



A Publication for Members of the
N.C. Association of School Administrators

September 3, 2020

The State Board of Education (SBE) held its monthly meeting in-person and remotely on September 2-3. The pages that follow summarize highlights from the meeting and the Board's actions for this month. For complete SBE information, visit their website: <http://stateboard.ncpublicschools.gov/>

MEETING HIGHLIGHTS:

- **Strategic Plan Action Framework & Resolution** — SBE members voted 7-3 to approve the [Strategic Plan Action Framework](#) and 8-3 to approve a [resolution](#) “to support equity and excellence in North Carolina Public Education.” At the January 2020 State Board of Education (SBE) meeting, the Strategic Planning Committee was charged with developing a framework to help prioritize and meet the goals and objectives outlined in the strategic plan approved in August 2019. Since its approval, the Board has received numerous presentations and engaged in stakeholder feedback to shape the action framework. SBE members requested revisions to the action framework and resolution presented at the July 2020 meeting, and spent much of Wednesday’s meeting debating the merits of creating a DPI equity officer position.

ACTION ITEMS

EDUCATION INNOVATION AND CHARTER SCHOOL COMMITTEE

Action

EICS 1 - PAVE Raleigh's Request to Separate from its Education Management Organization (EMO)

PAVE SE Raleigh Charter School (“PAVE”) (93J) is a charter school operating in Wake County and serving grades K-6. The school’s original charter application included a management company agreement with PAVE Schools, Inc., which PAVE now seeks to terminate. A detailed transition agreement and plan has been submitted. There are no current educational plan or governance changes. The school and its board is in the process of determining a new school name and will present that request to the Office of Charter Schools once that process has been completed.

Recommendations: The Charter Schools Advisory Board recommended SBE approve PAVE Raleigh Charter School's Request to Separate from its EMO.

APPROVED

EICS 2 - Telra Institute's Request to Increase its Enrollment and to Defer Grade 4 Enrollment in Year One

Telra Institute is a recently-approved charter school scheduled to open in 2021 in Mecklenburg County. The school intends to serve grades K-5 with a unique educational plan focused on the needs of gifted students. Telra Institute applied for and is recommended to receive a Planning and Implementation NC ACCESS Program Subgrant of \$400,000. The grant is intended to enhance the school’s ability to serve educationally disadvantaged students. Telra Institute seeks to increase enrollment by 1% in Year 1, 4% in

Year 2, and 19% in Year 3 to create opportunities for more students, including ED students. The maximum increase of 60 students in Year 3 represents 0.09% Charlotte-Mecklenburg Schools LEA and 0.35% of the Union County Public Schools LEA. The school would also like to defer the inclusion of 4th grade until Year 2 to allow the school to start operation with a greater focus on K-3. The enrollment increase will allow the funding of several additional Teacher Assistants, as well as Exceptional Children and English Learner support positions.

Recommendations: The Charter Schools Advisory Board recommended the SBE approve Telra Institute's Request to Increase Enrollment and Defer Grade 4.

APPROVED

Action

EICS 3 - 2019 Charter Schools Performance Framework Report

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS), through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time as a part of the renewal process and may be used for high-stakes decision-making. Information outlined in the PF allows OCS to provide charter schools, SBE, and the Charter Schools Advisory Board (CSAB) with one consistent document to determine whether a charter school is meeting academic, operational, and financial goals. The 2019 PF data collection period started in January 2019 and concluded June 30, 2019. The [attached report](#) outlines the number of charter schools not meeting, meeting, and exceeding expectations.

Recommendations: The Charter Schools Advisory Board recommended the SBE approve the 2019 Charter Schools Performance Framework Report.

APPROVED

EDUCATOR STANDARDS & PRACTICE COMMITTEE

Action on First Reading

ES & P 2 – Policy Amendment: LICN-003 edTPA/PPAT Cut Scores

Based on feedback from EPPs around the uncertainty of COVID-19 with testing and student teaching, PEPSC discussed and unanimously approved to keep the edTPA passing cut scores the same for 2020-2021 instead of raising them for the upcoming academic year.

Recommendations: It was recommended the SBE approve keeping the edTPA/PPAT cut scores the same for 2020-2021 using the 2019-2020 cut scores.

APPROVED

Action

ES&P 3 – Educator Preparation Program (EPP) Proposal for Approval: #T.E.A.C.H (#TEACH, LLC – Training Educators and Creating Hope)

#T.E.A.C.H (#T.E.A.C.H, LLC) is seeking initial authorization as an Educator Preparation Program (EPP) in the state of North Carolina, as defined in SB599. To qualify for initial authorization, #T.E.A.C.H has completed the application process with NCDPI, including peer review with EPP reviewers. #T.E.A.C.H requests that the SBE approve their request to become an approved EPP based on successfully completing the application process as of June 15, 2020.

Recommendations: It was recommended the SBE approve #T.E.A.C.H as an approved EPP in the state of North Carolina.

APPROVED

ES & P 4 – Educator Preparation Program Weighted Accountability Model Proposal and Policy Amendment TCED-016 Completion of Graduate and Employer Surveys to Fulfill Requirements in House Bill 107 (SL2019-149)

During the January 2020 State Board of Education (SBE) meeting, NCDPI presented the EPP Performance-based Weighted Accountability Model created and approved by Professional Education Preparation and Standards Commission (PEPSC). In response, the SBE provided feedback for PEPSC to consider/incorporate, such as establishing a floor to the minimum number of survey responses, including a diversity as a domain, elevating the value of edTPA/PPAT, and extending the duration of the sanctioning period. At the last subcommittee meeting on July 10, 2020, all four areas of feedback by the SBE were addressed by the subcommittee to then proceed with approval by the full commission. On July 16, 2020, PEPSC met and unanimously approved the most current version of the EPP Weighted Accountability Model for consideration to approve and then send to the SBE in August.

Recommendations: It was recommended the SBE approve the four domain EPP Performance-Based Weighted Accountability Model and the Policy Amendment to TCED-016 - Beginning Teacher Support for submission to the JLEOC.

APPROVED

STUDENT LEARNING & ACHIEVEMENT COMMITTEE

Action On First Reading

SLA 1 - Read to Achieve Local Alternative Assessments

Read to Achieve requirements can be fulfilled by providing third-grade students with an alternative assessment approved by the State Board of Education (SBE). To be approved, an assessment must be linked to the Lexile measure, and all of the assessments presented have met this requirement. NCDPI Accountability Services staff provided a [list of the recommended local alternative assessments](#) for SBE approval.

Recommendations: It was recommended the SBE approve the Read to Achieve local alternative assessments.

APPROVED

SLA 2 - Cohort Graduation Rate for the 2019-20 School Year

The 2019–20 Cohort Graduation Rate was presented at the Wednesday State Board meeting. The [report](#) includes both a 4-year and a 5-year cohort graduation rate for all schools and districts. Notably, NC's high school graduation rate rose this year to 87.6%, compared to 86.5% last year.

Recommendations: It was recommended the SBE receive the cohort graduation rate for the 2019–2020 school year.

APPROVED

SLA 3 - English II Standard Setting Update

The State Board of Education (SBE) adopted new general and extended content standards for reading in Grades K–12 in June 2017. To support implementation of the new English II standards, aligned assessments were developed and administered in the fall of the 2019 school year. As with all new assessments, the required external standard setting workshop was conducted August 4–6, 2020. Participants in the standard setting workshops included 16 teachers and content experts from districts and charter schools. Recommended academic descriptors (specific content knowledge students at each level demonstrate) and the scale score required for each academic achievement level are being presented for discussion at the September SBE meeting.

Recommendations: NCDPI recommended the SBE approve the academic achievement level descriptors and scale scores for each academic achievement level for the English II end-of-course assessment.

APPROVED

Action

SLA 4 - Report to the General Assembly: Implementation of Remote Instruction Plans

The State Board of Education was required by law to provide a statewide summary of the Remote Instruction Plans that were submitted to NCDPI by July 20, 2020 by each of North Carolina's Public School Unit (PSU), reflecting the 15 components outlined in SB 704/ NC Session Law 2020-3, Section 2.11.(c) and SBE policy SPLN-006. This report includes the following:

1. All *online* remote instruction resources used by public school units, listed by public school unit;
2. All *offline* remote instruction resources used by public school units, listed by public school unit;
3. A list of any public school unit using only offline remote instruction resources;
4. The number and percentage of public school units that did and did not provide plans addressing every item required by subsection (a) of this section;
5. Strengths, challenges, and trends noted by the State Board in its review of how public school units implement remote instruction; and
6. Other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee (JELOC) in evaluating the delivery of statewide remote instruction.

Recommendations: It was recommended the SBE receive [the report for submission to the JLEOC](#).

APPROVED—the SBE voted to add to #6 “its concern regarding the financial hardship on families during remote instruction, especially for those families who are not able to telework or those without access to childcare.”

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 2 - Teacher Compensation and Advanced Teaching Roles Pilot Program RFP Timeline

Based on Session Law 2020-78 Section 2.6(b), the State Board of Education shall issue a Request for Proposal (RFP) by September 15, 2020 for the Teacher Compensation Models and Advanced Teaching Roles Program. Local boards of education shall submit their proposals by October 15. The [attached RFP](#) was provided for consideration and approval by the State Board of Education during the September 2020 meeting.

Recommendations: It was recommended the SBE approve the Request for Proposal to fulfill Senate Bill 681 (SL2020-78) Section 2.6(b).

APPROVED

BSOP 3 - Revisions for the USDA Fresh Fruits and Vegetable Program (Grant) Recommended Schools for 2020-21

The USDA Fresh Fruits and Vegetable Program will provide \$5,005,801 to the School Nutrition Division to be distributed among 231 elementary schools selected throughout the State for the coming school year. The primary goal of the USDA FFVP is to create healthier school environments by providing healthier food choices. To achieve this goal, the FFVP offers Public School Units (PSUs) the opportunity to expand the variety of fruit and vegetables students experience, increase students' overall fruit and vegetable consumption, and make a difference in students' diets to impact their present and future health. In accordance with the criteria established in Federal guidance, 212 elementary schools with the highest percentage of economically-disadvantaged students, in rank order, were selected, at which time the allocation was exhausted and no additional schools could be funded. The amount of Federal funds distributed will be based on each school's actual student enrollment. North Carolina was among the first states to be awarded the FFVP in the 2004-05 school year.

Recommendations: It was recommended the SBE approve the distribution of the FFVP annual grant funding to NC's 212 elementary schools selected for participation in the FFVP for the 2020-21 school year.

APPROVED

BSOP 5 - CARES Act State Reserve Allocations

The Elementary and Secondary School (K-12) Emergency Relief Fund, authorized by the Coronavirus Aid, Relief and Economic Security Act of 2020 (CARES Act), allows up to 9.5% to be reserved for State level

initiatives. The State Board of Education at its July meeting approved the use of this reserve, including funds to be allocated to the public school units for targeted purposes. Each approved initiative that is disbursed to the public schools will be authorized by the State Board of Education as individual allotment policies. This item is a recommendation for the allotment policies of the following items:

- \$2,226,992 for PSU supplemental funds
- \$10,800,000 for K-8 digital curricula
- \$3,500,000 for learning management system licenses (unallotted \$117,960 for state level licenses)
- \$10,000,000 for grants support of exceptional children
- \$4,471,200 for partnership with community organizations

Recommendations: It was recommended the SBE approve the allotment policies.

APPROVED

BSOP 6 – SBE Policy Amendment: Transportation Allotment Flexibility for PRC056 (ALOT-003)

The General Assembly allows for public school transportation funds to be used for the operation of public school buses for many purposes subject to the regulations of the State Board of Education. Current allotment policy restricts the use of PRC 056 funds to transportation of K-12 students to, from, and between schools for the instructional program. LEAs have indicated a desire to innovate and provide services to students, during remote instruction, that are permitted under G.S. 115C-242 but for which they are not permitted to use PRC 056 funds under allotment policy. These purposes may include things such as: transportation of nutrition to the students in remote learning, delivery or pickup of materials to support instruction and grading, relocation of school buses to provide WiFi service to students, and transportation of students to teachers, or other adults, for small group instruction, or supervised remote learning, at other locations. Recognizing that the situation in each LEA is unique and that it is the LEA's responsibility to authorize use of funds only after assuring sufficient state and local funds to support K-12 to-from school transportation, this item would grant LEAs the flexibility to use PRC 056 funds in the ways which best support the nutrition and instruction of their students during the declared state of emergency.

Recommendations: It was recommended the SBE approve Option 1 stated in the modifications to (ALOT-003) Transportation Allotment Flexibility for PRC 056.

APPROVED

BSOP 07 - GEER Funding Consideration

Geoff Coltrane, Senior Education Advisor for Governor Cooper, presented the Governor's recommendations for spending the \$95.6 million provided by the Governor's Emergency Education Relief (GEER) Fund from the federal CARES Act. For K-12 schools, the Governor is directing \$40 million to hire more school nurses, counselors, social workers, and psychologists, as well as \$20 million to support the academic needs of at-risk students and students with disabilities. Mr. Coltrane noted that these funds would be available through September 2022. The funds will be allotted as follows:

- 50% of funds allotted based on 2019-20 allotted ADM for LEAs and funded ADM for other public school units; and
- 50% of funds allotted based on the students in poverty per the 2017 census for LEAs; other public school units shall receive an average dollars per student in poverty.

Recommendations: It was recommended the SBE approve these suggested GEER allocations.

APPROVED

To view the agendas for the State Board of Education's meetings, including links to all handouts and PowerPoint presentations presented to the Board, which may include discussion and informational items not discussed above, please click [here](#).

To view the monthly State Board of Education newsletter archive, including this month's newsletter, please click [here](#).

Members of the NCASA staff represent NCASA at all meetings of the State Board of Education. If you have questions about the issues discussed in this State Board Review, please contact Katherine Joyce, Executive Director, at kjoyce@ncasa.net or Elizabeth Yelverton, Legal Affairs & Policy Manager, at eyelverton@ncasa.net.