



# NORTH CAROLINA STATE BOARD OF EDUCATION

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## SBE HIGHLIGHTS

Dec. 2-3, 2009

Special Note: To review background materials on each item, please go to [www.ncpublicschools.org/stateboard/meetings/2009/12](http://www.ncpublicschools.org/stateboard/meetings/2009/12). Click on the appropriate agenda category: Globally Competitive Students (GCS); Twenty-First Century Professionals (TCP); Leadership for Innovation (LFI); Twenty-First Century Systems (TCS); or Healthy Responsible Students (HRS).

### Action Agenda

- *Changes to Policy Delineating End-of-Grade and End-of-Course Retests and Review Procedures (GCS 1)* - Board members approved removing the option for LEAs to administer a second retest using end-of-grade and end-of-course tests from the state's testing and accountability program beginning with the 2010-11 academic school year.
- *State Evaluation Committee on Teacher Education Program Approval Recommendations (TCP 1)* - Brevard College's teacher education programs were approved with the stipulation that the institution provide annual updates to the State Evaluation Committee on Teacher Education regarding the implementation and impact of its diversity plan. Also approved were 276 teacher education programs that were revised to meet the new teacher standards adopted by the Board in June 2007.
- *Teacher and Principal Evaluation Data Collection Policy (TCP 2)* - The Board approved the NCDPI developing a process to utilize principal ratings from the North Carolina Principal Evaluation Instrument and teacher ratings from the North Carolina Teacher Evaluation Instrument for annual statewide analysis. These summative ratings are a requirement for the federal Race to the Top grant funds.
- *Charter School Task Force Policy Changes (LFI 1)* - Changes were approved to charter school policy to improve the academic accountability of charter schools and to clarify existing procedures for charter applicants. The policy changes include revoking the charter of any charter school when for two of three consecutive school years the school does not meet or exceed expected growth and has a performance composite below 60 percent. This policy change begins with the 2009-10 school year.
- *North Carolina Virtual Public School (NCVPS) Funding Formula (TCS 1)* - This item was removed from the agenda for action at the Board's Dec. 14 meeting via conference call.
- *Access for Non-Public School Children in North Carolina Virtual Public School (NCVPS) and Learn and Earn Online (TCS 2)* - Since non-public school students can register and take Learn and Earn online courses from community colleges and universities without going through a public school, language will be added to the School Attendance and Student Accountability Manual that excludes non-public school students from taking Learn and Earn Online designated courses from public schools. The Board also added language to allow non-public school students to enroll in NCVPS courses if such enrollment would not exclude enrollment of public school students. Non-public school students would be charged a tuition established by the State Board in March of each year for courses offered in the summer and the following school year.

### Discussion Agenda

- *Changes to North Carolina's NCLB Consolidated State Application Accountability Workbook (GCS 2)* - The following proposed changes to North Carolina's Consolidated State Application

Accountability Workbook were discussed: using first retest results on end-of-course assessments in the calculations of ABCs Performance Composites and AYP, where appropriate; changing "Intermediate High" references on the state's English language placement test to "Level 4.0 Expanding;" removing North Carolina's Checklist of Academic Standards (NCCLAS) from the state's testing program; and adjusting the Cohort Graduation Rate improvement indicators. The proposed changes are pending USED approval.

- *Discussion of North Carolina's Proposed New Accountability Model (GCS 3)* - In developing the state's new accountability model, staff are looking at three key components: the indicators that need to be in the model, how they need to be used and at what level should they be applied. Proposed indicators under consideration are student performance, student growth, academic course rigor, graduation rates and post-secondary readiness. Proposed uses for the indicators are reports, rewards and sanctions, and targeted assistance. The levels at which the indicators could be applied are student, classroom, school, district and state. Essential questions staff members are exploring in December are:
  - How should post-secondary readiness be included in the model?
  - How and when should constructed response items be used on summative tests?
  - How should current student accountability measures be updated?
  - How will the Future-Ready Core be counted in the model?Staff recommendations for each essential question and possible implications also were discussed. In January, staff will address the weighting of indicators and application of rewards/sanctions at different levels, and setting ambitious and feasible student growth targets.
- *Changes to K-12 Science Essential Standards (GCS 4)* - Board members discussed a draft of the new Essential Standards for K-12 Science. The essential standards are based on analysis of current research, national and international standards, as well as business and labor market standards. In addition, multiple feedback cycles were used to obtain input from educators and other interested citizens across the state. Critiques of draft 2.0 addressed inquiry, rigor and content placement. Staff also presented an example of a Conceptual Development Map showing how a scientific concept (Atomic-Molecular Theory) could be presented from preK-2 through 9-12 grade levels.
- *Revised Mentor Standards and Training (TCP 3)* - The North Carolina Mentor Task Force's recommendations on Mentor Standards and Training were presented for discussion. The task force recommended revising standards for beginning teacher support programs, developing standards for mentors that clearly articulate how they can assist beginning teachers in meeting North Carolina's professional teaching standards, revising mentor program accountability and support policies to include a five-year formal review and an annual peer review process, and creating and coordinating mentor support opportunities to ensure all LEAs and mentors are prepared to provide high quality support to all beginning teachers in North Carolina.
- *Awarding of CEUs for Retired Teachers (TCP 4)* - A proposed policy change to TCP-A-005 that would allow retired teachers to earn CEUs (Continuing Education Units) for time taught while complying with the North Carolina Retirement System's earning cap was discussed.
- *Adding Teaching Areas Based on 24 Semester Hours of Coursework (TCP 5)* - Board members discussed a proposed policy change that would enable licensed teachers to apply to the NCDPI Licensure Section to add teaching areas to their license if they completed 24 semester hours of coursework and earned a C or better in the subject area.
- *Enrollment Increase Requests Above 10% and Charter School Grade Expansion (LFI 2)* - Approval of enrollment increases above 10 percent was discussed for Lake Norman Charter School (Mecklenburg County), Metrolina Regional Scholar's Academy (Mecklenburg County), PACE Academy (Orange County), The Children's Village Academy (Lenoir County), The Franklin Academy (Wake County) and Tiller School (Carteret County). Grade expansion requests for 2010-11 were discussed for Casa Esperanza Montessori Charter (Wake County) and Neuse Charter School (Johnston County). Grade expansion and 2010-11 enrollment increase were discussed for The Hawbridge School (Alamance County), Sallie B. Howard School of the Arts (Wilson County) and Voyager Academy (Durham County).

### **Information Agenda**

- *NC WISE Parent Assist Module (LFI 3)* - Board members received a presentation on the NC WISE Parent Assist Module and how districts and charter schools could use it to build a better parent/school relationship. Through this module, parents would be able to view their child's attendance, assignments, grades, credits toward graduation and any disciplinary action. Districts offering the Parent Assist Module have received nothing but positive response from parents. To offer this module to all districts would require additional hardware purchases that would cost

between \$800,000-\$900,000. It would take an additional \$300,000-\$500,000 to operate the module annually. If funding is acquired, the Parent Assist Module would be available to parents with the next upgrade release of NC WISE.

### **Special Recognition**

Outgoing State Board of Education Local Board of Education Advisor Wendell Hall was presented with a plaque acknowledging his distinguished service to the Board.

### **State Superintendent's Report**

In her report to the Board, State Superintendent June Atkinson discussed the seven factors North Carolina will need to prove successful to be a top candidate for Race to the Top Grant funds: increasing student achievement by demographic groups, increasing high school graduation rates, producing more career-ready and college-ready graduates, increasing the number of students who complete challenging capstone courses, increasing the college-going rate, decreasing the need for remedial mathematics and language arts courses and improving student achievement growth in low-performing schools. In addition, the state needs to show how we are fostering a culture of continuous improvement, what we are doing to promote great leaders and teachers, how we are fostering 21st century teaching and learning, and how we are promoting successful, safe and healthy students. First round funding applications are due to the U.S. Department of Education on Jan. 19. Atkinson also said that the Department has hosted and will continue to host Webinars on the state's Race to the Top efforts and would continue to work hard for stakeholder support.

### **Chairman's Remarks**

Under the Chairman's Remarks, State Board members approved a Memorandum of Understanding (MOU) between the Office of Chinese Language Council International (Hanban), the North Carolina Center for International Understanding and the State Board of Education. The goals of the MOU are to build and/or strengthen Chinese language programs and North Carolina-China school-to-school partnerships; to build knowledge and understanding of each other's countries and cultures among K-12 educational leaders, educators and students; and to develop a framework for a sustainable relationship between Hanban, the Center and the State Board.

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