



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

October 7, 2021

The State Board of Education (SBE) held its monthly meeting on October 6-7.

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/>

ACTION ITEMS

STUDENT LEARNING & ACHIEVEMENT COMMITTEE

Action on First Reading

SLA 1 - SBE Policy Amendment: 2021-22 Read to Achieve Implementation Guide (KNEC-002)

The Office of Early Learning sought approval from the State Board to add the following content related components to finalize Sections V, VI, VIII, IV, X and XII of the 21-22 [Read to Achieve Implementation Guide](#):

Section V and VI

- Literacy Curriculum and Instruction Aligned to Read to Achieve
- Literacy Interventions
- Individual Reading Plans

Section VIII

- Digital Children's Reading Initiative

Section IX

- Alternative Assessments

Section X

- Data Collection & Reports

Section XII

- Appendices

Recommendations: The Office of Early Learning recommended the SBE review and approve the final additions and version of the 2021-22 Read to Achieve Implementation Guide.

APPROVED

SLA 2 - 2020-21 Read to Achieve Data Report

For the 2021-2022 school year, the following applies:

1. Accountability reporting described in G.S. 115C-83.10 shall not be required based on data from the 2019-2020 school year, except that by September 1, 2021, local boards of education shall report to the State Board the following:

- a. The number and percentage of first grade students on track and not on track to meet year-end expectations based on assessments completed on or before March 13, 2021.
- b. The number and percentage of second grade students on track and not on track to meet year-end expectations based on assessments completed on or before March 13, 2021.

- c. The number and percentage of third grade students on track and not on track to meet year-end expectations based on assessments completed on or before March 13, 2020.
- d. The number and percentage of third grade students retained pursuant to subsection (a) of this section for reading deficiencies.

2. Reporting requirements described in G.S. 115C-218.85(b)(4) shall not be required based on data from the 2019-2020 school year, except that by September 1, 2021, charter schools and other public school units subject to charter school statutory requirements shall report to the State Board the following:

- a. The number and percentage of third grade students on track and not on track to meet year-end expectations based on assessments completed on or before March 13, 2021.
- b. The number and percentage of third grade students retained pursuant to subsection (a) of this section for reading deficiencies.

3. The State Board shall compile the information described in this subsection and shall submit a State-level summary of each component by local school administrative unit and charter school to the Joint Legislative Education Oversight Committee by October 15, 2021.

Recommendations: The Office of Early Learning recommended the SBE review and approve the 2020-2021 Read to Achieve State Level Summary Report for submission to the General Assembly.

APPROVED

SLA 3 - Council on Educational Services for Exceptional Children Annual Report

The Council on Educational Services for Exceptional Children (Council) is established as an advisory council to the State Board of Education. Its establishment is set forth in the Individuals with Disabilities Education Improvement Act (IDEA) federal regulations in §§ 300.167-300.169 and the North Carolina General Statutes in §115C-121. By September 1 of each year, the Council shall submit an annual report of Council activities and suggestions to the SEA. [This report](#) must be made available to the public in a manner consistent with other public reporting requirements of Part B of the IDEA 2004.

Recommendations: It was recommended the SBE receive the Council's 19-20 Annual Report and 20-21 Annual Report.

APPROVED

Action

SLA 4 - 2020-21 Cohort Graduation Rate

Following the presentation of the state testing and cohort graduation rate data at the September 2021 State Board of Education meeting, from September 2–10, public school units submitted evidence of data corrections to the Accountability Services Division. In summary:

- A total of 99 schools had a data change, including cohort graduation rate changes (67 schools).
- The overall state 4-year cohort graduation rate increased by 0.1 percentage points to 87.0%, most subgroups also increased at the state level.
- The overall state 5-year cohort graduation rate increased by 0.1 percentage points to 88.7%.

Recommendations: It was recommended the SBE approve the cohort graduation rate corrections for the 2020–21 school year.

APPROVED

SLA 5 - 2021-22 Alternative Schools' Accountability Model Options

The State Board of Education (SBE) approved ACCT-038, which gives alternative schools three ways to participate in state accountability:

- 1) Alternative schools report a School Performance Grade;

- 2) Alternative schools report data on student achievement and growth and receive a status of progressing, maintaining, or declining; or
- 3) Alternative schools submit their own alternative accountability models to the State Board of Education for approval.

As required in the policy, alternative schools submit documentation for the requested option for the 2021–22 school year by August 1. The Accountability Services staff reviewed the [requests](#) and presented a summary of the options for Discussion at the September meeting and presented for Action at the October meeting.

Recommendations: It was recommended the SBE approve the alternative accountability options as presented.

APPROVED

HEALTHY RESPONSIBLE STUDENTS COMMITTEE

Action on First Reading

HRS 1 - SBE Policy Amendment: Interscholastic Athletics - COVID-19 Temporary Extension of Valid Pre-participation Examination (PPE) - (ATHL-001)

A temporary extension of valid pre-participation examinations, which is included in the athletic eligibility requirements of the Interscholastic Athletics policy (ATHL-001), was approved by the State Board of Education in April 2020. This request provides a temporary extension of 30 days to allow students to try out for interscholastic athletics at the middle and junior high school levels only due to delays in physician availability to complete physicals due to COVID-19. This would provide an extension of all physical requirements for winter sport athletes until November 15, 2021.

Recommendations: It was recommended the SBE approve the Extension of Valid Pre-participation Examination for Middle and Junior High School Athletics only by 30 days for all physical requirements for winter sport athletes until November 15, 2021.

APPROVED

EDUCATOR STANDARDS AND PRACTICE COMMITTEE

Action

ES & P 1 – Policy Amendment: Licensing Testing Requirements (LICN-003) – Foundations of Reading Test Update

Based on G.S. 115C-269.25(g), educator preparation programs shall require a nationally normed and valid pedagogy assessment, in addition to a content assessment, to determine clinical practice performance. The State Board of Education shall determine the passing scores and mastery criteria as stated in the statute. The Foundations of Reading Test 090 has been updated by the vendor, Pearson to Test 190. As of August 23, 2021, the North Carolina portal website for Pearson will offer the current (Test 090) and the updated (Test 190) versions of the Foundations of Reading test, which cannot be prevented by Pearson and can therefore cause confusion to candidates when they are signing up for the test. For SBE policy LICN-003 – Licensing Testing Requirements, the addition of the updated Foundations of Reading Test 190 will be added to the NC portal website for Pearson on August 23, 2021. The policy amendment for LICN-003 would add the following as a second option to fulfill the reading subtest for Elementary Education and EC-GC:

**Pearson Test 190
Foundations of Reading
(effective beginning July 1, 2021)
Cut score: 233***

Note: The July 1, 2021 effective date is to include any teachers outside of North Carolina who took the test prior to August 23, 2021.

Following this approval by the State Board of Education, the Professional Educator Preparation and Standards Commission (PEPSC) will move to a formal review process to consider the Pearson 190 Test or any other test(s) to replace the current 090 Test completely.

Recommendations: It was recommended the SBE approve these policy amendments to LICN-003 – Licensing Testing Requirements to approve the addition of the Foundations of Reading Test 0190 as a testing option to fulfill the reading subtest requirement for Elementary Education and Exceptional Children-General Curriculum (EC-GC).

APPROVED

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 1 – Elementary & Secondary Emergency Relief (ESSER II): Extended Learning and Integrated Student Supports (ELISS) Funding Recommendations

In March 2021, the General Assembly of North Carolina appropriated fifteen million dollars (\$15,000,000) from the Federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) funds for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program for the 2021-2023 period. Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Grant participants must provide certification to the NCDPI that the grants received under the program shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds cannot include State funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match. The purpose of the Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS) is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students whose learning has been negatively affected by COVID-19 impacts.

Recommendations: It was recommended the SBE approve the recommendations in order to appropriate funds in a timely manner to enable local programs to provide services to students.

APPROVED

BSOP 2 – SBE Policy Amendment: Modification to the School Attendance and Student Accounting Manual (ATND-000)

The School Attendance and Student Accounting Manual amendments and modifications reflect:

- Changes to school calendar per SL2021-130;
- Changes to student attendance for children of active duty military per SL 2021-9; and
- Update of contacts and website

Additionally, a COVID-19 provision will be temporarily added to comply with Executive order 243 (see attached memo):

- **Required Student Immunizations**
Governor Cooper signed [executive order 234](#) to provide additional time for immunizations and reporting.

Recommendations: It was recommended the SBE approve the amendments to the School Attendance and Student Accounting Manual (ATND-000).

APPROVED

BSOP 3 – Collaborative Purchasing Report

Session Law 2015-241 (Section 8.14(d)) requires) "By October 15, 2015, and annually thereafter, the Department of Public Instruction and the Friday Institute shall report on the establishment of the cooperative purchasing agreements, savings resulting from the establishment of the agreements, and any issues impacting the establishment of the agreements. The reports shall be made to the Joint Legislative Oversight Committee on Information Technology, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division." [This report](#) contains this information. Many of the new agreements executed this year are COVID-related. DPI still does not have a way to measure cost savings from executed agreements or an intentional design for cooperative agreements, but a plan does exist to improve the process.

Recommendations: It was recommended the SBE receive the Cooperative Purchasing Report for submission to the General Assembly.

APPROVED

Action

BSOP 4 - Request to Allocate Unallocated Elementary & Secondary School Emergency Relief Fund (ESSER) II Leadership Funds

On December 27, 2020 the US Congress passed the Coronavirus Response and Relief Supplemental Appropriations act, which provided an additional \$54.3 billion and established the ESSER II fund. North Carolina received a total of **\$1.6 billion**, with 90% of those funds being directed to PSUs. The 10% state agency reserve was appropriated by the NC General Assembly through HB 196. From the ESSER II state reserve there are remaining funds that are yet unallocated. On Tuesday August 10, 2021, the OLR convened a meeting with the Deputy Superintendents to discuss recommendations for allocations. Our recommendations are as follows:

Statewide Portrait of a Graduate: \$200,000

- These funds will be used to contract with a partner to develop the North Carolina Portrait of a Graduate. The Portrait is a shared vision of the knowledge, skills and abilities required for post-secondary success. The Portrait is a key component of the Operation Polaris Testing and Accountability workgroup. Funding will support the summary report of the design process, 2-3 sketch visuals, and facilitation with state leadership to conclude the process.

Instructional and Leadership Coaching Support for the state's three residential schools, Southside-Ashpole Elementary, and lab schools: \$150,000

- The School Leadership Coach(es), in partnership with the Curriculum and Instruction Division, will provide support to the state's three residential schools, Southside-Ashpole Elementary (ISD), and possibly designated lab schools in the implementation of the North Carolina Standard Course of Study, while helping to build capacity to implement and sustain innovative, strategic, and results-oriented school-improvement strategies.

Promising Practices: \$500,000

- These funds will be used for an RFP to partner with external research and evaluation experts for a series of short-cycle formative qualitative studies to focus on the initial implementation of learning recovery programs including *School Extension*, *Summer Bridge*, and *Career Accelerator* in order to make improvements to program implementation in the near-term. The OLR envisions four region-based studies: East (SBE Districts 1-2); Triangle (SBE Districts 3-4); Piedmont (SBE Districts 5-6); and West (SBE Districts 7-8). The responses to the RFP will determine timeline, target districts and schools, sample size, data collection strategies and instruments.

Instructional Support and Coaching: \$2.3 Million

- One year extension of existing coaches. Support will be provided regionally as part of the Regional Support Structure and focus on teachers at the 44 low- performing schools that are located in the 6 low-performing districts and also assist in the development of regional professional development. These coaches will partner with the Curriculum & Instruction division to aid in the implementation of the North Carolina Standard Course of Study at NCDPI.

TEACHNC: \$100,000

- FTE to support the nation-wide teacher recruitment effort that is supported by Teach.org.

UNC World View: \$150,000

- The UNC World View program will provide supplemental access to students and teachers to global curriculum themes related to sciences, arts, and humanities. This access will provide additional support in address student learning loss and teacher access to PD regarding global themes.

Development of School Socio-Emotional Profiles: \$175,000

- Schools will be provided the resources to develop socio-emotional profiles on their student body. This data will be collected from a variety of resources including YRBS data. Schools will be able to catalogue various data points to determine COVID mitigation strategies impacting their students.

Recommendations: It was recommended the SBE approve the Request to Allocate Unallocated Elementary & Secondary School Emergency Relief Fund (ESSER) II Leadership Funds.

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.