

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
October 31, 2012**

The North Carolina State Board of Education met after the Board Committees concluded their work and the following members were present:

William Harrison, Chairman	Kevin Howell
Wayne McDevitt, Vice Chairman	John Tate
Melissa Bartlett	Patricia Willoughby
Christine Greene	Jean Woolard
Shirley Harris	

Also present were:

June St. Clair Atkinson, State Superintendent	Tyronna Hooker, Teacher of the Year Advisor
Earlie Coe, Local Board Member Advisor	Darcy Grimes, Teacher of the Year Advisor
Diane Frost, Superintendent Advisor	

CALL TO ORDER AND INTRODUCTION

Chairman Bill Harrison called the Wednesday session of the November State Board of Education meeting to order and declared the Board in official session. Chairman Harrison noted that the Board had just completed its Committee meetings for the day, and will hold the official State Board meeting on Thursday morning, at which time the Board will vote on action items.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Closed Session

Chairman Harrison asked for a motion to convene in closed session.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Shirley Harris the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; to consider conditions of the employment of an individual public officer; and to consider the handling of the following cases: *Louis A. Hrebar v. NC State Board of Education* and *Dwayne White v. NCDPI and NC State Board of Education*.*

With no other business on the agenda, Chairman Harrison requested a motion to adjourn.

Upon motion made by Mr. John Tate, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 1, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 1, 2012**

The North Carolina State Board of Education met and the following members were present:

William C. Harrison, Chairman	Reginald Kenan
Wayne McDevitt, Vice Chairman	John Tate
Melissa Bartlett	Tom Speed
Christine Greene	Patricia Willoughby
Shirley Harris	Jean Woolard
Kevin Howell	

Also present were:

June St. Clair Atkinson, State Superintendent	Tyronna Hooker, Teacher of the Year Advisor
Earlie Coe, Local Board Member Advisor	Darcy Grimes, Teacher of the Year Advisor
Diane Frost, Superintendent Advisor	Amberly Philips, Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman Bill Harrison called the Thursday session of the November State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Board member Kevin Howell recused himself from discussion and voting on GCS 1. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Prior to beginning the work of the Board, Chairman Harrison spoke briefly about the devastation caused by the recent hurricane and Superstorm Sandy across the nation.

Board member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Harrison asked for a motion to approve the minutes of the October 4, 2012, State Board of Education meeting.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the October 4, 2012, meeting. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION

➤ Presentation of Resolution

- ❖ **Dr. Helen F. (Sunny) Ladd, Edgar T. Thompson Professor of Public Policy, Sanford School of Public Policy; Professor of Economics, Duke University**
- ❖ **Mr. Edward B. (Ted) Fiske, former Education Editor of the *New York Times* and Consultant**

Chairman Harrison reflected on the Vision Statement adopted by the Board in October after several months of conversation and dialogue involving many people who care about public education and children. Chairman Harrison explained further that discussions were held with LEAs across the state, business leaders, staff, and others who get the connection and who could help clearly articulate the connections between and among a free public education, a strong economy, and a secure democracy and nation.

Chairman Harrison recognized Dr. Helen Ladd of Duke University and Mr. Edward Fiske, formerly the Education Editor of the *New York Times*, explaining that they contributed to the process not only by developing the Vision Statement but also by writing the lengthier document on the Vision “A Great Public Education System for a Great State.” Chairman Harrison invited Dr. Ladd and Mr. Fiske forward to receive the resolution recognizing them for their contributions to the process of developing the Board’s Vision Statement. Ms. Ann McCall was invited to join Dr. Ladd and Mr. Fiske for the presentation. The resolution was read aloud, and the Chairman requested that the resolution be included in the minutes. The presentation was photographed.

North Carolina State Board of Education
Resolution Honoring Dr. Helen F. Ladd and
Mr. Edward B. Fiske

Whereas, the North Carolina State Board of Education takes great pride in the extraordinary qualities and dedication of citizens who have advocated for and served public education in this great state; and

Whereas, Dr. Helen F. Ladd and Mr. Edward B. Fiske reflect exceptional qualities and dedication to improving the lives of our state and nation's youngest citizens – children and students – throughout their respective careers; and

Whereas, their collaboration as a team has fortified and multiplied their individual gifts to North Carolina as a cohesive, strong voice for the *Common Good* and the protection of it by sound and deliberate public policy by government and government bodies; and

Whereas, their consultation with the State Board of Education has resulted in the development of a bold, enduring, and robust vision statement that recognizes education as the foundation for democratic institutions and economic prosperity; and

Whereas, their remarkably influential work, both individually and as a team, has served both as a compelling voice for a call to action and as a foundation for responsible public policy that protects democracy and the rights of our most vulnerable citizens – our children; and

Whereas, their collaborative efforts remind us all of the power of the voice and of words and of ideas and the courage to use them all for the greater good; and

Whereas, their words and ideas reflect their unique intellect and resolve, emboldening others to act tenaciously for public education;

Now, therefore be it

Resolved, That, the North Carolina State Board of Education expresses its deep appreciation to Dr. Helen F. Ladd and Mr. Edward B. Fiske for having the generosity of heart for the State of North Carolina and its citizens to serve it so well and so willingly; and

Resolved, That the Board, is proud to call Dr. Ladd and Mr. Fiske friends, colleagues, and fellow North Carolinians; and

Resolved, That the Board, influenced by their commitment to serving their state and their country, their hard work, and their caring for generations now and in the future through their impressive and durable body of work, directs the State Superintendent of Public Instruction to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Dr. Ladd and Mr. Fiske.

KEY INITIATIVES REPORTS AND DISCUSSION

➤ **Career and College Ready, Set, Go/Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

In opening comments, Mr. Levinson noted that during the October Planning Session, the Board discussed each area of the RttT initiatives. He explained that all of the initiatives are continuing to move forward and making progress. In today’s report, Mr. Levinson highlighted several initiatives that are hitting milestones.

Mr. Levinson referenced Wednesday’s presentation by Ms. Alexis Schauss during the TCS Committee meeting during which she presented a list of schools from the lowest-performing districts identified two years ago that have made high growth this year. He further highlighted that of the 35 original 118 lowest-performing schools, eight of those schools have made high growth in the past two consecutive years. Those schools include YE Smith Elementary (Durham County Schools), Pleasant Ridge Elementary (Gaston County Schools), T. Wingate Andrews High School (Guilford County Schools), Union Hill Elementary (Guilford County Schools), Billingsville Elementary (Charlotte-Mecklenburg Schools), Martin Luther King, Jr. Middle (Charlotte-Mecklenburg Schools), Pactolus Elementary (Pitt County Schools), and Beddingfield High School (Wilson County Schools). Chairman Harrison added that what this demonstrates is that with commitment, will, and some support from the District and School Transformation Office, this type of success can happen for all students across the state.

Mr. Levinson reported that the Project Management Team reviewed 22 RttT District applications with several of the applications representing consortia of a number of districts coming together within the state and even across state lines. The RttT Project Management Office set criteria to review the applications to ensure strong alignment with the state’s agenda. The applicants were provided with an official state comment letter, which was included in the application packet to the U.S. Department of Education.

The Year 2 Annual Performance Report was submitted to the U.S. Department of Education. Mr. Levinson explained that review and editing will need to happen, and Board members will receive the report in December.

Across the RttT Team and Department, webinars were conducted for teachers, principals, and central office staff regarding a host of topics specifically designed to inform and answer questions.

In addition, the RttT Team received several evaluation reports with formative feedback about the RttT efforts. The feedback is being used to adjust approaches as needed.

A review has been completed of all of the participating LEAs and charter school progress reports about their local implementations. The Department is required by USED to review these progress reports as stewards of the grant, according to Mr. Levinson.

➤ **READY/II (Instructional Improvement System) Update – Ms. Vanessa Jeter (Director, Communication and Information Services) and Dr. Sarah McManus (Director, Learning Systems)**

Dr. McManus reminded the Board that with the Instructional Improvement System (IIS) the Department is interested in personalizing and improving student learning by facilitating the teaching and learning process so that we have access to high quality resources for all districts across North Carolina. The Department also wants a provision of timely and relevant information and data.

Using a PowerPoint presentation, Dr. McManus provided a brief overview about the different features and tools in the IIS. The features include a learner profile and work samples, standards and curriculum, instructional design practices and resources, assessment and analytics (not just classroom assessment but includes online summative assessment and district benchmark assessment as well), data analysis and reporting, professional development and educator evaluation.

Dr. McManus shared that feedback from stakeholders is that high quality content was most important. Dr. McManus stated that over 2,000 resources are available now that have been thoroughly vetted and ready for use when the system becomes available. Dr. McManus used a PowerPoint slide to show where some of these Open Education Resources are coming from such as Thinkfinity, LEARNNC, SAS Curriculum Pathways, etc. Another feature important to stakeholders was to have a system where resources could be shared. She noted that approximately 40 LEAs are willing to share resources among districts. Dr. McManus provided a sample resource that one of the districts is willing to share. A training session was held with districts on Wednesday to talk about how to evaluate resources so that everyone has a standard way of evaluation. In terms of content, the Department, through the STEM initiative associated with RttT, NC Virtual Public School, and the curriculum staff have created a lot of resources including resources for academically gifted students, which will be pulled into the IIS.

One of the concerns communicated by LEAs is the current student information system. LEAs are not sure if it will provide data in a timely manner. Dr. McManus shared that the agency is excited about being able to meet the needs of the districts because the agency is moving to a new student information system, which is PowerSchool. The Department is thinking about the data that teachers need to have available to them in a timely manner in addition to the tools for teaching and learning that has the resources under one technology platform that is collaborative. Once available, teachers can take attendance, plan lessons, schedule, input grades, conduct assessments, pull student data, use collaboration tools, do standard-base reporting, do professional development, etc., under this one platform.

Dr. McManus recognized Ms. Jeter to talk about branding the IIS. Ms. Jeter spoke about the main points that need to be addressed and the pain relief goals. As it relates to the pain points, the IIS is a technical/utilitarian description, it is an entire technology platform to support the READY program, not just the IIS (SISs, LMS, etc.), and people struggle with adopting new technology. The goals are to connect with the end user, communicate the key value of optimizing our efforts to help children learn and succeed, illustrate ease of use and keep things simple and effective. Ms. Jeter explained further the purpose of the name and its logo. She noted that the Department wants the name to give people momentum and set the tone for the large scale project. In addition, Ms. Jeter stated that the Department wants the name to clearly describe the entire technology platform as well as follow READY's lead: user

friendly, simple, active, etc. In addition, it is important to communicate that this is a functional resource for educators, parents and students; a stable system, and guide for all levels of education.

Ms. Jeter spoke about the process for determining the path for the IIS brand experience. She also spoke about multiple ideation sessions, which garnered nine names for vetting. After a name was selected, the Department held multiple ideations and sketch explorations for a logo based on the chosen name and the following attributes: successful, reachable, simple, fun with purpose, a starting point, shows process, anchor, and safe. The options were presented and refined through the draft process. Using a PowerPoint slide, Ms. Jeter announced the winning name and logo: "Home Base."

Dr. McManus provided a high-level timeline for HomeBase. She explained that the transition to PowerSchool began in September; currently staff preparing content this fall, the IIS Vendor(s) Approval and Contract Award should occur in December. In January, the integration between PowerSchool and the IIS vendor will begin, pilots will begin in early 2013, and the phase-in rollout starts in the 2013-14 school year.

Vice Chairman McDevitt asked about alignment, i.e., that everything is aligned relative to technology. Dr. McManus stated that the Department is working daily to ensure that everything works together with PowerSchool, CFNC, etc.

Teacher Effectiveness Update – Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Dr. Garland prefaced this update by explaining that the entire Department is working on this project. In conjunction with our partners, the Department has held several webinars to ensure that stakeholders understand the whole notion of educator effectiveness. Partners include NCPAPA and had 502 principals participate in a webinar about the administrator's role. NCAE sponsored a webinar in partnership with DPI where over 300 teachers participated. Dr. Atkinson hosted a webinar about new assessments and the new common exam for over 300 teachers and principals. The department will continue to host webinars throughout the year. Dr. Garland also explained that the Department has an educator effectiveness email where any teacher may send a question. Ms. Jennifer Preston mans that email account. All webinars have been or will be archived. The principals' webinar has had 150 hits since the webinar was archived. In addition, RESA visits have been planned throughout the year to continue the discussion of educator effectiveness.

Much of the official guidance in terms of how to do the process is now complete. Online manuals are available for stakeholders in the field.

Currently, the Department is working on best practices. She highlighted several systems, such as Jackson County, for their implementation plan for the common exams. The Department is working toward hosting them in a webinar to share their planning process. Rowan-Salisbury Schools has done a good job in determining how they will provide information across the county by creating one-page documents to ensure that every teacher has questions answered as well as looking at ways to improve their scoring. Johnston County Schools is working on their scoring process by determining their highest-growth teachers who will become the master scorers leading the process on how to score

constructed response items. Region 2 has sponsored an outstanding professional development event bringing in teacher leaders from across the districts; a team consists of one central office person and one content area teacher to provide professional development across the region. Dr. Garland noted that the school systems are taking ownership and trying to ensure that their teachers understand and can participate in the process. The Department will continue to highlight best practices.

There are 42 school districts, two charter schools, and one regional school that have decided to conduct fall administration of the Common Exams. Department staff will be out in the field to gather feedback.

Teachers will receive their EVAAS scores within the next few weeks. Dr. Garland explained that the accounts are currently opened for principals and school systems to review the information in order to be prepared to answer questions prior to going LIVE in the schools. At the end of November, teachers will have their first dashboard (the chart that will show how they scored on all six of their standards including if they met growth last year). Survey results are currently in the hands of the teachers. The Department is continuing analyses to bring a full report to the Board in December. Dr. Garland pointed out that the MET has released its latest report on the student survey and what they have found across the entire MET study. She stated that Board members will be provided with the findings; and they are available online.

Prior to introducing the next agenda item, Chairman Harrison announced that Ms. Angela Quick has completed her doctoral studies and is now "Dr." Angela Quick.

In addition, he congratulated Student Advisor Amberly Philips for being named a finalist for a Park Scholarship.

STATE SUPERINTENDENT'S REPORT

Special Honors and Awards

Gaston School Nurse Administrator Among Nation's Best

Gaston County School Nurse Administrator Susan Neeley has been honored by the National Association of School Nurses for Excellence in School Nursing. Each year the National Association of School Nurses recognizes school nurses nationwide by honoring those who have achieved excellence within their state by their demonstration of leadership, hard work, contributions and achievements in school health. Ms. Neeley was the first school nurse from North Carolina to receive this honor. Joined by her superintendent Reeves McGlohan, her immediate supervisor Dr. Elizabeth Boughnight, and her sister Annette Carter, Ms. Neeley was invited forward. The presentation was photographed.

Celebrating the African-American Experience in North Carolina - Teachers Participate in AT&T Heritage Calendar Project

A team of 24 teachers from across the state has developed lesson plans, appropriate for different grade levels, to highlight the individuals honored in the inaugural 2013 edition of "The Heritage Calendar: Celebrating the NC African-American Experience."

NCDPI staff has coordinated a collection of teacher-developed materials, lesson plans and other resources for elementary, middle and high schools statewide to spur student interest and understanding

of the impact and history of North Carolina's African-American community. The participating teachers represent Alamance, Bladen, Caldwell, Carteret, Cumberland, Duplin, Forsyth, Henderson, Nash, New Hanover, Northampton, Orange, Randolph, Rockingham, Sampson, Wake and Wayne counties.

Each year the Heritage Calendar project will honor men and women of all races who have contributed significantly to the lives and experiences of African-Americans in the state. In addition to the interactive materials for educators to use in classrooms statewide, the calendar will also include monthly summaries and highlight dates of significance in North Carolina and the nation.

This year's calendar was unveiled at a special ceremony in Raleigh October 24. A calendar was given to each board member.

Small Group Regional Superintendents' Meetings - Educator Effectiveness, Common Exams, and Accountability Discussed

Department of Public Instruction staff met with superintendents from each of the eight education districts at meetings in Durham (10/15), Washington (10/16), and Marion (10/17). Staff discussed educator effectiveness, common exams and the General Assembly's A-F school level accountability model in these meetings, which were attended by most superintendents from North Carolina's 115 LEA's.

Recent Activities of the State Superintendent

Delivered remarks/keynote address at

- NC State Board of Education Planning Retreat, Raleigh, NC
- Youth Chamber of Commerce chapter installation, Wake County Young Men's Leadership Academy, Raleigh, NC
- Public School Forum of North Carolina fall meeting, Cary, NC
- Graduation Achievement Celebration for Nantahala School, Franklin, NC
- North Carolina Retired School Personnel, Franklin, NC
- Operation Stop Arm Press Conference, Raleigh, NC
- International Day of the Girl Recognition, Wake County Young Women's Leadership Academy, Raleigh, NC
- Wilson Rotary Club, Wilson, NC
- Teacher and Principal Advisory Councils webinar, Raleigh, NC
- DPI State Employees' Combined Campaign Kick-off luncheon, Raleigh, NC
- NC Association for Biomedical Research STEM Conference, Raleigh, NC
- Cyber-Bully Prevention Night, Franklin Academy, Franklin, NC
- World View's annual fall Global Education Symposium for K-12 educators, Chapel Hill, NC
- Child Nutritionist Conference, Durham, NC
- North Carolina Council of Teachers of Mathematics (NCCTM) annual meeting, Greensboro, NC
- Carolina Business Review interview with SC State Superintendent, Charlotte, NC
- Education Policy Fellows Program graduation event, Raleigh, NC

Visited

- NC School for the Deaf, Morganton, NC
- Meadowbrook Academy, King, NC

❑ **Upcoming Events**

- Understanding Educator Effectiveness Model in NC webinar
- DPI Quarterly Management Meeting
- Superintendents' Quarterly focusing on IIS and PowerSchool
- READY Regional Outreach meetings
- PowerSchool roll-out activities
- Models of Innovation in NC Public Schools Business and Educator Roundtable, Sun Valley Elementary School, Monroe, NC

RttT Monthly Highlights of Activities Completed

RttT Management:

- Provided monthly RttT status report to State Board of Education (SBE), 10/4
- Continued approval of Local Education Agency(LEA)/Charter School amended Detailed Scopes of Work (DSW)
- Submitted the Year 2 RttT Annual Performance Report to USED (10/26)

Standards & Assessments:

- Held ELA, Math, Social Studies and Guidance RESA trainings to develop concept-based units
- Completed test item reviews for the MSLs/Common Exams for ELA, Math, Science, and Social Studies
- Completed the first round of content live chats for the Arts, Guidance, ESL, World Languages, Social Studies, Health/PE, and Science

Data Systems to Improve Instruction:

- Continued developing the IIS READY managing change effort; established a new name for the IIS that will be presented at the November SBE meeting; published monthly RttT Teacher Calendar focused on the IIS; developing communication for LEAs/Charters around Tech Readiness; conducted numerous presentations to stakeholders
- Continued efforts to identify content for IIS and to prepare to populate the Learning Object Repository (LOR). Over 2000 instructional/learning resources have been reviewed and vetted by the Content Management Team and are ready for Teacher Reviews.
- Continued work on the Data Guide; the Guide will be released in November
- Released Formative Assessment Plans developed by NC teachers for all content areas. Completed development of the Student Ownership for Learning Module to help students understand the importance of collecting their own data to monitor their learning. Learning Systems team and Educator Recruitment & Development (ERD) division working together to develop piloting and marketing plan.
- Began work on the second round of Data Modules (Learning Systems and ERD staff); the modules serve as a guide to help educators better know how to use data and the data that will be available in the IIS
- Continued work with the Shared Learning Collaborative

Great Teachers & Principals:

- Received notification that Woodson University is preparing an innovative alternative entry proposal to prepare elementary teachers who would also be Montessori certified.
- Selected field test participants and scheduled training on the evaluation instruments for school psychologists, school counselors, school social workers, instructional technology facilitators and library media coordinators
- Completed analysis of student survey data and planned regional trainings on interpretation and use of the survey data; will present findings from the student survey pilot to the SBE in 11/12
- Completed form review of Fall 2012 Common Exams; began finalizing forms for final release to districts in 11/12; Forty-one districts, one regional school and two charter schools have opted to administer this fall
- Continued administrative internships for Northeast Regional Leadership Academy (NELA) Cohort 2, Sandhills Leadership Academy (SLA) Cohort 2 and Piedmont Triad Leadership Academy (PTLA) Cohort 2 (internships completed by 6/13)
- Continued providing coaching and support for North Carolina Teacher Corps (NCTC) cohort 1 participants; NCTC participants will continue to receive training and mentor support through 6/13
- Continued providing support for the first cohort of the New Teacher Support Program; ongoing mentor support provided by UNC-GA coaches from UNC-Charlotte, UNC- Greensboro and East Carolina University
- IHE Report Cards data sources have been identified and data are being collected; IHEs have been asked to provide the narrative data for the Highlight/Focus Area of the Teacher Education Program section of the Report Card; report card targeted for release 12/12
- Completing first round of fall Fidelity Support trainings (through 11/2/12)
- Begin module design team meetings for Phase III Module development (10 new modules) – Data Literacy: Part II, Disciplinary Literacy: Part 2, Universal Design for Learning (UDL), Supporting the 4Cs through Digital Strategies (MOOClet- Massive Online Open Enrollment Community), NC Teacher Evaluation Process, NC School Executive Evaluation Process, Building and Sustaining Professional Development [Guskey], 21st Century Mentoring, Measures of Student Learning, and Responsibilities of the 21st Century Teacher (using the 21st Century Framework)
- Convened cross-agency team leads for Summer Institute 2013 planning; moving from what & how to local ownership and capacity, leveraging cross-district collaboration
- Leveraged connections with Learning Forward to build DPI team’s professional development delivery skills and develop strategies for supporting districts to evaluate and sustain high quality professional development

NC Virtual Public Schools:

- Conducted second set of site visits by Project Lead, NCVPS Liaison, and Technology Liaison to all participating LEAs to monitor implementation and troubleshoot
- Changed next courses developed to be Integrated Math II and III (Integrated Math III will now be developed before Discrete Math) to address the students in the pipeline that have taken Integrated Math I. The Biotechnology and Agriscience I will still be developed as planned, These courses will be developed by Summer 2013
- Hiring next set of developers, Implementation Specialists, and teachers
- Attended the Response To Intervention Tier 1 training hosted by DPI Exceptional Children’s division; this training is aiding in the development of the virtual RtI model for blended learning
- Developed a processes for vetting requests for iPad Apps for pilot participants

- Developed a Helpdesk to which pilot districts and students can submit issues

Turning Around the Lowest-Achieving Schools:

- Completed Comprehensive Needs Assessments at:
 - C.E. Jordan High School, Creekside Elementary and Lakewood Montessori in Durham Public Schools
- Continued work on hiring for RttT positions:
- Continued weekly interviews for Instructional Coaches and School Transformation Coaches
 - Hired School Transformation Coaches for Durham Public Schools, Anson County Schools, and Public Schools of Robeson County
 - Working on hiring remaining 5 RttT vacancies (3 Instructional Coaches and 1 School Transformation Coaches)
- Identified interim support for selected schools/districts until hiring process is complete for permanent positions; Continued assignment process for deployment of new coaching staff in served schools
- Continued PD and Coaching for currently served schools/districts
- Held Professional Development for School Leaders Session #7, which was a follow-up to this summer's PD that focused on the impact of classroom instruction on student learning, improving student-centered lesson observations, and asking better questions to produce higher quality instruction
- Held RttT New Leadership Training: "Coming In At The Half" which gave approximately 35 new Principals and Assistant Principals an understanding as to the expectations of the Race to the Top grant, the components of the four USED Reform Models, and all the important information they must have in order to support the continued momentum in implementing the reform process that is taking place at their schools
- Began planning on Professional Development for School Leaders session #8 which will consist of TALAS Principals visiting schools that have gone from low-achieving to success stories in North Carolina

NC Education Cloud:

- Reviewed and scored Identity Access Management System (IAMS) proposals
- Adapted data integration Request For Proposal (RFP) to a SAS Ad Hoc Reporting contract amendment
- Developed Learning Object Repository (LOR) and Learner Management System (LMS) service workflows
- Supported IIS design and contract negotiations
- Developed Human Resource Management System (HRMS) optimization planning document and presented to HRMS steering committee

Science, Technology, Engineering & Math (STEM):

- Delivered the second quarter instructional course units for Agriscience and Biotechnology; Aerospace, Security and Automation; Health and Life Sciences; and Energy and Sustainability including teacher notes, labs, links to online resources, activities assignments and assessments (NCSSM)

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- Provided leadership coaching for principals at the four Anchor Schools (two days at Early College EAST, and at one day at each of City of Medicine Academy, NE Regional School of Biotechnology and Agriscience, and Wake NC State STEM Early College) and Affinity Network Schools (two days each at Bertie HS and one day each at the remainder of Affinity schools excluding Athens Drive HS) (NC New Schools)
- Provided 17.5 days of instructional coaching for teachers at four Anchor schools (4 days at City of Medicine Academy, five days at Early College EAST, four and half days at Wake NC State STEM, four days at NERSBA) and a total of 56.5 days of coaching at 15 of the remaining Affinity schools (NC New Schools)
- Provided two days of professional development (Secondary Lenses on Learning) for Anchor and Affinity schools (City of Medicine, NERSBA, Bertie HS, Valley Academy, Davie HS, Southern Durham, STEM ECHS at A&T) and eight Affinity schools on 10/ 2, four (NC New Schools)
- Provided two days of professional development through the Common Practices Symposium held on 10/30-31 (NC New Schools)
- Provided one day of professional development for principals of Anchor and Affinity schools at the Leadership Innovation Network (LIN) group meeting held at Avery STEM HS on 10/18 (NC New Schools)
- Provided two days of professional development for Anchor and Affinity schools through the Literacy Design Collaborative for college readiness held on 10/2-3 (NC New Schools)
- Convened Industry Innovation Council for one Affinity themed network focused on deep engagement of business/industry and higher education in the anchor and affinity schools: (NC New Schools)
 - Biotechnology and Agriscience – held at the NC Biotechnology Center, 10/11 (21 attended)
- Provided eight days of professional development for Anchor and Affinity schools through Learning Laboratory
- Initiative visits (NC New Schools)
 - Cross Creek ECHS – 10/9-10
 - Hillside New Tech – 10/11-12
 - Caldwell ECHS – 10/17-18
 - Wayne School of Engineering – 10/23-24

Evaluation

- Received presentations from evaluation teams that produced the Teacher Corps/TFA, New Teacher Support Program and STEM project reports; reviewed drafts of each of these reports Received and reviewed formative evaluation crosswalk summary for 2011-12; engaged in ongoing planning regarding Detailed Scope of Work for 2013

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

**GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)**

INFORMATION

GCS 5 – Dropout Recovery Project Report

Policy Implications: SL 2011-259 (HB22)

Presenter(s): Mr. Rob Hines (Director, LEA Projects)

Description:

During the 2011 legislative session, the North Carolina General Assembly passed Session Law 2011-259 (see Attachment A) directing the State Board of Education (SBE) to establish a Dropout Recovery Pilot Program to be implemented in New Hanover County and three additional North Carolina school districts to be identified by the SBE. The purpose of the pilot program was to provide flexible scheduling, blended learning environments, and individualized, self-paced learning options that will re-engage high school dropouts and increase graduation rates in the pilot districts.

The SBE twice attempted to identify school districts willing and able to participate in the pilot, but was unable to do so. Following the second attempt, DPI staff began working with Haywood County Schools personnel to adapt and their successful Gateway Recovery Program to meet the intent of the legislation and provide flexibility that allows districts to meet local needs for dropout recovery. The project also engaged five other school districts (Halifax County Schools, New Hanover County Schools, Richmond County Schools, Rockingham County Schools, and Winston-Salem/Forsyth Schools) to provide input to the process. These districts may represent potential pilot site for the model.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby explained that since the 2011 legislative session directed the State Board to establish a Dropout Recovery Pilot Program in New Hanover County and three additional school districts, Mr. Hines has worked diligently to implement the pilot program. She explained further that the purpose of the program was to provide flexible scheduling, blended learning environments, etc. that will re-engage high school dropouts and increase the graduation rates in the pilot districts. Chair Willoughby recognized Mr. Hines for a status report.
- Mr. Hines began his report by sharing that since 2011, two attempts have been made to identify school districts, through an application process, to participate in the pilot, but for a variety of reasons was unable to do so. Mr. Hines reported that following the second attempt, Haywood County Schools contacted him to adapt their successful Gateway Recovery Program to meet the intent of the legislation and to create a model. The project engaged five other school districts to

provide input to the process. These districts were originally interested in the pilot to begin with and include: Halifax County Schools, Richmond County Schools, Rockingham County Schools, and Winston-Salem/Forsyth Schools. The goal of the project is to provide a repeatable, sustainable model that offers the flexibility to let school systems adapt, according to Mr. Hines. Haywood County Schools' model is the foundation for this model based initially on a partnership with the Community College where students are enrolled in adult high school programs. He explained that the twist is that a student must re-enroll in the school district to complete whatever coursework was required over and above the adult high school diploma to meet the future-ready core.

- Another interesting feature of this project, according to Mr. Hines, is that it recognizes that students drop out of school for different reasons and provides a variety of needed supports for students, such as child care, etc., with a number of different partners. The original design is identified in the report as the external model because the instructional services are provided by an outside partner.
- Several key findings identified as critical components of the model are the establishment of a full-time director, understanding of why students are dropping out, working with partners, shared resources, student competency, and ability to meet student needs through services.
- Since the program's inception, Haywood County has recovered 350 dropout students. Mr. Hines noted that challenges have been outlined in the report. Challenges include the approach to instruction, managing student behavior, and agreeing on curriculum standards.
- Mr. Hines spoke briefly about funding reporting that Haywood County is spending approximately \$275,000.00 annually on its current dropout recovery model. Cost will vary depending on particular program details, partnerships, etc.
- Next steps include meeting with the districts that participated in the discussions and initially expressed interest in the pilot. In addition, work with Haywood County will continue. Mr. Hines explained that they are interested in the credit by demonstrated mastery approach. In addition, DPI will provide status updates in future months.
- Board member Tate asked for additional details about the budget in Haywood County. Mr. Hines stated that his understanding is that the \$275,000.00 is their program cost annually, minus its facility cost. A brief discussion occurred regarding funding concerns.
- Mr. Tate suggested that Mr. Hines communicate with Communities in Schools about partnering with this project.
- There was no further discussion.

INFORMATION

GCS 6 – Career and Technical Education Credentials Report

Policy Implications: N/A

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Jo Anne Honeycutt (Director, Career and Technical Education) and Dr. Daniel Smith (Section Chief, Student Certification and Credentialing)

Description:

The North Carolina Career and Technical Education 2011-2012 Credentialing Data Report offers an accounting of information collected from the administration of different assessments in which students earned credentials. The raw data is disaggregated by local education agency, district, state, and industry

credential. This data will be used to improve instruction. Other sections of the report provide information on the benefits of student credentialing, credentialing categories, and summaries of selected credentials.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby referenced the report specifically the data beginning on page 9, noting that the data is impressive in terms of what North Carolina students are doing to earn Career and Technical education credentials. Chair Willoughby recognized Ms. Honeycutt to lead the discussion of this item.
- Ms. Honeycutt prefaced her presentation by introducing Dr. Daniel Smith (Section Chief, Student Certification and Credentialing) who compiled the report and oversees much of the curricula related to these credentials.
- Referencing the report, Ms. Honeycutt shared that 91,629 high school students earned industry credentials during the 2011-12 school year, i.e., completed industry certification or pathway examination, state-issued professional license, or earned a WorkKeys certificate.
- Ms. Honeycutt stated that many of these credentials are industry credentials that are normally given to adults, and the exams are rigorous. In addition to the total number, Ms. Honeycutt shared that it is important to remember when reviewing the data that, first, the Department is reporting absolute numbers of achievement, not percentages. She explained that some of the districts have reported small numbers; one must remember that the LEA may be small. In addition, not all LEAs offer the same programs, and not all programs offer as many credentials. She cited agriculture as an example of a program that has very few credentials offered for high school students at this point. Finally, Ms. Honeycutt stated that there is a cost associated with the credentials. Ms. Honeycutt shared that 42,537 students now have Microsoft Office Specialist Certifications, and 29,249 students earned the WorkKeys Career Readiness certificate (bronze, silver, gold and platinum levels). While the use and obtainment of credentials by high school students has numerous benefits, a prime outcome for educators is the ability to gauge the level of understanding regarding specific skills and knowledge within a course and adjust instruction as needed to ensure student competence. Additional benefits include career and continuing education preparation, a workforce development component, and highly qualified teachers.
- Chair Willoughby suggested that this report be widely distributed. She reminded Board members that they recently recognized the sophomore student from North Carolina who was the International winner for the Microsoft certification.
- In response to Board member Tate's question about how the business community relates to the credentialing process, Ms. Honeycutt stated that the Department is very early in the process of collecting credential data at the student level; last year was the first year of reporting. She did state that five years ago, the credential number was almost non-existent. Therefore, at this time, there is not enough history to track the students, longitudinally, to see what impact the credentials made in their career choice or ability to be hired. However, that is part of the follow-up the Department is interested in doing. Employers have shared that many of these credentials allow for a salary differential for students when they begin work. In addition, some of the credentials are required to even be considered for employment or for admittance into postsecondary programs for that matter.

- Board member Tate suggested that it would be good to have advisory bodies from the industry. Chair Willoughby shared that a group of this nature already exists.
- State Superintendent Atkinson stated that it is very important to recognize that the credentials are developed by business and industry. A brief discussion occurred.
- Vice Chairman Wayne McDevitt asked if the marketplace understands how WorkKeys transfers into the workplace. Ms. Honeycutt stated that the WorkKeys certificate is becoming more widely understood and accepted across the state.
- Chairman Harrison asked about enrollments by regions, i.e., total students. Ms. Honeycutt noted the request and stated that she would share that information with the Board in a Friday Update. State Superintendent Atkinson stated that there are over 70 percent of students enrolled in Career and Technical Education each year. Ms. Honeycutt added that a little over half of all graduates are CTE concentrators.
- There was no further discussion.

Prior to introducing the LFI Information Agenda, Chairman Harrison introduced NC Museum of Natural Sciences Director, Dr. Betsy Bennett for a special presentation. He noted that Dr. Bennett recently announced her retirement noting that this state and its citizens will be blessed for decades to come for the work she has done as the Museum Director. Named Tarheel of the Year last year by the *News and Observer*, Dr. Bennett has managed to bag dinosaurs, lure scientists, sell lawmakers and inspire captains of industry to build a museum that captures the imagination of 700,000 visitors each year.

SPECIAL PRESENTATION

“NOT a Spectator Sport: Engaging in Research and Other Offerings for Educators at the NC Museum of Natural Sciences”

❖ Dr. Betsy Bennett (Director, NC Museum of Natural Sciences)

Dr. Bennett prefaced her presentation by noting the partnership between the public schools and the Museum. Her presentation focused on how the Museum can be a positive influence on the public schools of North Carolina. Using a PowerPoint presentation, Dr. Bennett shared information about the resources available at the Museum. In addition, she shared that 70,000 plus people participated in the 24-hour grand opening of the new wing. She noted that the Daily Planet is connected to every school in North Carolina so they can push science content. The Museum is now going global and wants North Carolina’s students to take part in these live activities in their own schools. Dr. Bennett noted that the North Carolina Museum of Natural Sciences is the largest museum of its kind in the Southeast. Through our exhibits, programs and field experiences, we provide visitors with opportunities to get up close and personal with science and nature. Dr. Bennett provided examples of some of the exhibits, which are high tech and interactive, noting that one of the most popular exhibits in the Museum is the Window on Animal Health; the Museum partners with the vet school at NC State. Filled with four floors of exhibits, live animals, hands-on activities and programs, the Museum invites visitors to look at the natural world through the distinct lens of North Carolina’s diverse geography, prehistoric past, geology, plants and animals. The Nature Research Center (NRC) is the new 80,000-square-foot wing of the North Carolina Museum of Natural Sciences. Its goal is to bring research scientists and their work into the public eye,

help demystify what can be an intimidating field of study, better prepare science educators and students, and inspire a new generation of young scientists. Dr. Bennett stated that there are many great stories about students who have come through the Museum and have stated that they want to be a veterinarian or scientist, etc.

LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)

INFORMATION

LFI 5 – North Carolina Virtual Public School Annual Report

Policy Implications: S.L. 2011-145 SECTION 7.22(h)

Presenter(s): Dr. Tracy Weeks, Interim Executive Director, NCVPS

Description:

Language in Session Law 2011-145 SECTION 7.22(h) requires the Director of NCVPS to submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement.

Recommendations:

SBE review and discuss the annual report. No action needed.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett recognized Dr. Weeks to present the NC Virtual Public School (NCVPS) Annual Report.
- Using a PowerPoint presentation, Dr. Weeks highlighted some of the key points included in the annual report for the NCVPS. Dr. Weeks noted that the overall course pass rate was 80.77 percent for the 2011-12 school year. In the summer of 2011, the credit recovery mastery rate was 71 percent. A major focus this past year has been to align the courses to the Common Core and Essential Standards; 49 course revisions have been completed. All of the courses are a common instructional design. Twenty-five additional courses have been converted to Moodle, three RtT STEM courses have been developed with additional courses forthcoming. In addition, NCVPS implemented a new Support Desk model, which used to be outsourced.
- As it relates to Occupational Course of Study (OCS) blended courses, NCVPS is the current employer of the National Online Teacher of the Year, Ms. Leslie Fetzer. There were 5,398 enrollments in the OCS courses in 2011-12. That means there were 747 partnerships with face-to-face teachers in the OCS courses, which continues to grow. OCS is the second highest enrollment next to world languages, according to Dr. Weeks. In July, NCVPS was recognized by the Partnership for 21st Century Skills with the Achievement in 21st Century Education John Wilson Award for its work with OCS Blended Learning.

- Dr. Weeks provided a comprehensive overview of the budget, instructional versus operational: NCVPS refunded \$1,599,003 to school districts for under-enrollment projections, \$2,000,000 reserve fund, \$2.57 reduction per student for 2011-12, \$981,536 enrollment reserve funds used, \$1.29 reduction per student for 2012-13. She noted that the 2012-13 teacher pay remains at 2011-12 rate.
- In terms of a revenue plan, NCVPS began Phase 1 – 2011/12 Implementation Pilot reaching out to non-public and homeschoools. The pilot was limited to 90 students and three courses. There were only three enrollments despite direct outreach to home school and non-public school students. Limiting factors were determined to be course options and course cost. This fall, non-public and home school students can take any NCVPS course, and there is no limit on the number of courses that can be taken.
- Dr. Weeks reminded Board members that NCVPS was charged with developing a vendor course approval process, which was approved by the Board. Ten vendors have expressed interest in submitting courses for approval. However, only one vendor has actually submitted six courses; none of them have been approved yet due to lack of alignment to the Common Core and NC Essential Standards. The vendor is revising the courses and plans to resubmit.
- Dr. Weeks reported that end-of-course test results continue to rise, citing biology where the success rate was up over 80 percent as well as credit recovery with an eight-point increase. In terms of Advanced Placement results, seven courses exceeded the national pass rate and for the second year, Mandarin Chinese had a 100 percent pass rate.
- Dr. Weeks used a historical graph to speak about the pattern of NCVPS enrollment growth, which broke the 50,000 mark. In addition, she used a North Carolina map to show enrollment by LEA. Board member Tate suggested that it would be helpful to see the enrollment by LEAs by percentages rather than numbers.
- In closing comments, Dr. Weeks shared that the Governor has asked that NCVPS look at an online course requirement for graduation. Therefore, she will bring language to the Board in December as requested.
- Board member Greene noted continued concern about non-private and home school students that have to pay for NCVPS classes.

Prior to the presentation, Chairman Harrison requested a motion to remove the “interim” from Dr. Week’s current title. Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the Board voted unanimously to remove the “interim” from Dr. Weeks’s current title and named her Executive Director of the North Carolina Virtual Public School.

CONSENT AGENDA

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Harrison noted five items for consideration and asked if any Board members wanted to remove any items from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve GCS 7 – Technical Corrections to Accountability Policies; GCS 8 – Title III AMAO Status Report for 2011-12; GCS 9 – Four-Year Cohort Graduation Rate; GCS 10 – Career and Technical Education Revisions to Essential Standards; and LFI 6 – Technical Corrections to SBE Policies TCS-U-000 and TCS-U-012.

Upon motion by Mr. Kevin Howell, and seconded by Mr. John Tate, the Board voted unanimously to approve GCS 7 – Technical Corrections to Accountability Policies; GCS 8 – Title III AMAO Status Report for 2011-12; GCS 9 – Four-Year Cohort Graduation Rate; GCS 10 – Career and Technical Education Revisions to Essential Standards; and LFI 6 – Technical Corrections to SBE Policies TCS-U-000 and TCS-U-012.

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

CONSENT

GCS 7 – Technical Corrections to Accountability Policies

Policy Implications: SBE Policy #GCS-A-010, GCS-A-013, GCS-C-003, GCS-C-010, GCS-C-018, GCS-C-026, GCS-C-029

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In response to the new assessments and new accountability model, staff recommends certain SBE policies are amended or, as appropriate, deleted.

All recommended changes to the affected SBE policies are reflected in the attached “Summary of NCSBE Policy Clarifications.”

Recommendations:

It is recommended that the State Board of Education approve the amendments to, or deletion of, as appropriate, the attached policies. Approval of the changes to APA policies will initiate the APA process.

CONSENT

GCS 8 – Title III AMAO Status Report for 2011-12

Policy Implications: SBE Policy # GCS-A-012 and No Child Left Behind (NCLB)

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

Description:

As a part of the No Child Left Behind Act (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs). The three objectives are:

- 1) identified limited English proficient students shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level; 2) increase the previous score by 0.5; or 3) reach the Comprehensive Objective Composite (COC); an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state identified English language proficiency test. Effective with the 2008-09 school year and beyond, students must meet the COC as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test; and
- 2) percent of students in the LEP subgroup meeting its Annual Measurable Objectives (AMO) targets.

LEAs that do not meet their AMAO targets two years in a row will be required to develop a detailed improvement plan as required by NCLB. Information regarding 2011–12 Title III LEA subgrantee status will be provided at the November meeting.

Recommendations:

It is recommended that the State Board of Education approve the report as written.

CONSENT

GCS 9 – Four-Year Cohort Graduation Rate

Policy Implications: Session Law 2010-111, Senate Bill 1246

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2011-12 school year.

Recommendations:

It is recommended that the State Board of Education approve the report as written.

CONSENT

GCS 10 – Career and Technical Education Revisions to Essential Standards

Policy Implications: SBE Policy # GCS-F-005

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Daniel Smith (Section Chief, Career and Technical Education Division, Credentialing Section) and Ms. Carol Short (Section Chief, Career and Technical Education Division, Curriculum Section)

Description:

Career and Technical Education (CTE) is requesting revisions to the Essential Standards to include eight new courses and to remove two courses from the standards.

One new course will be added in the Marketing and Entrepreneurship program, Virtual Enterprises International.

- Using a student-centered approach that emphasizes project-based collaborative learning, Virtual Enterprises International (VEI) replicates the functions and demands of real businesses in both structure and practice. With the guidance of a teacher-facilitator and a business partner, VEI students establish and manage a virtual company, conducting business with other “firms” domestically and internationally. Students are involved in all aspects of running the business, including human resources, accounting, product development, production, distribution, marketing, and sales.

One new course will be added in the Business, Finance, and Information Technology program, SharePoint.

- SharePoint is being developed in partnership with the North Carolina Virtual Public Schools (NCVPS). The ability to utilize collaboration software is an important skill when working in teams. As more work is produced through remote teams, the ability to utilize this type of productivity tool will be key to employment and career success. The course standards align to Microsoft Office Specialist (MOS) certification for SharePoint and will extend the opportunities for Microsoft IT Academy (MSITA) students. The content also complements the Project Management courses in the Essential Standards.

Three new courses will be added to the Trade and Industrial Education Program area in the Law and Public Safety Cluster.

- Public Safety II is being developed in partnership with the National Partnership for Careers in Law and Public Safety. This course builds on content in the existing Public Safety I course. The Public Safety courses provide foundational information for students interested in following the cluster in specialized areas such as EMT, Fire Fighter, or Law Enforcement.
- Emergency Medical Technology I and II are being developed in collaboration with the National Partnership, the North Carolina Community College system, and the North Carolina Office on Emergency Medical Services. The courses use standards that align with EMT Basic certification and lead to the opportunity for students to earn that credential.

Other Trade and Industrial Education additions include:

- Adobe Visual Design aligns to standards needed to achieve certification for Adobe Photoshop, InDesign, and Illustrator including setting project requirements, identifying design elements when preparing images, understanding Adobe software, manipulating images by using Adobe software and publishing digital images by using Adobe software.

- Adobe Digital Design aligns to standards to achieve certification for Adobe Dreamweaver and Adobe Flash software. Students will learn how to create project requirements, the elements of projects in the software, and how to manipulate functions and publish materials. The addition of the Adobe courses expands opportunities for students interested in Digital Media. Since Adobe is an industry recognized program, and for many businesses the standard, certification in these programs will lead to competitive advantage for students.
- Introduction to Trade & Industrial Education (ITIE) is also requested for addition to the standards. This course will introduce students to concepts needed for Advanced Manufacturing careers. The standards will include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology.

Offset Press and Finishing and Binding courses are being removed from the Essential Standards due to under-enrollment and changes in industry and technology that make the content obsolete.

Recommendations:

It is requested that the State Board accept the modifications to the CTE Essential Standards.

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)**

CONSENT

LFI 6 – Technical Corrections to SBE Policies TCS-U-000 and TCS-U-012

Policy Implications: General Statute § 115C-238.29 and SBE Policy # TCS-B-006

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

With the passage of Senate Bill 8 in August 2011, several changes were made to the Charter Schools Act. One such change increased the percentage of students a charter school could increase annually without seeking approval from the State Board of Education. That figure, prior to August 2011, was ten percent but it has been doubled to twenty percent. Current SBE policy TCS-U-000 needs to be updated to reflect these changes within the charter school statute.

Shortly after the Charter Schools Act changed, the State Board of Education created, in SBE policy TCS-B-006, the NC Public Charter Schools Advisory Council to read, review, and recommend charter applications. Thus far, this council has processed the fast-track and regular round applications. Current SBE policy TCS-U-012 needs to be updated by removing information related to the Application Review Committee and inserting terminology referencing the Public Charter Schools Advisory Council.

Recommendations:

It is recommended that the SBE accept the technical corrections to these current State Board of Education policies.

ACTION AND DISCUSSION AGENDA**GLOBALLY COMPETITIVE STUDENTS****(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)*****ACTION*****GCS 1 – Dual Credit for Career and College Promise Courses****Policy Implications:** SBE Policy # GCS-M-001**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Rob Hines (Director, LEA Projects)**Description:**

This item proposes a change to or exception to GCS-M-001, Policy Defining “Course for Credit.” The Career and College Promise program offers high school juniors and seniors an opportunity to take college courses on a college, university, or community college campus to accelerate their education and receive tuition-free college-level credit. The program offers three options: the College Transfer pathway, the Career and Technical Education Pathway, and the Cooperative Innovative High School program. Of these three options, the College Transfer pathway and Cooperative Innovative High Schools offer significant opportunities for students to receive dual credit. This information provides a structured guidance to schools for awarding dual credit.

Recommendations:

State Board members are asked to approve the policy change to GCS-M-001 and the proposed framework for dual credit for Career and College Promise students.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted that this item has been thoroughly discussed over the past two months.
- Board member Kevin Howell recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to approve the proposed policy change to SBE Policy # GCS-M-001 and the proposed framework for dual credit for Career and College Promise students. Board member Howell recused himself from the vote. (See Attachment GCS 1)

DISCUSSION**GCS 2 – Credit by Demonstrated Mastery****Policy Implications:** SBE Policy # GCS-M-001**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs) and Mr. Rob Hines (Director, LEA Projects)

Description:

Current SBE policies, including GCS-F-016, Policy Defining Academic Rigor; GCS-L-006, Policy for Adequately Informing Ninth Grade Students about Accelerated Preparation for College Entry; and GCS-N-004 (16 NCAC 6D.0503), State Graduation Requirements, encourage districts and schools to enable students to accelerate their learning. Demonstrating content mastery to earn credit is one mechanism that may allow some students to achieve that acceleration. Whether and how students should be able to earn course credit by demonstrating content mastery arose from several issues and perspectives over the last two years. Initially, mastery learning appeared as a seat-time waiver issue. It also arose from the academically gifted arena and from district-level credit recovery concerns. The core issues around awarding course credit based on content mastery are identical regardless of the outcome one seeks – acceleration, initial credit, or credit recovery.

In spring 2012, the DPI established a working group that included internal staff, NC Virtual Public School staff, and several school district representatives to study this issue and make recommendations to the SBE about policy changes that would permit students to earn credit by demonstrating content mastery. Key issues facing the working group included determining what a systemic approach to allowing credit via mastery learning requires and what constitutes acceptable evidence of mastery learning. The working group developed draft language to be added to SBE policy GCS-M-001, Course for Credit. This language is provided with these materials and is presented for discussion by the State Board of Education. Based upon discussion, staff will revise and re-submit for action in December 2012.

Recommendations:

Staff recommends consideration of the draft policy language, and discussion and development of questions and comments for staff about policy content and implementation.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a lot of discussion on this item during the Committee meeting on Wednesday.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting for approval. (See Attachment GCS 2)

DISCUSSION

GCS 3 – Guidelines for Academically or Intellectually Gifted (AIG) Programs

Policy Implications: General Statute #Article 9B, 115C-150.5-.8; SBE-adopted North Carolina AIG Program Standards, July 2009

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), and Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs)

Description:

Based on General Statute § 115C-150.5-.8, the State Board sets the guidelines for the development of local AIG plans for school districts. Once developed, Local Boards of Education approve the official AIG plans and SBE provides feedback. Based on recommendations from the Office of the State Auditor

in 2008, SBE adopted the NC AIG Program Standards in July 2009 as a mechanism to create a statewide framework for quality programming while honoring local context and flexibility. The NC AIG Program Standards were used by the LEAs as a guide for local AIG plans in the 2010-13 cycles. Local AIG Plan updates are due summer 2013 for the 2013-16 cycle. After implementation review and feedback from the field, the NC AIG Program Standards, with some technical corrections, are recommended to become SBE policy as the official guidelines for the development of local AIG programs and plans for all LEAs.

Recommendations:

Staff recommends consideration of the draft policy to establish the NC AIG Program Standards, which were adopted by the SBE in 2009, as the official guidelines of the local AIG programs. Staff also recommends technical corrections to the AIG Program Standards based on input from the field. These technical corrections do not change the intent of the Standards; rather, to clarify language and intent.

Discussion/Comments:

- There was no discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting for approval. (See Attachment GCS 3)

DISCUSSION

GCS 4 – Kindergarten Entry Assessment (KEA) and K-3 Assessments: Guiding Principles for Development

Policy Implications: General Statute #Article 9B, 115C-150.5-.8; SBE-adopted North Carolina AIG Program Standards, July 2009

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), and Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs)

Description:

As defined in the Race to the Top/Early Learning Challenge Grant, the Department of Public Instruction is responsible for the development of a Kindergarten Entry Assessment (KEA). Results from the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early school grades. To meet these goals, North Carolina has chosen to embed its KEA within the revision of the current K-2 Literacy and Math Assessment. The focus for this revision will be on multiple domains of development and cover the K-3 learning continuum. To advance this work, it is important that a list of guiding principles be adopted to ensure proper focus regarding the development of these two resources for instruction.

Recommendations:

State Board members are asked to review the attached guiding principles to be used in the development of the Kindergarten Entry Assessment and K-3 Assessment.

Discussion/Comments:

- There was no discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting for approval. (See Attachment GCS 4)

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

ACTION ON FIRST READING

TCP 1 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy # TCP-A-021, TCP-B-009

Presenter(s): Ms. Shirley Harris (State Board of Education)

Description:

In April 2006, the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June 2006, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

Discussion/Comments:

- TCP Committee Chair Harris noted that this item was discussed and voted on during closed session, and the individual will be informed of the Board's decision.
- There was no further discussion.

ACTION ON FIRST READING

TCP 2 – Final Decision in Contested Cases: *Louis A. Hrebar v. North Carolina State Board of Education - 11 EDC 01445; and Dwayne White v. North Carolina Department of Public Instruction, North Carolina State Board of Education - 11 EDC 11864*

Policy Implications: General Statute § 150B-36

Presenter(s): Ms. Katie Cornetto (Staff Attorney, State Board of Education)

Description:

Mr. Louis A. Hrebar filed a petition with the Office of Administrative Hearings contesting the decision to deny his request for a renewal of his North Carolina Teaching License. The Administrative Law Judge upheld the agency's action.

Mr. Dwayne White filed a petition with the Office of Administrative Hearings contesting the decision to revoke his North Carolina Teaching License. Exceptions to the ALJ's decision were submitted by Mr. White. The Administrative Law Judge upheld the agency's action.

Recommendations:

The State Board shall issue Final Agency Decision in the contested cases.

Discussion/Comments:

- TCP Committee Chair Harris noted that the discussions concerning these cases occurred during closed session.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to adopt the Administrative Law Judge's recommended decision as the Final Agency Decision in the case of Mr. Louis A. Hrebar v. North Carolina State Board of Education – 11 EDC 01445 as presented in closed session. (See Attachment TCP 2)

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to adopt only the portion of the Administrative Law Judge's decision to revoke Dwayne White's North Carolina teaching license in Dwayne White v. North Carolina Department of Public Instruction, North Carolina State Board of Education – 11 EDC 11864. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Reading Preparation for Pre-Service Elementary Education IHE Programs

Policy Implications: State Literacy Plan (as approved 5/2012)

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Service & Instructional Support) and Dr. Lynne Johnson (Director, Division of Educator Recruitment and Development)

Description:

Based on state and national measures of reading achievement data, steps are needed to ensure that elementary education programs for teacher candidates include strategies, focused content, and enhanced preparation in literacy. The SBE approved the K-12 State Literacy Plan (5/2012). On pg. 30 of the Literacy Plan, "Five Priority Action Steps", step 4 states "Enhance preparation and professional development for pre-service and in-service teachers." Further, step 4 states "consistent emphasis on teaching research-based reading foundations in all teacher preparation programs." These recommendations for IHE teacher preparation programs are in response to and an extension of the State Literacy Plan.

Recommendations:

It is recommended that the State Board of Education review the recommendations.

Discussion/Comments:

- TCP Committee Chair Shirley Harris noted a healthy discussion of this item following Dr. Garland's presentation during the TCP Committee meeting. She encouraged Board members to review the attachments and recommendations prior to the December Board meeting.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting for approval. (See Attachment TCP 3)

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

ACTION

TCS 1 – 2013-15 Biennial Expansion Budget Requests

Policy Implications: General Statute § 115C-12(1a)

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial, Business and Technology Services) and Mrs. Sarah Harris (Director, Financial Services Division)

Description:

The State Board of Education is holding a special committee meeting on Tuesday, October 23, 2012, to review/discuss their Expansion Budget request.

Proposals/recommendations from the October 23 meeting will be distributed at the November State Board meeting (on Wednesday, October 31, 2012).

The Office of State Budget and Management (OSBM) has issued guidance for Expansion Budget submission. The guidance caps the request at 2% and includes a requirement to submit funding reduction options of 2%. The Expansion Budget is due to the OSBM following the November State Board meeting.

Recommendations:

It is recommended that the State Board of Education discuss future budget needs and specific budget requests in order to construct the SBE's 2013-2015 Biennial Expansion Budget Request at the September and October meetings in preparation for approval at the November meeting.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted a thorough discussion of this item over several months concerning the Biennial Expansion Budget.
- Vice Chairman Wayne McDevitt reiterated that, as the State Board submits this Expansion budget, there may be some adjustments to what is being submitted to OSBM.
- There was no further discussion.

Upon motion by Mr. Kevin Howell, and seconded by Mr. John Tate, the Board voted unanimously to authorize the Department of Public Instruction to respond to the required Office of State Budget Management (OSBM) submission of the maximum 2% Expansion Budget items and 2% reduction requirements. At the time of transmittal of the required submissions, the Department will include the State Board's approved Expansion Budget requests that the Board recognizes as imperative to meet the Vision and Mission for our Public Schools as outlined by the State Board of Education.

The Department will transmit these documents accompanied by a letter from the Chairman of the State Board of Education and State Superintendent that:

**Outlines the importance of the proposed State Board Expansion Budget*

**Expresses the need to transfer back to the Department the pre-school programs and how a proposed funding model could be used to serve more students with existing funding*

**Describes the importance to recognize the need for salary increases for our teachers and other public school employees*

**Includes the response to the 2% submissions as required by OSBM. (See Attachment TCS 1)*

ACTION

TCS 2 – Governor's School Board of Governors

Policy Implications: SBE Policy # GCS-D-009

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Office, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Board of Governors of the Governor's School of North Carolina is established as an Advisory Council to the State Board of Education. Its establishment is set forth in GCS-D-009 of State Board of Education policies.

The policy requires that a state associate superintendent serve on the Board and that the other nine members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, and lay persons and shall be selected so as to represent the eight educational districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms.

The first three-year term appointment of Reginald Mathis (District 2), Nancy Armstrong (District 4) and Mitchell Simpson (District 5) expired on June 30, 2012. They are seeking reappointment to a second three-year term. The State Board of Education is asked to reappoint Reginald Mathis, Nancy Armstrong, and Mitchell Simpson to a second three-year term.

The first three-year term appointment of Superintendent Anne Garrett (District 8) expired on June 30, 2012. She is not seeking reappointment. There is also a vacancy for a Director of Gifted Programs to serve on the Board of Governors.

At the September meeting, the State Board of Education was asked to submit a recommendation of a Superintendent and a Director of Gifted Programs. Districts 3 and 8 were to be represented in the recommendations. The State Board of Education has recommended Stephen Lane, Superintendent of Cherokee County Schools (District 8), to fill the Superintendent vacancy; and Tanya Byrd-Robinson, AIG Coordinator from Northampton County Schools (District 3), to fill the Director of Gifted Programs vacancy. Biographical information is attached for each recommendation.

Recommendations:

The State Board of Education is asked to approve the reappointment of Reginald Mathis (District 2), Nancy Armstrong (District 4), and Mitchell Simpson (District 5) to a second three-year term.

The State Board of Education is asked to approve the recommendation of Stephen Lane, Superintendent of Cherokee County Schools (District 8), to fill the Superintendent vacancy; and Tanya Byrd-Robinson, AIG Coordinator from Northampton County Schools (District 3), to fill the Director of Gifted Programs vacancy. The current membership roster is attached.

Discussion/Comments:

- There was no discussion.

Upon motion by Mr. Kevin Howell, and seconded by Mr. Tom Speed, the Board voted unanimously to approve the reappointment of Reginald Mathis (District 2), Nancy Armstrong (District 4), and Mitchell Simpson (District 5) to a second three-year term, and to approve the recommendation of Stephen Lane to fill the Superintendent vacancy (District 8), and Tanya Byrd-Robinson (District 3) to fill the Director of Gifted Programs vacancy. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Membership for the State Advisory Council on Indian Education

Policy Implications: General Statute § 115C-210.1; and SBE Policy # TCS-B-001

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives)

Description:

The General Assembly in 1988 passed House Bill 2560 that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to effectively meet the needs of Indian students; advocate meaningful programs designed to reduce and eventually eliminate low achievement among American Indian students; prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; work closely with the Department of Public Instruction to improve coordination and communication between and among

programs; and upon request, advise the State Board of Education on any other aspect of Indian education.

American Indian educators and parents on the Council serve staggered two-year terms but not more than two consecutive terms, and the remaining members serve unspecified terms at the discretion of their appointing authorities. Nominees to the Council are submitted by their respective tribal organizations to the chairman of the North Carolina Commission of Indian Affairs who then submits recommendations to the State Board of Education for approval and appointment.

Legislation requires that American Indian members of the Council be broadly representative of North Carolina Indian tribes and organizations, specifically, Coharie; the Eastern Band of Cherokee; Haliwai-Saponi; Lumbee; Meherrin; Occaneechi; Sappony; Waccamaw-Sioun; the Cumberland County Association for Indian People, Inc.; the Guilford Native American Association, Inc.; the Metrolina Native American Association,; and any other Indian tribe gaining State recognition in the future.

The following individual is being recommended by the NC Commission of Indian Affairs for appointment to the Council.

Karen Goins Kueny, Parent, Cumberland County Association for Indian People.

Recommendations:

The State Board is asked to approve the individuals submitted for membership on the State Advisory Council on Indian Education.

Discussion/Comments:

- There was no discussion.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Christine Greene, the Board voted unanimously to appoint Karen Goins Keuny from Cumberland County to the State Advisory Council on Indian Education as presented. (See Attachment TCS 3)

ACTION ON FIRST READING

TCS 4 – LEA-Wide Weather Related Calendar Waiver Requests

Policy Implications: General Statute § 115C-84.2; and SBE Policy # TCS-V-000

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial, Business, and Technology Services), Ms. Alexis Schauss (Director, School Business Division)

Description:

Attachment 1 is a history of the changes in the calendar law since HB 1464 in 2004. The changes effective July 1, 2013 affect the criteria for weather related waiver.

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. This waiver is only for the opening and closing dates of the school year. LEAs who receive a waiver may have the first instructional day no earlier than the closest Monday to August 19; all other

provisions related to the school calendar law apply. For school year 2013-14, 12 LEAs are eligible for a weather-related waiver and all 12 are requesting the waiver.

Recommendations:

It is recommended that the State Board of Education approve the waiver requests.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. There are 12 LEAs for the 2013-14 school year eligible for a weather-related waiver and all 12 are requesting the waiver: Alleghany, Ashe, Avery, Buncombe, Asheville City, Haywood, Madison, Mitchell, Transylvania, Watauga, Yadkin and Yancey.
- There was no further discussion.

Upon motion by Mr. Kevin Howell, and seconded by Mr. Tom Speed, the Board voted unanimously to approve waiver requests as presented. (See Attachment TCS 4)

ACTION ON FIRST READING

TCS 5 – Race to the Top Bonus Payments to Certified Personnel in Persistently Low-Performing Schools

Policy Implications: Race to the Top Implementation

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial, Business, and Technology Services), Ms. Alexis Schauss (Director, School Business Division)

Description:

This item is to approve disbursement of Race to the Top (RttT) funds to the lowest achieving schools that earned the achievement bonus for the 2011-12 school year.

The Race to the Top grant provides an achievement-based compensation model for teachers and principals in the state's 118 lowest achieving schools. In November 2011, the Board approved the criteria for the achievement bonus for the 2010-11 school year and there is no change to these criteria for the 2011-12 school year. Bonuses will be provided to all certified personnel in the 118 persistently low performing schools which achieved a higher than expected growth. There were 23 schools that achieved high growth in 2010-11 (bonus paid in 2011-12) and 35 schools designated as achieving high growth in 2011-12.

Recommendations:

It is recommended that the Board approve the Race to the Top (RttT) incentive to support teacher retention in the lowest-achieving schools.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. He also noted the earlier discussion today from Mr. Levinson about the importance of this item. This year there are 35 schools designated as achieving high growth in 2011-12; there were 23 in 2010-11.

- There was no further discussion.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Christine Greene, the Board voted unanimously to approve the Race to the Top incentive to support teacher retention in the lowest-achieving schools as presented. (See Attachment TCS 5)

DISCUSSION

TCS 6 – Replacement of Compliance Commission Members

Policy Implications: SBE Policy # TCS-B-000

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

Description:

The State Board of Education established the Compliance Commission for Accountability in July 1996. This Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to ABCs issues. In October, one member resigned from the commission. Several members are up for reappointment or replacement since their terms of office will expire on December 31, 2012. A chairperson also is recommended for a two-year term. Attached is the current list of Commission members. The names and resumes of the proposed new members will be provided at the November meeting, if available.

Recommendations:

It is recommended that the State Board of Education approve the recommendation for the new members and the chairperson of the Compliance Commission for Accountability.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting. (See Attachment TCS 6)

DISCUSSION

TCS 7 – Council on Educational Services for Exceptional Children

Policy Implications: General Statute § 115C-121; SBE Policy # TCS-B-005; Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There is a vacant appointment that represents parents of children with disabilities. The vacancy is due to the member serving the maximum term limit. The State Board of Education is asked to submit an appointment recommendation for a parent of a child(ren) with disabilities. Currently, District 7 is not represented on the Council, and the Council is seeking greater gender and race diversity.

Recommendations:

The State Board of Education is asked to discuss the Council vacancy and submit an appointment recommendation to fill the vacant position of a parent of a child with disabilities. The appointment term for this position is until June 30, 2015; subject to future renewal.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2012 meeting and will return for action at the December meeting. (See Attachment TCS 7)

NEW BUSINESS

Under New Business, TCS Committee Chair Kevin Howell reported that the TCS Committee received a status update on the Pearson Contract for the PowerSchool Project on Wednesday (conversion from NCWISE to PowerSchool).

UPDATE ON CONTRACTS

(See Attachment in book)

TCS Committee Chair Kevin Howell encouraged Board members to review the contracts listed for information in the Board book.

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)**

ACTION

LFI 1 – NC Public Charter Schools Advisory Council Recommendations – Application Content, Submission Timeline, LEA Impact Statement, and Annual Performance Report

Policy Implications: General Statute § 115C-238.29; and SBE Policy # TCS-B-006

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools)

Description:

On September 11 & 12, 2012 the NC Public Charter School Advisory Council held a public meeting to deliberate multiple recommendations to the State Board of Education. These discussions and recommendations were formulated based upon experience with the "fast track" and "regular" application review period as well as the process to recommend renewals. The Council's subcommittee structure investigated, debated, shaped, and voted to bring these recommendations that were ultimately approved by the full Council, to the State Board of Education.

Application Content: The application has been strengthened by requesting additional information in the public charter school's proposed implementation plan in the areas of Education Plan, Operations and Capacity Plan, Governance, and Financial Plans. Sections of the application have been modified to create a more coherent document while additional questions provide clarity and a stronger flow to the application. The proposed application also contains a Charter School Board Member Form which solicits additional information from the founding board members. The Council has recommended restricting the length of the charter application narrative to no more than 50 pages.

Submission Timeline: The suggested timeline now incorporates a required Letter of Intent that must include the following: contact information for the applicant and proposed location of the charter school. The proposed mission statement, grade structure, student enrollment projections, and target population will be optional for applicants. If an applicant does not submit this Letter of Intent prior to the deadline, then the applicant must wait an additional year to apply. The proposed timeline permits an application window.

LEA Impact Statement: The last revision of the application incorporated an entire section where the applicant answers specific questions related to its potential impact on the Local Education Agency (LEA) in which it is located. The LEA will, in having a copy of that application, be afforded the opportunity to respond to that section specifically by answering those questions from their perspective while providing additional information via a template. This Impact Statement template can and will be

incorporated into the Enrollment and Grade Expansion process should the LEA decide to submit such a statement.

NC Charter School Annual Compliance Checklist: The Public Charter School Advisory Council wanted additional information in its portfolio to consider in making renewal recommendations to the State Board of Education. The adopted template, to be completed by the Office of Charter Schools, focuses upon academic, fiscal, and governance compliance. Beyond the renewal consideration, it provides an opportunity for each charter school in North Carolina to know how the Department views its fiscal, academic, and governance performance. This annual input will provide the school areas that need to be improved and will allow the Office of Charter Schools to prioritize site visits. The document would be phased in and used, for the first time, during the summer of 2013.

Recommendations:

It is recommended that the SBE accept the charter application recommendations as presented for the Public Charter School Advisory Council.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted a thorough discussion of this item over the past two months during the LFI Committee meetings. Chair Bartlett shared that during Wednesday’s Committee meeting, it was noted that the work related to the impact statement is a work in progress. She deferred to Chairman Harrison for comments. Chairman Harrison clarified that the State Board wants to ensure that the Impact Statement has real meaning. He directed the Department to develop a weighting rubric or criteria for considering the Impact Statement that will be part of the application process. The Board will vote on the recommendations as presented this month while recognizing additional adjustments to the Impact Statement and several other minor language adjustments for consistency in December.
- There was no further discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Christine Greene, the Board voted unanimously to accept the recommendations as presented from the Public Charter School Advisory Council for Application Content, Submission Timelines, LEA Impact Statement, and Annual Performance Report. (See Attachment LFI 1)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING
LFI 2 – Revision of SBE Policy # TCS-U-001 (Charter School Accountability Requirements)

Policy Implications: General Statute § 115C-238.29

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

Due to recent changes to the State’s Accountability system, language in SBE Policy TCS-U-001 needs to be modified to remove the terminology “ABCs Accountability Model.”

Concurrently, several State Board policies within Globally Competitive Students are being revised, and language is being utilized that directly names charter schools related to the Testing Code of Ethics and the utilization of End of Course assessments for accountability purposes. Summary language is being inserted into this policy to foster a clear understanding that the GCS revisions do apply to charter schools.

Recommendations:

It is recommended that the SBE accept the revision to this current State Board of Education policy.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett explained that this item is basically a technical revision to the State Board of Education policy TCS-U-001 - Charter School Accountability Requirements. Stating that she thought the Committee agreed that this item would be moved to the Consent Agenda; however, she pointed out that that did not occur. Therefore, she suggested that this item be moved to Action on First Reading. There were no objections.
- There was no discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Shirley Harris, the Board voted unanimously to move LFI 2 to Action on First Reading and to accept the revisions to TCS-U-001 as presented. (See Attachment LFI 2)

DISCUSSION

LFI 3 – Public Charter School Advisory Council Recommendations Related to Cape Lookout Marine Science High School

Policy Implications: General Statute § 115C-238.29A *et. seq.*; SBE Policy #TCS-B-006

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools) and Mr. John Betterton (Board Chair, NC Public Charter Schools Advisory Council)

Description:

In February 2012, the State Board of Education accepted the nonrenewal recommendation of the Public Charter School Advisory Council (PCSAC) related to the charter for Cape Lookout Marine Science High School. The charter school appealed the decision into the Office of Administrative Hearings, and the judge is yet to offer a final ruling on that nonrenewal.

In good faith, the State Board of Education, through the Office of Charter Schools, shared the financial, governance, and academic concerns with the leadership of the charter school’s board of directors. The charter school board was provided an opportunity to address those concerns in writing and provide any additional information they believed could demonstrate internal capacity for success. That packet was received by the Office of Charter Schools on October 9, 2012 and was immediately forwarded to the PCSAC for review.

On October 16, 2012, the PCSAC interviewed the new members of the Cape Lookout board and asked questions related to the school’s financial, academic, and operational status. This interview lasted nearly two hours with much deliberation. After hearing the charter school’s responses, the PCSAC voted 10-1

to recommend the SBE grant an additional 2 years for Cape Lookout Marine Science High School. The stipulations embedded with this recommendation is that a copy of the 2011-12 audit must be provided prior to next SBE meeting, and it must be free of any material findings.

Recommendations:

It is recommended that the SBE accept the recommendations as forwarded from the NC Public Charter School Advisory Council.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett distributed materials to Board members regarding this item. She noted that this item has been discussed for more than two years and a robust discussion occurred during the LFI Committee meeting on Wednesday. She shared that the NC Public School Advisory Council has recommended approval of the recommendations related to Cape Lookout Marine Science High School. Chair Bartlett suggested that the State Board place some contingencies on the two-year approval. The three conditions are that there will be a two-year renewal period beginning July 1, 2012, and terminating on June 30, 2014, subject to the following conditions: during the two-year charter period, Cape Lookout Marine Science High School agrees to surrender its charter if it has a negative fund balance on June 30 of either year; has any material findings in any financial audits or has enrollment fall below 65 students for either year, and is also subject to all of the regular requirements, terms and conditions stated in its charter, which includes applicable federal and state laws, and State Board of Education policies. She noted that the Committee discussed the graduation rate as a fourth condition that if the dropout rate goes above ten percent that also would be an automatic surrender of the charter. She explained, however, that the dropout rate is not included in the conditions today. Ms. Bartlett stated for the record, that it doesn't mean that she has changed her position on the dropout rate exceeding ten percent. She explained that while she feels anything above a ten percent dropout rate is unacceptable, she is hopeful that the school will keep a close watch on these at-risk students. With that said, Chair Bartlett requested that this item be moved to Action on First Reading. A brief discussion occurred. Chairman Harrison suggested that the dropout rate be included as an additional condition (95 percent). It was suggested that this new condition be drafted into policy and a conference call could be scheduled to vote on the matter next week.
- There was no further discussion.

CHAIRMAN'S REMARKS

Legislative Update

Ms. Ann McColl (Legislative Director)

The focus of Ms. McColl's legislative report was to inform Board members about the major legislative work occurring within the Department currently. Three primary areas of work include Digital Learning, Career and Technical Education, and what will happen after November 6. She specifically spoke about the Department's efforts to work collaboratively with Legislative Committees. She noted that work with the Committee's allows for in-depth discussions with legislators about what we are doing.

Ms. McColl also talked briefly about the Vision Statement noting continued conversations around the state and engaging in conversations outside of the state. She stated that as the conversations are occurring, folks are asked to think about what the Vision looks like as it is being implemented. Those conversations and continuing research will guide pieces of our legislative program, according to Ms. McColl. She noted, for example, as it relates to a flexible and coherent system that is going to guide a lot of thinking about legislation. The vision process has led us to people and has led people to us, according to Ms. McColl.

After November 6, more than half of the legislators in the General Assembly will be freshman and sophomores. There will be record turnovers in part due to redistricting. She explained that it is a big assignment to inform so many new legislators about the work of the State Board and Department of Public Instruction. Vice Chairman McDevitt noted that committee assignments will not occur until after members are sworn in. State Superintendent Atkinson added that the Department is working with strategic partners across the state so that the Department and partners can provide briefings to new legislators about remodeling education.

Announcements/Reminders, and Comments

Chairman Harrison shared that Mr. Martez Hill sent a copy of the Board's Vision to the NASBE Board and it was mentioned several times during NASBE's Annual Conference several weeks ago.

The Chairman also reported that three Board member terms expired on March 31, 2011, and, to date, no action has been taken to appoint or reappoint members. In such cases, board members with expired terms of office continue to serve. However, Board member Tom Speed notified us that this meeting will be his last State Board meeting. Chairman Harrison shared that one of the greatest rewards of being a State Board member has been the privilege to serve with a cast of citizen members who serve this state willingly. He stated that from the outset, Mr. Speed has been a friend and an advisor, as well as a Board member. Chairman Harrison added that his daughter attends Appalachian State University, so he has had the opportunity to meet with Mr. Speed on occasion when visiting there. He shared that he has witnessed first-hand the respect, admiration, and affection that Mr. Speed's coworkers, colleagues, and the community have for him. Mr. Speed has helped many young people through school and has also helped many of them straighten out their lives, in addition to his work on this Board. Chairman Harrison stated that many know that Mr. Speed's father, Mr. James Speed, served one of the longest terms ever in the legislature, so public service – either here on this Board or in his community is something that Mr. Speed learned from his family and adopted for himself.

With that said Chairman Harrison read a resolution honoring Mr. Speed's service and asked that it be included in the minutes.

NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
ROBERT THOMAS SPEED
For His Outstanding Service

June 2003 – October 2012

Whereas, the North Carolina State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who serve public education as members of the Board; and

Whereas, Robert Thomas Speed has reflected many outstanding qualities in an extraordinary manner during his term as a member of the State Board of Education representing Education District Seven; and

Whereas, members of the State Board of Education believe that his compassion for the needs of children and his resolve to serve them in many ways and in many venues is exemplary; and

Whereas, the members of the State Board of Education believe that Mr. Speed's passion and zeal for all matters concerning children across the state has contributed to the strength and unity of the Board as a public body that has modeled the resolve to care for all children equally, showing concern, responsiveness, and commitment to meet their needs; and

Whereas, Board members appreciate and admire the many talents and attributes of Robert Thomas Speed and are proud to know him as an accomplished and admired attorney, community member, and champion of equal access to an outstanding public education for all students regardless of wealth or geography; and

Whereas, the Board is reluctant to lose him as a member and is proud to call him friend;

NOW, THEREFORE, BE IT RESOLVED:

That the State Board of Education commends Robert Thomas Speed for his zeal, his kindness, his generosity, and his service in performing his duties on behalf of public education; and

That as a member of the State Board of Education he has understood, embraced, and communicated how education shapes and controls the future for children, local communities, the state, and the nation; and

That the Board expresses its delight that Mr. Speed will long continue his service to children and to his community and the state of North Carolina through his profession and in his community participation, and wishes for him and his family much happiness in the future; and

That the Board, influenced by Mr. Speed's untiring and unselfish commitment to public education and the State of North Carolina, directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education, and that an appropriately signed copy of this resolution shall be presented to Robert Thomas Speed.

Chairman, State Board of Education

Superintendent, Department of Public Instruction

October 4, 2012

Mr. Speed shared that it was an honor to have served on the State Board of Education, and that he has benefited personally in many ways. He thanked fellow Board members for their friendship.

OLD BUSINESS

No old business was brought before the Board.

NEW BUSINESS

No new business was brought before the Board.

MEETING HIGHLIGHTS

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board members cited everyone present in the room who constantly work on behalf of the student's across our state.

ADJOURNMENT

Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Mr. Kevin Howell, and seconded by Ms. Melissa Bartlett, Board members voted unanimously to adjourn the October 31-November 1, 2012, meeting of the State Board of Education in honor of Dr. Joel Medley who lost his mother this week.