category, High Student Performance (HSP); Quality Teachers, Administrators and Staff (QP); Effective and Efficient Operations (EEO); Healthy Students in Safe, Orderly and Caring Schools (SS); or Strong Family, Community and Business Support (FCB).

Issue Session

Four options for setting more rigorous high school exit requirements were outlined during an issues session with Board members. The options under consideration are listed below:

- A composite of student performance on the five required end-of-course tests (Algebra I, Biology, English I, Civics and Economics and U.S. History) and a senior project or community service learning or work-based learning (scored and monitored locally using statewide rubrics and standards). The EOC composite would be 70 percent of the exit requirement grade and the senior project or service learning would be 30 percent.
- A composite of the performance on the five required end-of-course tests (50 percent of grade), a senior project that would be scored and monitored locally using statewide rubrics (25 percent of grade) and community service learning or work-based learning that would be scored and monitored locally using statewide rubrics/standards (25 percent of grade).
- Higher expectations (increase cut scores) on the 8th grade end-of-grade tests to be used as the high school Competency Test standard and a senior project or community service learning or work-based learning that would be scored and monitored locally using statewide rubrics/standards).
- Revamp the Comprehensive Test of Reading and Mathematics.

There are many issues to be considered with any of these options. These issues include timing, the acceptable level of passing EOCs (i.e., 4/5 or 5/5 tests or an overall score across all tests), the role of writing, alternatives to the standards and the effects on students with disabilities.

Next steps concerning high school exit requirements will include discussing the various options with advisory committees and education organizations and with the Joint Legislative Education Oversight Committee, as well as further discussion with the SBE at its August meeting.

Action Items

- *Proposed Anti-Harassment/Bullying/Discrimination Policy (SS 1)* — "It is the policy of the State Board of Education to maintain a safe, orderly and caring learning environment in the public schools and public charter schools or North Carolina that is free from harassment, bullying and discrimination and is inclusive of all students." This statement from the new anti-harassment/bullying policy approved by the State Board in July summarizes the goal of the new policy. The policy also requires local boards of education to develop and maintain policies and procedures to prevent, intervene, investigate, document and report all forms of harassment, bullying and discrimination to the Department of Public Instruction and to annually report verified incidences of harassment, bullying and discrimination to the SBE on the Discipline Data Collection Report. In addition, the policy addresses the need for training of school personnel.
- *Revisions in the Course for Credit Policy (HSP 1)* — In response to requests from local school districts, the Board approved changes to the policy defining course for credit. The changes make it clear that local superintendents may grant waivers to allow students to take the core courses at public universities, community colleges or private colleges only if these courses are not offered to the student at his or her high school.
- *Amendments to the NC Accountability Workbook (HSP 2, First Read)* — To better deal with schools with small number of students, an amendment to the NC Accountability Workbook was approved that states: "The minimum N count used in determining the AYP status of LEAs is 40 or 1 percent of the tested students, whichever is greater. This minimum N will be applied in each LEA to grades 3-8 as a group and high school as a group. In order for an LEA to enter School Improvement, the LEA must not make AYP in the same subject in both the 3-8 and high school grade spans for two consecutive years."
- *Recommendations for Preliminary Approval of 2004 Charter School Applications (EEO 2)* — The Board approved two new charter schools, Two Rivers Community School in Watauga County, and Socrates Academy in Mecklenburg County. These two schools will have a planning year in 2004-05 and open for students in 2005-06. A motion to approve a third proposed school, Gamma Girls' Charter School in Wake County, failed for lack of a second.
- *Approval of Federal Grants (EEO 6)* — Carl D. Perkins College Tech Prep Grants and Renewal Awards for Comprehensive School Reform Grants were approved this month. Thirty-two grants totaling \$2.793 million were provided for 2004-06 under the Tech Prep grants. Eight grants were awarded immediately for the Comprehensive School Reform Grants for a total of \$799,000. An additional 58 grants totaling \$5.79 million were given conditional approval, pending revisions.
- *Identification of Persistently Dangerous Schools (SS 2)* — No schools were identified as persistently dangerous.

Discussion Items

- *Approval of Supplemental Education Services Providers for 2004-05 (HSP 3)* — No Child Left Behind requires that qualifying students who attend Title I schools in School Improvement for the second year receive the opportunity to have supplementary educational services paid for through Title I funds. A list of providers of these services was presented this month for approval in August.
- *State Board Policy for NC WISE (EEO 7)* — As NC WISE moves from the pilot phase to deployment across the state, policy guiding the use of NC WISE and data is needed. Board members considered a policy to govern the responsibilities of DPI, LEAs and charter schools regarding the implementation of NC WISE. LEAs and charter schools that do not implement NC WISE would be required to implement an alternate student accounting/reporting system that complies with benchmark requirements of DPI for data reporting and quality and for the interface of functionality with NC WISE, especially as regards electronic university transcripts, student record transfers and the NC Education Data Warehouse. This item is for approval in August.
- *Memberships for State Advisory Council on Indian Education and Governor's School Board of Governors (EEO 1 and 8)* — Three new appointments and two re-appointments to the State Advisory Council on Indian Education were approved. They are: Jill Ammons Rogitz, Cumberland County Association for Indian People, Bryan Brooks, Lumbee from Robeson County; and Brenda D. Deese, Lumbee from Robeson County; Velina Ebert, Guilford Native; and Theresa Blans, Waccamaw-Siouan. Also, on the Governor's School Board of Governors, genie A. Wilson of District 6 was approved to replace a member who resigned. Trimella Chaney, District 1, and Sherryll Tipton, District 7, have agreed to serve a second term.

Information Items

- *Report from the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand (OP 1)* — Dr. Richard Thompson, Vice President for University-School Programs, The University of North Carolina, presented recommendations and strategies from the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand. This group developed eight recommendations and accompanying strategies to develop a comprehensive statewide teacher recruitment and marketing plan, to remove any identified barriers in the teacher education admission requirements, to set target goals for enrollment growth within teacher education programs, to appropriately fund the clinical teacher education courses at smaller faculty-student ratios than regular courses, to develop ways to address teacher retention, to increase collaboration between the UNC system and the North Carolina Community College system to expand access to credit-bearing courses for teacher education, to design and develop a K-20 longitudinal database/data warehouse on teacher quality and to report on progress on the total plan each spring. Many of the strategies within the plan can be addressed by the University system, and others will require the collaboration and partnership of the University system, the Public Schools of North Carolina and the community college system. Dr. Thompson noted that the UNC system is dedicated to working in partnership with the public schools on issues related to teacher supply and quality.
- *Recommendations to the Advisory Commission on Raising Achievement and Closing Gaps from the 2003 Eight Regional Town Hall Meetings (HSP 4)* — The Advisory Commission on Raising Achievement and Closing Gaps conducted a series of eight regional town hall meetings across the state during September and October 2003. The meetings were held to provide a way to learn more about needs, issues, progress and promising practices in local communities and to explain the receive input on the Commission's 11 recommendations. This month, Board members received a summary of these meetings. A 12th recommendation has been developed as a result of these meetings. This recommendation is to conduct formal studies of best practices in the education of major racial/ethnic groups, in particular Hispanic/Latino and Asian students, including the research from countries of origin. This research could help better prepare educators to teach diverse students.
- *Promising Reform Initiatives in Career-Technical Education (HSP 6)* — Promising practices in local career-technical education programs were presented by Catawba Valley MagnIT High School (Alexander County Schools, Catawba County Schools, Hickory City Schools, Newton-Conover City Schools and Catawba Valley Community College) and "Building a Computer" Caldwell County Schools. The Catawba Valley MagnIT High School is completing its second year of operation as a magnet and draws students from four systems in the Catawba Valley who are interested in earning both high school and community college credits, as well as studying the field of information technology. The Caldwell County Career Center is the first North Carolina high school to be built on a community college campus and serves approximately 180 students from three high schools in the county. Eighty percent of the students who complete a career-technical education course of study at the Caldwell County Career Center continue their postsecondary education.

Good News

Governor's School East Chorus — Students from the Governor's School East Chorus, under the direction of Phillip Morrow, Director of Choral Activities at Campbell University, performed three selections for State Board of Education members.

Special Recognition

2004-05 NC Principal of the Year — John R. Black, principal of Longview Elementary School in Hickory City Schools, was recognized as the new NC Principal of the Year. This program is sponsored by Wachovia Bank. Mr. Black by virtue of this distinction will serve as Principal Advisor to the SBE during the 2004-05 school year.

Superintendent's Report

- State Superintendent Mike Ward provided an overview of the study of DPI that was recently completed by the Office of State Budget and Management. This study reviewed the organization of DPI, staffing levels and other information and issued recommendations to the Board and Department regarding changes that could be made to improve efficiency. The study found that the agency has transitioned since the 1995 downsizing to a more contractual mode of operation. DPI expenditures as a percentage of total spending for public schools have dropped from 1.35 percent in 1996 to .979 percent in 2003. Recommendations in the report focused on moving toward greater structural flexibility, ongoing cost-benefit analyses of service delivery options and a stronger reporting and analysis capacity. DPI leadership will use these recommendations to assist in drafting an organizational plan to be presented to the Board in future months.

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