



[About the NC SBE](#)

[SBE Meeting Information](#)

[SBE Highlights](#)

[SBE Policy Manual](#)

[Advisory Councils, Boards and Commissions](#)

[Legislative Report](#)

[Legal Affairs](#)

[On the Road](#)

[Education News](#)

[Resources](#)

[HOME](#)



Notes on the state board of education...

May 4-5, 2005

Special Note: To review background materials on each item, please go to http://www.ncpublicschools.org/sbe_meetings/0505_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).

Issues Session -

- *LEA Per Pupil Expenditures: Have their Distributions Changed over Time?* - Statistical researcher Engin Konanc, of DPI's Financial and Business Services area, presented an issues session on variations in current expense expenditures among the 115 local school districts. Unlike some discussions about spending disparities, this presentation focused on total per pupil expenditures rather than on local funds. The amounts of local and federal per pupil expenditures are inversely related; where local is low, the federal is generally high. Also, there are some state allotments that are designed to assist districts that are small or that are low wealth. Because of these special efforts, as well as the long-term trend toward school district mergers, the variation in expenditures among the districts has been minimized even though ability of local districts to raise local funds may vary more widely.
- *Responding to the Leandro Ruling: Report by the Public School Forum* - John Dornan, executive director of the Forum, presented highlights of a recent Forum study group report. The report contained a number of recommendations, but key among them are the need for a state-level plan to address issues raised in the Leandro case and the need to address the capacity needs of the Department of Public Instruction.

Action Agenda

- *High School Exit Standards (HSP 1)* - Students entering ninth grade for the first time in 2006-07 will be the first group of students held to new additional high school exit standards approved this month. In addition to current state and local requirements, these new standards require students to pass all of the end-of-course tests in Algebra I, English I, U.S. History, Civics and Economics, and Biology and also to successfully complete a senior project in order to receive a high school diploma. This policy applies to all students except those enrolled in the Occupational Course of Study. Students enrolled in the Occupational Course of Study have a rigorous set of requirements already in place.

The Senior Project component will be developed, monitored and scored locally using state-adopted rubrics. Requirements of the project include a review process, an 8-10 page research paper written on an approved topic of student choice; a product related to the paper and requiring significant hours of work; a portfolio record of the Senior Project process; and a presentation to a panel of community and faculty members.

Consistent with the current re-testing opportunities for end-of-grade assessments at grades 3, 5 and 8, students will be given a maximum of two re-test opportunities if they do not achieve a passing score on a particular end-of-course test. Also, a review process will be used on a course-by-course basis if the student does not meet the passing criteria for the EOC assessment, but passes the course. Principals will have the final authority for deciding whether a student has met the exit standard for a particular course.

- *State Board Definition on Academic Rigor, Relevance and Relationships (HSP 2)* - A formal definition of academic rigor was approved this month after extensive discussion and research from the Ad Hoc Committee on Rigor, Relevance and Relationships. The definition notes that academic rigor is based on expectations established for students and staff to ensure that students demonstrate a thorough, in-depth mastery of challenging and complex curricular concepts.
- *Evaluate Validity of ABCs Accountability System Based on HB 1414 (HSP 3)* - HB 1414 (2004 Session) required a thorough evaluation of the ABCs accountability system and the implementation of any subsequent changes no later than the 2005-06 school year. The review provided a variety of findings. North Carolina has one of the longest running accountability programs incorporating a school-level growth standard. The growth standard essentially has been the same since the inception of the ABCs in 1996-97. Reviews of all data since that time show that as editions of the tests changed in response to curriculum changes, changes in growth expectations may have been warranted. Cohort groups of students in the same grade followed over time sometimes demonstrate a saw-toothed pattern of performance. The percent of schools meeting or exceeding their growth expectations in a specific content area was not highly related to the implementation of new more challenging curricula. To address these and other issues revealed through the comprehensive review, the Board approved the move to a new formula that will allow for the implementation of new curricula and accompanying new tests without the need for equating studies. The new formula is an Academic Change formula that better takes into account the structure of the North Carolina Standard Course of Study and provides a more stable method of addressing the question of how well schools are doing.

The new formula has been reviewed by outside technical experts, as well as the Compliance Commission and other advisory groups. This change will not affect the Achievement Levels I, II, III and IV.

The new formula will go into effect with the 2005-06 school year. It will not affect results that are scheduled to be reported in August for the 2004-05 school year.

- *Mathematics and Science Tests Implementation Schedule and ABCs Update (HSP 4)* - In February, the State Board of Education learned that the U.S. Department of Education would require the state to enter into a compliance agreement if mathematics in grades 7 and 8 was not tested during the 2005-06 school year. Consequently, DPI has modified the implementation schedule to include testing mathematics in grades 7 and 8 for the 2005-06 school year rather than entering into a compliance agreement. In addition, changes to the Implementation Schedule are included for science to accommodate the proposed exit standards. The Board approved these schedules this month.
- *Proposed Revision of License Renewal Requirements for School Administrators (QP 1)* - Revisions to license renewal requirements for school administrators were approved this month. These changes are an outgrowth of the SBE Teacher Retention Task Force's work recognizing the critical role that school administrators play in recruiting and retaining quality teachers. The Task Force recommended that the renewal requirements for school administrators be revised to include focus on teacher effectiveness, teacher support, teacher leadership, teacher empowerment and teacher retention. The new requirements will become effective for those school administrators renewing their licenses on or after July 1, 2007.
- *License Renewal Credit for National Board Certification Renewal (QP 2)* - A proposal was approved to grant five hours of renewal credit to individuals completing the National Board of Professional Teaching Standards renewal process. This renewal process is for those teachers whose initial National Board certification has been renewed for an additional 10-year period.

- *Proposed Revision of Lateral Entry Licensure Policies (QP 3)* - Revisions of the lateral entry licensure policies were approved this month and rule-making procedures will be initiated. Changes would allow individuals to receive a lateral entry license if they hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams) in the area. Also, these individuals must have a minimum cumulative grade point average of 2.5 or have five years of experience considered relevant by the LEA or have passed the Praxis I exams and attained specific grade point averages spelled out in the policy. The specific teacher education requirements also are specified in the revised policy.
- *NCLB Highly Qualified Requirements for Exceptional Children's and ESL Teachers (QP 4)* - The SBE approved revisions to the licensure policies for exceptional children's teachers and English as a second language teachers (ESL). These changes were needed to comply with No Child Left Behind as well as the recently reauthorized Individuals with Disabilities Education Act. The revision states that to be a "highly qualified teacher" in an exceptional children's class or an ESL class, a teacher must have obtained the exceptional children's and/or ESL license required for the teaching assignment and demonstrate the subject knowledge and teaching skills in the content areas taught by passing the Praxis II exams required for the license. This applies to exceptional children's teachers and ESL teachers who are the teachers of record for core academic areas. New hires in Title I schools are already required to meet this requirement unless the school system has been granted a waiver under NC's Ed Flex authority.

Action on First Reading

- *Changes to the Accountability Workbook for Some Students with Disabilities (HSP 5)* - The U.S. Department of Education announced in April that it would grant new flexibility with regard to counting some students with disabilities, accepting alternate assessments based on alternate standards, as proficient. Although this flexibility has been announced, it may not be available to North Carolina for the 2004-05 school year. The State Board approved North Carolina's use of this additional flexibility this month. The significant change is that students with "persistent academic disabilities" can be deemed proficient using alternate assessments. There is a 2.0 percent cap on the number of these students that can be deemed proficient when taking the NCAAAI below their assigned grade level, and this calculation is separate from the cap for students with the most significant cognitive disabilities. LEAs exceeding the 2 percent cap on students with a persistent academic disability deemed proficient on alternate standards may request an exception using the same process outlined with the 1 percent cap for students with the most significant cognitive disabilities.
- *Utilization of State Board Reserve for Innovative/Special Projects (EEO 3)* - The State Board reserves \$500,000 from the At-Risk Student Services/Alternative Schools allotment to implement/support specific initiatives as a pilot or for program startup. In recent years, these funds have been used to support the Closing the Gap priorities of the Board. In fiscal year 2004-05, all funding for personnel supported by this reserve have been transferred to another funding source. This has created a reserve of \$289,250 that is available until June 30, 2005. The SBE approved using these funds to support students' participation in Project Recovery, a partnership of DPI's Distance Learning, Learn NC, and class.com. It is designed to provide Web-based alternatives for high school and middle school students to recover credit from failed courses. The cost is approximately \$250 per student, and these funds will provide 1,157 slots. These courses included English proficient students.
- *Calendar Bill Waivers Requested by LEAs (EEO 5)* - School calendar waivers were approved for educational purposes for two middle colleges in Guilford County Schools and for Catawba County's early college program. This brings to 34 the number of educational program waivers approved by the Board for specific schools. Seventeen local school districts have received district-wide waivers based on weather holidays.
- *Board of Governor's Governors' School Membership (EEO 6)* - Two appointments to the Board of Governor's for Governors' School were approved this month. Daniel L. Turner will represent local directors of gifted education, and Rodney Allen, president of the Governor's School Alumni Association, was re-appointed.
- *Conversion of Emergency Permits to Lateral Entry Licenses (QP 5)* - Emergency permits to practice can be issued to individuals who hold at least a baccalaureate degree from a regionally accredited college or university but who do not qualify for a license under any other approach at the request of the employing local education agency. Based on satisfying coursework and/or testing requirements, an individual may be eligible to convert an emergency permit to a lateral entry license. A request to provide additional time to individuals who were issued emergency permits for the 2004-05 school year and who have met prescribed conditions was approved this month. This is expected to affect approximately 200 individuals.
- *Proposed Policy for Requesting an Extension of Time to Fulfill Licensure Coursework Requirements Due to Extenuating Circumstances (QP 9)* - State Board policy specifies that lateral entry and provisionally licensed teachers must complete at least six semester hours of prescribed coursework annually to maintain their license. A policy was approved this month to allow individuals who have not been able to complete required coursework due to extenuating circumstances to request an extension of time in order to meet these requirements.

Discussion

- *Revising the IPT Cut Scores for the IDEA Language Proficiency Tests (HSP 6)* - Proficiency cut scores were considered for Individualized Developmental English Activities Language Proficiency Tests (IPT). These tests are required to comply with Title III of the No Child Left Behind legislation. The cut scores were reviewed this month and will be on the agenda for action in late June.
- *Standards for AP Social Studies Courses (HSP 7)* - To enhance consistency in developing Advanced Placement courses, the College Board has granted permission to the NC DPI to include AP courses in the NC Standard Course of Study using the College Board's outline. The North Carolina Social Studies Standard Course of Study was approved in 2001. These courses were discussed this month as additions to the approved 9-12 Social Studies Standard Course of Study. Teachers representing school systems across the state contributed to the development of the new AP standards. These will be presented for action at the Board's June meeting.
- *NCLB HOUSSE Components for Exceptional Children's Teachers and Teachers of Multiple Subjects (QP 7)* - In June 2003, the Board adopted a High Objective State Standard of Evaluation (HOUSSE) that teachers of core academic subjects who are "not new" to the profession can use to be designated as "highly qualified" in compliance with NCLB. The HOUSSE adopted at that time included elementary education, grades 6-9 core subject areas, grade 9-12 core subject areas and grades K-12 core subject areas. Two additional areas, exceptional children's teachers and other teachers of multiple subject areas, were presented for discussion in May.
- *Charter School Advisory Committee Selection (EEO 7)* - Revisions to the Charter Schools Advisory Committee policy were considered this month to improve the transition of members on and off the committee and to provide for continuity of experience on the committee. The changes would provide for five-year terms, with a limit of two terms per representative. Transitions off of the committee would be staggered.
- *Policy Revisions to the Professional Certification Program for NC School Finance Officers (EEO 8)* - A revision to the policy regarding the Professional Officers Program for NC School Finance Officers was presented this month. The revision will strengthen and clarify the requirements of the School Finance Officers and will provide the DPI with the means to ensure that requirements are met.
- *Middle/Junior High School Athletics Manual Revisions (SS 1)* - The Board considered a variety of revisions to the middle/junior high school athletics manual. The changes note that no student may be eligible to participate at the middle school level for a period lasting longer than four consecutive semesters beginning with students entering seventh grade. The semester rule will be implemented in the 2006-07 school year. A number of other major and minor changes are included to address athlete safety and health.
- *Proposed Parent/Family Involvement Policy (FCB 1)* - Board members considered a proposed parent/family involvement policy this month. The policy would support and encourage local parent/family involvement activities and describes ways that the State Board and the DPI can provide state-level leadership and support. This item is for action in June.

Information Agenda

- *Science Laboratory Safety (HSP 8)* - In 1999, the Science Section of Instructional Services (DPI) began work with the Total Science Safety System-Science Laboratory Safety Project. As part of this work, research was compiled regarding North Carolina laws, codes and professional standards for science labs. A survey of school science laboratories was conducted to learn about compliance status and to determine if assistance was needed. A system to assist local school districts with the process was designed and is being piloted. Goals of the project include the following: to enable local systems to comply with federal regulations and state statutes regarding science laboratories; to reduce science teachers' exposure to hazardous conditions; to ensure opportunities for all students to learn science in an inquiry-based, lab-oriented manner and to provide safe and healthy teaching and learning environments for science. The Board will be asked in June to consider three recommendations: to endorse the NC School Boards Association's Policy Code 7265 for School Science Laboratory Safety standards compliance and accountability; to ensure quality technical assistance by having DPI approve professional development providers in the area of science laboratory safety; and to have DPI create a committee to develop a compliance procedure for Policy Code 7265 and a process for approving professional development providers.

Good News

NC Middle Schools to Watch - Four middle schools were recognized for having been selected by the National Middle Schools Association as Middle Schools to Watch. These schools are Brawley Middle (Iredell-Statesville), Carmel Middle (Charlotte-Mecklenburg), Jay Robinson Middle (Charlotte-Mecklenburg), and East Yancey Middle (Yancey County).

Special Recognitions

- Dimayquoye Smith, outgoing SBE student advisor, was recognized for his two years of service to the Board.

[<Back to Top>](#)