

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
March 6, 2013**

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

Wayne McDevitt, Vice Chairman
Melissa Bartlett
Christine Greene

Shirley Harris
Kevin Howell
John Tate
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Wallace Nelson, Board Member Advisor
Diane Frost, Superintendent Advisor

Patrice Faison, Principal of the Year Advisor
Darcy Grimes, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

In the absence of the Chairman of the State Board of Education, Vice Chairman Wayne McDevitt called the Wednesday session of the March 2013 State Board of Education meeting to order and declared the Board in official session. Vice Chairman McDevitt 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, Vice Chairman McDevitt 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 Vice 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 Vice Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Closed Session

Vice Chairman McDevitt asked for a motion to convene in closed session.

*Upon motion made by Ms. Patricia Willoughby, and seconded by Mr. Kevin Howell the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: *Key Risk Management Services, Inc. v. State of North Carolina, the State Board of Education, and the Department of Public Instruction; and Mr. Jeffrey Sloan v. NCDPI.**

Following adjournment of the Closed Session, Vice Chairman McDevitt requested a motion to adjourn from Open Session.

Upon motion made by Ms. Patricia Willoughby, and seconded by Ms. Shirley Harris, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 7, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
March 7, 2013**

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

Wayne McDevitt, Vice Chairman
Dan Forest, Lt. Governor
Christine Greene
Shirley Harris

Kevin Howell
Reginald Kenan
John Tate
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Wallace Nelson, Board Member Advisor
Diane Frost, Superintendent Advisor
Patrice Faison, Principal of the Year Advisor

Tyronna Hooker, Teacher of the Year Advisor
Darcy Grimes, Teacher of the Year Advisor
Amberly Philips, Student Advisor
Madison Bell, Student Advisor

CALL TO ORDER AND INTRODUCTION

In the absence of the Chairman of the State Board of Education, Vice Chairman Wayne McDevitt called the Thursday session of the March 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, Vice Chairman McDevitt 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. The Vice 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 Vice Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Kevin Howell was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Vice Chairman McDevitt asked for a motion to approve the minutes of the February 6-7, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the February 6-7, 2013, State Board of Education meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION

- **Milken Award Winner**
 - ❖ **Ms. Tiffany Lachenmayr (4th Grade Teacher, Timber Drive Elementary School, Garner, NC – Wake County Schools)**

Vice Chairman McDevitt prefaced this presentation by reminding Board members that this award was cofounded by Lowell Milken in 1987 to reward, retain, and attract the highest caliber professionals to teach in our nation’s schools. Considered by some to be the ‘Oscar’s of teaching,’ the award carries with it an unrestricted financial award of \$25,000 and membership in a network of over 2,500 past recipients from across the nation. Each state’s education department appoints an independent blue ribbon committee to select potential award recipients.

Vice Chairman McDevitt introduced Ms. Tiffany Lachenmayr, a fourth-grade math and science teacher at Garner’s Timber Drive Elementary School in Wake County. Ms. Lachenmayr is a National Board Certified teacher, a grade-level leader, and a member of the school leadership team on which she helps develop the school improvement plan each year. She is also on the reading, writing and math committees; participates in professional development on a regular basis; and serves as a member of the Council of Teachers of Mathematics. Vice Chairman McDevitt shared that Ms. Lachenmayr runs her fourth-grade math and science classroom the same way she runs her own life: with high expectations and a willingness to improve. Students work in collaborative groups following the lessons she models. Strategies she uses are research-based and tailored to their needs. She tracks and analyzes student data throughout the year, and if a student is not meeting his or her targets, she develops and initiates a plan for improvement. She has a deep understanding of special education students and makes sure that they stay on track. Her classroom is open for other teachers to observe, and parents are involved in their children’s learning through a newsletter with tips they can use at home to supplement the lessons taught during the school day.

Vice Chairman McDevitt asked Ms. Lachenmayr to come forward for the presentation of the Milken obelisk. The presentation was photographed. Present in the audience for the presentation were Ms. Lachenmayr’s mother and her principal, Ms. Culberson.

State Superintendent Atkinson spoke briefly about the exciting announcement at Timber Drive Elementary School. She talked about the responses of the student's when they realized that the winner of the Milken award was Ms. Lachenmayr. Dr. Atkinson stated that Ms. Lachenmayr epitomizes great teaching and understands that assessment, instruction, and curriculum are woven together to provide a better opportunity of success for her students. In addition, Lt. Governor Dan Forest commended Ms. Lachenmayr for pouring her life into the lives of her students.

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)

Mr. Levinson directed Board members to the second installment of the bi-annual report to the Joint Legislative Education Oversight Committee, which is due by March 15. Mr. Levinson shared that the highlights of the report are the same highlights he shared with the Board in February. He noted that the details in the report provide a summary of each initiative that Board members can use for other information purposes.

In response to Vice Chairman McDevitt's question about a sustainability plan for the RttT initiatives and transition, Mr. Levinson stated that the Department is working on a plan. He also mentioned that he and Mr. Price met with the Joint Education Appropriations Subcommittee on Tuesday to talk about RttT initiatives and to identify potential funding opportunities. The point was made that there were no obligations to continue funding the initiatives, but there certainly are some successes that the General assembly may want to consider continuing with expansion funding. State Superintendent Atkinson asked Mr. Levinson to talk about the role of the evaluation toward helping the Department determine which items need to be sustained over time. Mr. Levinson stated RttT is halfway through the grant period and that this point was made during the outset of the presentation with the Joint Education Appropriations Subcommittee. He shared that the evaluation counterparts are working with the Department every step of the way by providing formative feedback to help adjust initiatives in process, and they will also provide feedback toward the end of the grant about outcomes. Mr. Levinson stated that the challenge is that many of the outcomes will not be seen until several years after the grant comes to an end. He explained that the Department will share all of the evaluation information we have and the evaluation partners are working to quantify any tangible outcomes that can be attributed to the initiatives; again, this is hard to do since the effect lags the grant period. The update is available electronically on the eBoard under "Reports to the Board."

Race to the Top Professional Development Evaluation Report – Dr. Lynne Johnson (Director, Educator Recruitment and Development) and Dr. Jenifer Corn and Dr. Glenn Kleiman (Friday Institute for Educational Innovation, North Carolina State University College of Education)

This report reflects the professional development initiative in place since the beginning of Race to the Top, which is a year-round cycle of support provided to districts primarily about the roll-out of the new standards and assessments focusing on improving instruction.

Dr. Kleiman set the context for the second annual evaluation report “*Building LEA and Regional Professional Development Capacity.*” He spoke briefly about the challenges of statewide professional development including rapid changes in K-12 education, scale, personalization of professional development, teacher retention, implementing effective professional development practices, and time and resource limitations.

Dr. Corn prefaced her comments about results for Year 2 by speaking briefly about the role of evaluation in RttT, including documenting the activities of the RttT initiatives. She spoke about the collective efforts of UNC-Chapel Hill, UNC-Greensboro and NC State to provide evaluation across the initiatives by providing timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work, and providing summative evaluation results to determine whether the RttT initiatives met their goals and to inform future policy and program decisions.

Dr. Corn identified the four major questions of focus for the evaluation.

Statewide efforts:

- State Strategies: Were RttT professional development efforts implemented as planned?
- Short-term outcomes: What were direct outcomes of state professional development efforts?

Local Outcomes:

- Intermediate Outcomes: What were direct outcomes of state professional development efforts?
- Student Performance: To what extent were student gains associated with RttT professional development?

Dr. Corn explained that because this was such a large study, the report has been divided into two parts: Part I focuses on the statewide face-to-face professional development. The section of the report provides formative feedback about face-to-face professional development efforts for the 2011-12 school year. Part II focuses on local outcomes, which provides a baseline study. It documents outcomes on local capacity to provide high-quality professional development, shifts in local organizational conditions to support RttT priorities, and changes to instructional practice.

In addition, Dr. Corn provided a high-level overview of the annual RttT professional development cycle including the 2012 Summer Leadership Institutes, NCDPI-RESA Regional Sessions and NCDPI Intra-Agency Collaboration. In terms of data, Dr. Corn explained that participants’ perceptions of quality were collected for the Summer Leadership Institutes and Regional Sessions. Using PowerPoint slides, Dr. Corn reviewed some of the data with Board members. She noted that their observations matched the trends in the participants’ responses.

Recommendations for statewide effort, according to Dr. Corn, are to continue commitment to working in the field, encourage LEAs to adopt leadership roles, emphasize to participants the interconnectedness of the RttT priorities, provide increased opportunity for reflection and discussion, reduce redundancy and increase differentiation, and continue to offer LEA team time and opportunities for collaboration. In terms of reducing redundancy and increasing differentiation, Dr. Corn pointed out that this outcome comes from a lack of consistency of the people attending the sessions. She explained that the way the professional development is supposed to work is that the same team from the district attends the summer institutes, the RESA sessions

specific to their content areas and facilitating the work locally. However, for various reasons there are folks coming to the summer institutes that have never been to a RttT RESA session; therefore, there is a lot of playing catch up but not wanting to bore the people that have been coming. She suggested that addressing this issue is an important consideration. Board member Willoughby commended Dr. Atkinson and staff for providing incredible customer service and that the Department should be proud of the results.

Dr. Corn fielded a couple of clarifying questions specific to the statewide data. She spoke about the sheer scope of providing professional development to more than 100,000 educators and about the District and School Transformation work of professional development. She noted that there are 28 RttT charter schools. A brief discussion occurred about the challenge of sustaining professional development because of funding. Board member Harris spoke about the loss of the NC Teacher Academy as well as funding cuts to NCCAT and other entities that provided professional development. She stated that folks need to be mindful that the Department cannot be expected to be all things for all people regarding professional development.

As it relates to the local outcomes baseline study, Dr. Corn spoke about shifts in organizational conditions, and practices related to new standards (most frequently used practices and least frequently used practices). Twenty-seven schools have been identified to serve as a longitudinal study. Dr. Corn spoke briefly about this effort and North Carolina's use of the Professional Learning Communities (PLCs).

Next steps involve shifting focus to local outcomes, according to Dr. Corn. Over the past two years, focus has been on the Summer Institutes and RESA Sessions. For Years 3 and 4, the focus will be on what is changing locally and how folks are implementing professional development strategies locally. One of the outcomes is to build local capacity and build their own local quality professional development.

STATE SUPERINTENDENT'S REPORT

Think Tank on Early Learning to Develop Formative Assessments

A group of 22 education experts gathered at Duke University to kick off a six-month think tank on assessing the educational needs of young children and students in the early grades. The think tank, launched February 12, is sponsored by the State Superintendent and will be co-chaired by John Pruette, who directs the N.C. Department of Public Instruction's Office of Early Learning and Duke University Center for Child and Family Policy Director Kenneth Dodge.

Dodge said the new measures would help create a more complete picture of children's progress in the early grades. For individual children, information about their development and learning is critical to their future success.

The panel will explore what is critical to assess within multiple domains of learning and development (e.g. emotional/social, health and physical, academics) and how these areas can be appropriately and efficiently assessed in the early grades beginning at kindergarten entry.

The group's recommendations will be used to craft a formative assessment that will be used in grades K-3 across North Carolina. The goal is to create more than measurements. Instead, each child's assessment will guide daily instructional practices tailored to that child's needs.

Special Honors and Awards

➤ **Mooresville Superintendent Receives National Honors**

Dr. Mark A. Edwards, superintendent of Mooresville Graded School District, has been named the 2013 American Association of School Administrators National Superintendent of the Year. Edwards was honored at the opening ceremony of the AASA National Conference on Education in Los Angeles. Now in its 26th year, the awards program is co-sponsored by AASA, ARAMARK Education and VALIC.

Dr. Edwards is the second North Carolina local school district superintendent to be named National Superintendent of the Year. Bill McNeal, former superintendent of Wake County Schools, received this honor in 2004. Another National Superintendent of the Year, Dr. Heath Morrison is the superintendent of Charlotte-Mecklenburg Schools. Dr. Diane Frost, superintendent of Asheboro City Schools was among the top-four finalists in 2012.

Dr. Atkinson noted that Dr. Edwards will be invited to a Board meeting to recognize the honor he has brought to the state.

➤ **Milken Award Winner Recognized**

The State Board of Education and the NC Department of Public Instruction are pleased to recognize Tiffany Lachenmayr, a fourth grade math and science teacher at Timber Drive Elementary School in Garner (Wake County Public School System), as North Carolina's latest Milken Family Foundation National Educator Award winner and the recipient of a \$25,000 prize.

Ms. Lachenmayr is among the nation's 40 most recent recipients of the Milken Family Foundation National Educator Award, which carries with it an unrestricted financial award of \$25,000 and membership in a network of over 2,500 past recipients from across the nation.

➤ **2013 Distinguished Educator**

Dr. Rebecca Garland was selected for this award by the North Carolina Association for Supervision and Curriculum Development. This award is presented to a member of the association who has made significant contributions in the areas of curriculum and instruction as a teacher or administrator as attested by (a) innovative program initiation, (b) improved or increased achievement or performance of students, and (c) a demonstrated increase in the efficiency and effectiveness with which fiscal, human, and/or physical resources are used.

➤ **Lou Thompson Distinguished Service Award**

During a recent North Carolina Association of School Business Officer (NCASBO) meeting, Mr. Philip Price received the Lou Thompson Distinguished Service Award, which is the highest award presented by the organization to a school business professional each year.

ACT College and Career Readiness Awards Launched

ACT has launched an annual College and Career Readiness Campaign working with top state officials to celebrate achievement and create awareness around the goal of college and career readiness for all. North Carolina is one of seven states that ACT is partnering with this year.

ACT’s Celebrating Achievement campaign involves the creation of a new annual awards program at the state and national levels, and provides an opportunity for the Department of Public Education and the State Board of Education to recognize across the education and workforce continuum, exemplary college and career readiness efforts of a student, a high school, an employer, and a community college.

A specially designed award will be presented to each of the four winners at the April, 2013, meeting of the State Board of Education. In addition, these award winners will then compete for national honors. Should any of North Carolina’s four award winners be selected as a national winner, they will be flown to Washington, DC, for the ACT Awards National Gala on May 21, 2013. ACT covers the cost of the travel.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- NC PTA Healthy Living Conference, Raleigh
- Emerging Issues Forum, Raleigh
- Innovators in Digital Learning Award, South Elementary School, Mooresville
- Love the Bus event, Ellenboro Elementary School, Forest City
- Innovators in Digital Learning award presentation, East Rutherford High School, Forest City
- K-3 Assessment Think Tank kick-off, Durham
- NCCAT Joint Spring Work Session, Morrisville
- Literacy Day remarks, River Road Middle School, Elizabeth City
- Education Foundation of Elizabeth City-Pasquotank Public Schools, Elizabeth City
- North Carolina Chamber Government Affairs Conference, Raleigh
- NC A&T Common Core Conference, Greensboro
- NC Association of Career and Technical Education Legislative Policy Seminar, Raleigh
- National Title I Distinguished School recognition ceremony, Bethel Elementary School, Canton
- Innovators in Digital Learning award presentation, Murphy High School, Murphy
- Students@Work visit, Martin Middle School, Raleigh

RttT Monthly Highlights of Activities Completed

RttT Management (includes Project Management, Budget, and Communications):

- Provided monthly RttT status report to State Board of Education (SBE), 2/7/13; included discussion of USED Release of Year 2 Annual Report
- Briefed House Education Committee on READY/RttT Design & Accomplishments on 2/19/13
- Continued approval of Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved five amended DSWs in February; 112 LEA/Charter School amended DSWs have been approved since 7/1/12
- Conducted six LEA/Charter School formal site visits as part of the RttT Monitoring process (the remaining three site visits are scheduled to be completed by 3/31/13)

- Continued planning third round of READY Outreach meetings; established that they will be conducted via webinar in April 2013, with focus around Home Base, new accountability model, and new assessments
- Met regionally with local Superintendents (1/29-31/13) to update them on fall implementation of Measures of Student Learning/Common Exams, the General Assembly's A-F Accountability Model, and Home Base
- Continued working with Home Base vendors and DPI PowerSchool transition team to ensure successful launch of Home Base (including PowerSchool and Instructional Improvement System components)

Standards & Assessments:

- Reviewed items for Measures of Student Learning (MSLs)/Common Exams
- Delivered presentations to the NC Association of Educators regarding resources for the Common Core and NC Essential Standards (1/29/13)
- Continued developing and organizing materials for the Common Core Literacy Standards for Science, Social Studies, History and the Technical Subjects Module – Part II
- Completed two days of training with NCDPI staff and the Tennessee Department of Education staff on the Analysis of Student Work for World Languages, Health/PE and the Arts (1/28-29/13)
- Prepared training for school district staff on the Analysis of Student Work for World Languages, Health/PE and the Arts (pilot beginning this spring)
- Completed RESA trainings in all eight regions of the state for the NC Essential Standards in Science, Common Core ELA for Media Specialists, and Round 2 of the Common Core ELA training on the use of Quality Rubrics (See the professional development calendar at <http://www.ncpublicschools.org/profdev/calendar/>)
- Provided professional development (PD) on the Common Core State Standards and the NC Essential Standards at the NC Communities in Schools Mid-Winter Conference (1/30/13)
- Provided documents to High School (HS) Math Task Force (includes DPI, LEA, and University representatives) regarding the recommendation for the organization of the Common Core Math Standards for HS courses
- Worked with the Career and Technical Education (CTE) textbook committee to include the elements of the Common Core Literacy Standards in the review process of materials for textbook adoption
- Completed Curriculum & Instruction Division book study on [The Core Six: Essential Strategies for Achieving Excellence with the Common Core](#) (based on Common Core Literacy Standards).. The book will be shared with districts
- Co-Led a two-day meeting with internal staff and school district representatives to align CTE course work with Common Core Math (2/4-5/13)

Data Systems to Improve Instruction:

- Continued developing and implementing the Home Base Communications Plan
- Planning and delivering communications for LEAs/Charters around Tech Readiness
- Planning communications for Home Base training for SIS and IIS components
- Delivering updates about Home Base through regional READY meetings;, meetings with user and stakeholder groups, and instructional and technical webinars
- Speaking to groups such as superintendents and technical directors at Regional Roundtables, and in districts across the state about Home Base

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- Keeping the Home Base website current with the most up-to-date information available
- Sending out a biweekly update on Home Base to teachers, principals, superintendents, user groups, technical staff, LEA staff, RESA groups and more
- Continued efforts to identify, tag, and align to standards content for Home Base; worked with other states, such as New York, Massachusetts, Wisconsin, Georgia, and Ohio, and other external organizations, such as the United States Department of Education (USED), Institute for the Study of Knowledge Management in Education (ISKME), Achieve and Creative Commons, to identify common metadata tags and values to better facilitate efficient cross-state sharing of resources; continued rubrics training for Curriculum and Instruction staff
- Prepared to populate the Learning Object Repository (LOR) with tagged content; on track to get the initial import of items out of Center for Urban Affairs and Community Services (CUACS) and into the LOR by March 31, 2013; metadata locked down and workflow moderation protocols completed; software platform upgraded to correspond to the needs of the IIS vendor
- Finalized Data Guide for posting on the Home Base website (www.ncpublicschools.org/homebase) by 2/28/13
- Continued work on the second round of Data Modules; the modules, along with the Data Guide, are designed to help educators better know how to use the data that will be available in Home Base
- Continued work with the Shared Learning Collaborative, now rebranded as inBloom, and Guilford County Schools on the Shared Learning Infrastructure (SLI) pilot
- Worked closely with both vendors on discovery, work plans, and design for the IIS components of Home Base

Great Teachers & Principals:

- Completed assessment blueprints, item generation, item review, and form review for spring 2013 (MSLs)/Common Exams; gathered feedback on administration of fall 2012 MSLs/Common Exams and began revisions for spring administration
- Gathered completed participant self-assessments (by 1/15/13) and mid-year reviews (by 2/15/13) for validation study of evaluation instruments for instructional technology facilitators, school library media coordinators, school counselors, school psychologists and school social workers
- Released teacher evaluation dashboards to more than 80,000 educators in North Carolina; dashboards provide Standard 6 ratings and integrate the growth data with the other evaluation standards
- Held two regional trainings for teams of teachers, principals, and district staff members from districts that participated in the student survey pilot program
- Selected eleven districts for participation in Kindergarten-Grade 2 MSL pilot and reviewed texts to be used in the pilot program
- Held internal training and work session for Student Growth Portfolio pilot for Healthful Living, the Arts, and World Languages; selected teachers for participation in spring 2013 pilot program
- 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 will be completed by 6/30/13)
- Continued recruitment for Cohort 3 of SLA and PTLA (candidates will be selected by 6/30/13)
- Continued recruitment for 2013 TFA corps members (candidates will be selected by 4/30/13)
- Continued providing coaching and support for North Carolina Teacher Corps (NCTC) Cohort I participants; NCTC participants will continue to receive training and mentor support through 6/30/13

Continued recruiting for NCTC Cohort II (as of 2/1/13, 53 completed applications have been received for consideration, and the second round of interviews will be conducted in March with qualified candidates); NCTC staff has participated in eight college/university recruitment fairs and have plans to participate in 20 more this spring

- Continued providing support for Cohorts I and II of the New Teacher Support Program (NTSP); ongoing mentor support provided by UNC-GA coaches from UNC-Charlotte, UNC- Greensboro and East Carolina University
- Presented the IHE Report Card to the North Carolina State Board of Education (NCSBE) on 1/7/13 and is currently available to the public at <http://apps.schools.nc.gov/ihereportcards>; NCDPI will continue to refine and update the IHE Report Card this spring to ensure that all data are accurate
- Began conducting Kenan Fellow candidate interviews with selections to be made by 4/30/13; 20 RttT Kenan Fellows will be working on curricular projects and professional development in three major areas related to implementation of the Common Core State Standards, Home Base, and educator effectiveness
- Began hosting two sections of the NC Professional Teaching Standards module as a facilitator-led course through Learn NC
- Continued development of Phase III Online Modules scheduled for release by 6/30/13
- Continued Summer Institutes 2013 planning with agency-wide collaborative teams
- Continued planning with Friday Institute partners on NC Learning Technology Initiative (NCLTI) to develop agency-wide professional development framework for increasing NCDPI staff ability to support technology-enhanced instruction in schools
- Posted announcements to hire up to 15 RttT PD Special Project Contractors to work in the areas of NC Educator Evaluation System, Coaching, and Online Facilitation

NC Virtual Public Schools:

- Enrolled 147 new students in the pilot mobile courses for the spring 2013 semester (Earth/Environmental Science: 51; Forensic Science: 46; Integrated Math I: 50)
- Identified engineering faculty to both review new course content as it is developed and aid in the revision of previously-developed course content Completed the draft of Virtual STEM 101 iBook that will serve as a guide for new teachers and schools about Virtual STEM; final reviews of the iBook will be done throughout the month with NCVPS team before release in March 2013.

Turning Around the Lowest-Achieving Schools (TALAS):

- Completed Comprehensive Needs Assessments (CNA) at:
 - Bearfield Primary, Hertford Early College, Ahoskie Elementary, CS Brown High School and Hertford County High School in Hertford County Schools
 - District CNA for Durham Public Schools
- Continued work on hiring for RttT positions:
 - School Transformation Coach for Warren County expected to be hired by the end of February
 - 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
- Continued collaboration and coordination with Great Teachers & Principals project team in the implementation of the Northeast Leadership Academy, Sandhills Leadership Academy and Piedmont Triad Leadership Academy

- Continued providing coaching and support to North Carolina Teacher Corps and the New Teacher Support Program as they continue working with TALAS schools and districts
- Continued working collaboratively to provide shared schools with the best possible assistance from school transformation coaches and priority school quality reviewers; more than 50% of the Priority Schools are schools on the RttT TALAS list
- Held Professional Development for School Leaders Session 9, which concentrated on the vital transformation component of recruiting and retaining qualified teachers; main focus of the day was guest speaker Tim Daley and TNTP's article "The Irreplaceables;" also, Bethel Elementary School's Principal Jill Barker, whose school just won the National Title I Distinguished School Award, spoke to approximately 200 school leaders about her recruitment and retention strategies in a rural school district
- Continued planning for April's Professional Development for School Leaders Session 10, which will dissect components 9 and 10 of Transformation/Turnaround which relate to family and community engagement and as schools partnering to provide social-emotional and community-oriented services and supports
- Continued planning for March's three regional workshops that will be conducted by Marstrats and will include HR directors and central office personnel that are involved in the recruiting and retaining of educators at the 38 districts that contain TALAS schools
- Scheduled a conference call for March 22 for the 38 superintendents whose districts are part of this initiative to review progress and strategy for remainder of grant with the state superintendent and director of District and School Transformation

NC Education Cloud:

- Continued working with NC ITS to award Identity and Access Management Request For Proposal (RFP)
- Continued discussions with NC ITS to move Voice-over Internet Phone (VoIP) and Mobile Device Management RFPs for bidder response
- Completed proof of concept work for performance management solutions
- Began work with NCSU TOPS to test content and metadata tags for import into the NC Learning Object Repository (LOR)
- Continued effort to migrate workflows regarding NCSU TOPS content to the new NCLOR platform
- NCSU iTNG Group is working with the Human Resource Management System (HRMS) Steering Committee to explore solutions to enhance or replace HRMS

Science, Technology, Engineering & Math (STEM):

- Continued development of 2nd-year courses. Curriculum designers are working to finalize multimedia components and copyright clearance for the first courses. File formats have been refined to prepare first course for teacher review (NC School of Science and Mathematics, or NCSSM)
- Provided one day of leadership coaching for principal at Northeast Regional School (Anchor) and eight days of leadership coaching at eight of the 16 Affinity Network schools (NC New Schools)
- Provided 18 days of instructional coaching at the four Anchor Schools (seven days at Early College EAST, two days at Durham City of Medicine Academy, six days at Wake NC State STEM ECHS and three days at the Northeast Regional School) and 61 days of instructional coaching at 15 of the 16 Affinity Network schools (NC New Schools)
- Provided two days of professional development through Learning Lab Initiative study visits on 2/7-8/13 (NC New Schools)

- Provided five days of professional development through Secondary Lenses on Learning sessions: 2/5-6/13 and 2/13-15/13. Anchors: City of Medicine and Northeast Regional attended and Affinity Network Schools: Bertie, Wallace Rose, Valley Academy, Davie, Southern Durham, STEM Early College NC A&T, and Middle College at UNC-G attended (NC New Schools)
- Convened three Leadership Innovation Network group meetings for school administrators on 2/12/13 and 2/25/13, with one planned for 2/27/13 (NC New Schools)
- Convened representatives of the four Industry Innovation Councils on 2/5/13 to plan and recruit companies to provide industry-linked learning for educators on STEM Day, 6/24/13 (NC New Schools)

Evaluation:

- Opened the third annual statewide Omnibus Survey to teachers and principals for spring 2013
- Began second annual series of visits to each of the state's eight regions to present on evaluation progress to date and to field questions from LEAs (through 3/13/13)
- Overall Impact Evaluation Team and NCDPI Leadership began meeting to finalize the Scope of Work for this last, summative component of the evaluation
- Finalized and posted three reports (North Carolina Regional Leadership Academies: Final 2012 Activity Report; Professional Development, Year 2: Local Outcomes Baseline Study; and Professional Development, Year 2: Statewide Face-to-Face Professional Development Formative Evaluation)
- Submitted one report (LEA RtT Expenditures: Analysis of Fund Use and Expenditure Patterns) for initial review

Legislative Update

Superintendent Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu shared that last week House Speaker Tillis invited educators (superintendents, principals, and teachers) to come to the General Assembly to address issues such as eliminating discretionary cuts, opposing tax credits and vouchers, school performance grades legislation, technological devices/digital learning, charter schools, etc. Ms. Beaulieu invited members of the Board who were present during these meetings to share their impressions about that experience. Dr. Frost shared that there was a good turnout of superintendents with a productive exchange with Speaker Tillis, noting that he was generous with his time. Ms. Beaulieu stated that one encouraging point is that Speaker Tillis has formed workgroups among all of the educators who attended the meetings last week with plans going forward to continue that dialogue with the Speaker and other members of the House.

Ms. Beaulieu highlighted the following list of education-related legislation introduced over the past two weeks. She drew attention to a one-page handout, which is also posted on the State Board website.

House Bills

HB 20 Joint Session/State Board of Education (SBE) Confirmation

- Ratified–Joint Session on the Governor's appointees to SBE is forthcoming

HB 23 Digital Learning Competencies/School Employees

- Passed House
- Senate Education Committee approved revised bill

HB 44 Transition to Digital Learning in Schools

- Passed House
- Senate Education Committee approved

HB 97 Lottery Funds Used for Digital Learning/SB 119

- House amended and passed last week
- Referred to Senate Committee on Rules and Operations

HB 127 Arts Education as a Graduation Requirement/SB 68

HB 129 Local Flexibility Re: School Calendar

HB 144 Homeschool Education Income Tax Credit

- Referred to the House Committee on Education, if favorable, Finance, if favorable, Appropriations

HB 146 Back to Basics

- Referred to the House Committee on Education, if favorable, Appropriations

HB 162* Lengthen Replacement Cycle for School Buses

- Referred to the House Committee on Transportation, if favorable, Education

HB 228* Homeschoolers Participate in School Sports

- Ref to the House Committee on Education, if favorable, Finance

Senate Bills

SB 10 Government Reorganization and Efficiency Act

- Conference Committee appointed this week

SB 16 Revoke License for Passing Stopped School Bus

- Passed Senate
- Referred to the House Committee on Transportation

SB 42 Charter School/Govt. Unit

- Passed Senate
- Referred to House Committee on Finance

SB 138* Bible Study Elective

- Referred to the Committee on Rules and Operations of the Senate

SB 189* Amend Law Defining Home Schools

*New bills filed this/last week

In response to a question about the Charter School Advisory Council and how it affects the process going forward, State Superintendent Atkinson shared that, should the bill pass, the Advisory Committee appointees that serve the State Board of Education will be eliminated in statute, the Department has Plan B ready with another set of individuals who will provide non-partial and objective review of all of the charter applicants. Ms. Beaulieu added that the Department understands there are additional charter bills to be filed and anticipates further guidance from the General Assembly about how to address this issue.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

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

INFORMATION

TCP 4 – Report on Regional Leadership Academy Progress Update

Policy Implications: N/A

Presenter(s): Mr. Maurice Greene (Superintendent, Guilford County Schools), Mr. Robert D. Locklear (Principal, St. Paul's Elementary School, Robeson County), Dr. Bonnie Fusarelli (Executive Director, Northeast Leadership Academy), Dr. Donna Peters (Executive Director, Sandhills Leadership Academy), and Ms. Anna Brady (Executive Director, Piedmont Triad Leadership Academy)

Description:

On Wednesday, March 6, 2013, State Board of Education members received a report on the evaluation of the Regional Leadership Academies (RLA) from NC State University's Friday Institute evaluation staff. On Thursday, March 7, 2013, State Board members will hear the Guilford County Superintendent and the leaders of three of North Carolina's Regional Leadership Academies share their experiences with the program and what they foresee for the future of the program.

The Regional Leadership Academies are a part of the Race to the Top initiatives. As such, they were designed to increase "the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas." The RLAs are to be "approved for certifying principals" and will "provide a new model for the preparation, early career support, and continuous professional development of school leaders." Today's presenters will each report on their experiences with the program and its results at this point in time.

Recommendations:

N/A

Discussion/Comments:

- Prior to introducing the presenters for this presentation, TCP Committee Chair Shirley Harris recognized Board member John Tate for comments. Mr. Tate spoke briefly about the significant impact of the Regional Leadership Academies on the state in terms of growing principals in North Carolina.
- Using a PowerPoint presentation, Dr. Lynne Johnson reminded Board members that during the TCP Committee meeting on Wednesday, Dr. Kathleen Brown presented the initial findings on Year 1 regarding recruitment, selection, training, and placement. She explained that the Board will hear today from several distinguished practitioners to talk about their experiences with the Regional Leadership Academies.
- Dr. Bonnie Fusarelli (Executive Director, Northeast Leadership Academy) spoke about the future of the Regional Leadership Academies, the importance of the State Board investing in human capital, noting that this conversation is really about the economic future of our state.

The RLAs are customized to meet the needs of aspiring leaders in the local school's context. Dr. Fusarelli explained that the most fundamental part of the RLAs is to get the people right; tap into new pools of talent; and focus resources on energized, committed, passionate individuals who want to make a difference. She noted that the program is currently made up of long-time teachers, lateral entry teachers, and Teach for America alumni. In order to provide perspective, Dr. Fusarelli spoke about several real-life teachers as examples of tapping into new talent. She spoke about the personal risks and sacrifices required to become a part of the Regional Leadership Academies.

- Dr. Donna Peters (Executive Director, Sandhills Leadership Academy) stated that the RLAs prepare a pipeline of highly effective principals. She provided an overview of the key features in the RLAs including a rigorous recruitment and selection process, full-time internships, leadership development, intensive coaching and ongoing support.
- Dr. Maurice "Mo" Green (Superintendent, Guilford County Schools) prefaced his presentation by providing demographic information about Guilford County Schools to set the context for his comments. Dr. Green spoke about Oak Hill Elementary School as an example to talk about why leadership matters. In 2009, Oak Hill Elementary was one of the lowest-performing schools in the state with a 24.9 percent performance composite (one out of every four students performing on grade level.) More than 90 percent of the students were eligible for free and reduced lunch, there was limited parent and community involvement, and a student body with multiple languages spoken. Ms. Patrice Faison (NC Principal of the Year and State Board Advisor) was asked to turn Oak Hill Elementary around. In 2011-12, under Ms. Faison's leadership, the performance composite was just over 70 percent with the same student body. Dr. Green noted that Guilford County also had the most low-performing schools in the state in 2009. As schools have turned around, the district has found that it takes a great leader to make it happen and that is why Regional Leadership Academies matter. He noted that it is exceedingly difficult to find leaders who can turn around low-performing schools with significant challenges. The RLAs are needed to provide opportunities for individuals who are out there to be selected and trained to do the most difficult work of all as turnaround specialists. Dr. Green emphasized the key components of the RLAs noting that specifically critical to the success of the RLAs is recruitment and selection. In addition to the opportunity to work with fellow principals, Dr. Green noted the opportunity for participants to draw a full salary while going through the program makes a tremendous difference. In concluding remarks, Dr. Green shared that Guilford County Schools launched its strategic plan in January. In that plan it is clearly stated that the Piedmont/Triad Leadership Academy must be a clear strategy moving forward.
- Mr. Robert Locklear (Principal, St. Pauls Elementary School, Public Schools of Robeson County) spoke on behalf of the Sandhills Leadership Academy and provided a mentor principal's perspective about how the RLAs Impact Schools. Currently serving in his third turnaround school, Mr. Locklear stressed the need for the academies and internships. He spoke specifically about the two interns he has personally mentored, Ms. Christy West and Ms. Joyce Marks. He explained that both of these individuals have gone through a rigorous selection process and are currently involved in a year-long residency experience in his school where there is constant feedback and support. He stressed that these two individuals will one day impact turnaround schools because they have had the opportunity to experience best practices, and they have a multifaceted support system, which will enable them to facilitate high-quality teaching and learning in low-performing schools.

- Ms. Anna Brady (Executive Director, Piedmont Triad Leadership Academy) spoke about the lessons learned. She stated that no one really understands how to do anything until they have done it. Using a personal example, Ms. Brady explained that prior to becoming the Executive Director of the Piedmont Triad Leadership Academy, all of her positions in education have been through lateral entry – school social worker, school counselor, assistant principal, and principal. She shared that most of the individuals who have been selected and identified for the RLAs are risk takers who are leaving their classrooms with the desire to work in leadership positions to work in high-need schools, high-poverty schools, etc. She shared that the Piedmont Triad RLA has 41 interns that have made over 500 coaching site visits over the past year to provide the type of service and wrap-around services needed in turnaround schools.
- Vice Chairman McDevitt thanked all of the presenters for their leadership and for providing a deep-dive into the work of the RLAs.
- There was no further discussion.

Prior to continuing the work of the Board, Vice Chairman McDevitt announced that State Superintendent June Atkinson was recognized with the Lifetime Achievement Award from NC DECA during its annual meeting last week.

CONSENT AGENDA

Vice Chairman McDevitt 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.

Vice Chairman McDevitt noted two items for consideration on the consent agenda, which had some technical revisions. Vice Chairman McDevitt and asked if any Board members wanted to remove any items from the Consent Agenda. Hearing no requests, Vice Chairman McDevitt asked for a motion to approve TCP 5 – Deletion of SBE Policy # TCP-3-003; and TCS 4 – Report to the Joint Legislative Education Oversight Committee – School Calendar Pilot Program.

Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the Board voted unanimously to approve TCP5 – Deletion of SBE Policy # TCP-C-003 and TCS 4 – Report to the Joint Legislative Education Oversight Committee – School Calendar Pilot Program, as presented.

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

CONSENT

TCP 5 – Deletion of SBE Policy # TCP-3-003

Policy Implications: SBE Policy # TCP-C-003; APA #16 NCAC 6C.0501

Education Building, Raleigh	Thursday, March 7, 2013	Board Room, 9:00 AM
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Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness Division, Academic Services and Instructional Support), and Ms. Jennifer Preston (Race to the Top Project Coordinator for Educator Effectiveness, Academic Services and Instructional Support)

Description:

The State Board of Education last revised TCP-C-003 in 2001. Since that time, the State Board of Education has adopted the North Carolina Educator Evaluation System, and districts across the state are using the constituent rubrics and processes to evaluate teachers and school administrators.

The policy refers to an older performance evaluation instrument and processes that are no longer current. As such, it is recommended that the State Board of Education delete this policy and initiate the process to repeal the rule from the North Carolina Administrative Code, pursuant to the Administrative Procedure Act.

Recommendations:

The State Board of Education is asked to approve the deletion of TCP-C-003.

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

CONSENT

TCS 4 – Report to the Joint Legislative Education Oversight Committee – School Calendar Pilot Program

Policy Implications: General Statute § 115C-84.2; SL 2012-142

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

Description:

SL 2012-142 SECTION 7.4 The State Board of Education shall establish a school calendar pilot program in Wilkes County Schools, Montgomery County Schools, and Stanly County Schools. The purpose of the pilot program is to determine whether and to what extent a local school administrative unit can save money during this extreme fiscal crisis by consolidating the school calendar. Notwithstanding G.S. § 115C-84.2(a)(1), the school calendar for the 2011-12 calendar year for the pilot school systems shall include a minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months.

The State Board of Education shall report to the Joint Legislative Education Oversight Committee by March 15, 2013, on the administration of the pilot program, cost savings realized by it, and its impact on student achievement.

Only Wilkes County has utilized the calendar flexibility and is in its fourth year of implementation.

Recommendations:

It is recommended that the State Board of Education accept the report.

ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

ACTION

GCS 1 – Implementation of the North Carolina General Assembly’s Read to Achieve Program

Policy Implications: General Statute § 115C-83.1

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

Section 115C-83.1 of the 2012-13 budget law (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-14 school year. The goal of this program is “to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The statewide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-13 school year for full implementation in 2013-14. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-15 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

Recommendations:

State Board of Education members are asked to accept the proposed policy.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about the General Assembly’s Read to Achieve Program. She reminded Board members that the goal is to have all students reading by the end of third grade and that this is a shortened and clarified version of the policy discussed last month.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the State Board voted unanimously to accept the proposed policy as presented. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – 2013 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

Policy Implications: General Statute § 115C-85-86.93; SBE Policy # GCS-H-000, GCS-H-001, GCS-H-006, GCS-H-007; and APA # 16 NCAC 6D.0204.0205.0206

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Donna Brown (Director, Federal Program Monitoring and Support)

Description:

The *2013 Invitation to Submit Textbooks Evaluation and Adoption in North Carolina* is submitted each year to the State Board of Education for approval. The *2013 Invitation* contains adoption information for Career and Technical Education. The *2013 Invitation* also includes rules and regulations based on General Statutes, Administrative Code, and State Board Policies that govern the adoption process. As directed by State Board Policy # GCS-H-007, the *2013 Invitation* has been reviewed by General Counsel to the Board.

Each year, the *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* goes to publishers to request submission of textbooks/instructional materials for evaluation. The *Invitation* outlines procedures and timelines for the textbook adoption process. Prior to the *Invitation* being issued (also known as the call letter), a Curriculum Review Committee reviews relevant curricula and develops the criteria for submission of materials. The criteria are included in the call letter that is sent to publishers the following April. Evaluation sheets are written using the same criteria.

The statewide adoption process offers one way for schools to have access to quality instructional materials at the lowest prices available. The entire adoption process stresses compatibility with the *North Carolina Standard Course of Study* and the appropriateness of the materials for the teachers and students who are end users.

Recommendations:

The State Board of Education is requested to approve the *2013 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* at its March 2013 meeting for the curriculum as presented.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about this issue. Chair Willoughby reminded Board members of the very broad definition of textbooks to include all kinds of educational materials.
- There was no further discussion.

<p><i>Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Shirley Harris, the State Board voted unanimously to approve the 2013 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. (See Attachment GCS 2)</i></p>
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ACTION ON FIRST READING

GCS 3 – Changes to Policy Providing Annual Performance Standards Under the READY Model

Policy Implications: SBE Policy # GCS-C-002; APA # 16 NCAC 6G.0312; and No Child Left Behind (NCLB)

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

Description:

SBE Policy # GCS-C-021 is revised to reflect the READY accountability model being implemented in 2012-13. The READY model's indicators were adopted by the State Board of Education in December of 2011. The indicators include end-of-grade and end-of-course performance data for all schools, with additional measures for high schools: Algebra II/Integrated III successful completion rates, four and five graduation rates, ACT performance data, and WorkKeys performance data. The policy has been revised to specify (1) the adopted indicators, (2) the use of EVAAS for the school accountability growth measure, and (3) Elementary and Secondary Education Act flexibility requirements.

Recommendations:

The department recommends that the amendments to policy GCS-C-021 be approved and that the APA process be initiated.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about this issue. Chair Willoughby noted that these are changes to the policy around the annual performance standards under the READY model. These were the indicators adopted previously – the use of EVAAS for the school accountability growth measure and the ESEA flexibility requirements.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the State Board voted unanimously to approve the policy amendments to SBE Policy # GCS-C-021 and that the APA process be initiated. (See Attachment GCS 3)

ACTION ON FIRST READING

GCS 4 – Approval of the School Improvement Plans for the North Carolina Residential Schools for the Deaf and Blind

Policy Implications: Session Law 2012-142, Section 7.3

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The Residential Schools for the Deaf and Blind (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson) seek approval from the State Board of Education of their School Improvement Plans for 2013-2016. A .pdf version of each plan is attached; a copy of the School Improvement Plans for each of the

three schools can be accessed at the Education Services for the Deaf and Blind website <http://www.esdb.nc.gov> (click on “School Improvement Plans” link to the left; click on the plan you wish to view.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the School Improvement Plans for the residential schools for the deaf and blind as presented.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about the School Improvement Plans.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the State Board voted unanimously to approve the School Improvement Plan for the residential schools for the deaf and blind as presented. (See Attachment GCS 4)

NEW BUSINESS

Under New Business, GCS Committee Chair Patricia Willoughby reported that the GCS Committee received an updated on the proposed policy from the North Carolina Community College System using the high school transcript GPA and/or standardized test scores for placement.

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

ACTION

TCP 1 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs

Policy Implications: SBE Policy # TCP-B-003

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

Description:

In January 2008, the State Board of Education adopted a proposal for a new program approval process. As part of the new process, Institutions of Higher Education (IHEs) were required to revision their teacher education and school executive preparation programs to meet the new standards adopted by the State Board and to submit their proposals, known as Blueprints, for their new programs leading to licensure. These Blueprints were reviewed by trained teams of public school practitioners, content experts, and higher education faculty. In December 2009, August 2010, and December 2010, the State Board approved revised undergraduate and graduate programs. This list includes IHEs seeking State Board approval to add new licensure areas.

Recommendations:

It is recommended that the programs on the updated list be approved by the SBE.

Discussion/Comments:

- TCP Committee Chair Shirley Harris explained that this item is a continuation of the revisioning of teacher education and school executive preparation programs in the IHEs.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the State Board voted unanimously to approve the new licensure areas in undergraduate and graduate traditional programs as presented on the updated list. (See Attachment TCP1)

ACTION ON FIRST READING

TCP 2 – Final Decision in Contested Case: Jeffrey Sloan v. NCDPI, 11EDC 14077

Policy Implications: General Statute § 150B-36

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

Description:

Mr. Jeffrey Sloan filed a petition with the Office of Administrative Hearings contesting the decision to revoke his North Carolina teaching license. The Administrative Law Judge upheld the agency's action.

Recommendations:

The State Board is asked to issue a Final Agency Decision in the contested case.

Discussion/Comments:

- TCP Committee Chair Shirley Harris explained that TCP 2 was a closed session item. She reported the results which are reflected in the motion.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the State Board voted unanimously to adopt the Administrative Law Judge's decision in the case of Mr. Jeffrey Sloan as its Final Agency Decision. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Educator Effectiveness Policies for School Year 2012-13

Policy Implications: SBE Policy # TCP-C-006; APA #16 NCAC 61.0504

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director, Educator Effectiveness Division, Academic Services and Instructional Support), and Ms. Jennifer Preston (Race to the Top Project Coordinator for Educator Effectiveness, Academic Services and Instructional Support)

Description:

In March 2012, the State Board of Education approved the components of the sixth standard of the North Carolina Teacher Evaluation System and the eighth standard of the North Carolina School

Executive Evaluation System for school year 2011-12. The sixth and eighth standard ratings for school year 2011-12 are baseline data only; they are not included in the three years of data required for a teacher or school executive to receive an overall status of in need of improvement, effective, or highly effective.

Based on data analysis of 2011-12 sixth and eighth standard ratings and feedback from educators, the Department of Public Instruction recommends the following adjustments to the sixth and eighth standard components for school year 2012-13:

- **Sixth standard based only on individual teacher's students' growth.** During school year 2011-12, the inclusion of school-wide growth lowered the sixth standard ratings of thousands of high-performing teachers working in low-performing schools. To avoid this unintended consequence and remove policy barriers to the movement of highly effective teachers to low-performing schools, the Department of Public Instruction recommends that the sixth standard for school year 2012-13 is based only on the growth value derived from the students for whose growth a teacher is directly responsible.
- **School-wide growth value used for principals to include all available student growth data.** During school year 2011-12, the school-wide growth value used to determine a school executive's eighth standard rating was based only on results of the End-of-Grade and End-of-Course assessments. School executives have requested that the Career and Technical Education Post-Assessments and Measures of Student Learning be included in the calculation of school-wide growth so that the value is more reflective of student learning across all grades and content areas.

Recommendations:

The State Board of Education approves the recommended components for the sixth and eighth standards of the North Carolina Teacher Evaluation System and North Carolina School Executive Evaluation System, respectively.

Discussion/Comments:

- TCP Committee Chair Shirley Harris noted a thorough discussion of the recommended components for the sixth and eighth standards during the TCP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for discussion in March and will return for further discussion and possible action at the April 2013 meeting. (See Attachment TCP 3)

ACTION ON FIRST READING - - LATE ITEM

TCP 6 – 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 (Member, 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 Shirley Harris reported that TCP 6 was a late item, which was discussed and voted on during closed session. The individual will be informed of the Board’s decision, according to Chair Harris.
- There was no further discussion.

NEW BUSINESS

Under New Business, TCP Committee Chair Shirley Harris reported that the TCP Committee received an update on Teacher Effectiveness and the Regional Leadership Academy Evaluation Report on Wednesday. Due to time limitations on Wednesday, the Teacher Effectiveness presentation will continue in April.

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

ACTION ON FIRST READING

TCS 1 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind

Policy Implications: General Statute § 2012-145, Section 7A.11

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2013-14 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). A copy of the calendar for each of the three schools is attached indicating the total number of days

allocated for student instruction, teacher workdays, and holidays. The school calendars are attached to this item.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the school calendars for the Residential Schools for the Deaf and Blind as presented.

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.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Christine Greene, the State Board voted unanimously to approve the school calendars for the Residential Schools for the Deaf and Blind as presented. (See Attachment TCS 1)

DISCUSSION

TCS 2 – Criteria for Race to the Top Bonus Payments to Certified Personnel in Persistently Low-Performing Schools

Policy Implications: SBE Policy # TCS-T-001; Race to the Top Implementation

Presenter(s): Ms. Alexis Schauss (Director, School Business Division) and Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Description:

North Carolina’s approved Race to the Top plan includes the payment of bonuses to certified staff members in persistently low-performing schools whose students achieve higher than expected growth. These 118 schools receive support from the state’s District and School Transformation Division. This policy defines the eligible schools, criteria for eligible certified staff members, and the retention requirement for the bonus payments. The policy does not authorize the payments of any bonuses. Payments will be made after the State Board of Education has approved the results of the 2012-13 State Testing Program.

Policy Changes:

During the 2010-11 and 2011-12 school years, the state awarded bonuses to eligible certified staff members on the basis of school-wide growth as determined by results from the ABC growth model. In accordance with the state’s Race to the Top plan, the bonus program adds teacher-level incentives for the 2012-13 and 2013-14 school years.

In 2012-13 and 2013-14, all eligible certified staff members in a school that receives a value-added school composite in the “Exceeds Expected Growth” range will still receive a Race to the Top bonus payment of no more than \$1,500. In these schools, eligible teachers who receive an individual value-added teacher composite in the “Exceeds Expected Growth” range will receive an additional bonus payment of no more than \$500 above the \$1,500 payment made on the basis of the school value-added composite, for a total payment of no more than \$2,000.

In schools where eligible staff members do not receive a bonus payment, as a result of a value-added school composite that does not reach the “Exceeds Expected Growth” range, eligible teachers who receive an individual value-added teacher composite in the “Exceeds Expected Growth” range will receive a bonus payment of no more than \$2,000.

The state will now use the State Board of Education-approved growth model (the Education Value-Added Assessment System, or EVAAS) to measure student growth.

Recommendations:

Staff recommend that the State Board of Education approve the policy around Race to the Top bonus payments for persistently low-achieving schools.

Discussion/Comments:

- TCP Committee Chair Kevin Howell noted a thorough discussion about the proposed policy around Race to the Top bonus payments during its TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in March and will be return for Action at the April 2013 meeting. (See Attachment TCS 2)

DISCUSSION

TCS 3 – Council on Education 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 Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Mrs. Sherry H. Thomas (Assistant 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 of 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 of the Senate, 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 are currently two vacant appointments:

- 1) There is a vacant appointment that represents charter schools. The vacancy is due to the expiration of the term limit. Ms. Susan Humbert is in agreement to serve a second four-year term to represent charter schools.
- 2) There is also one vacancy to represent parents 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 approval of a second four-year term of Ms. Susan Humbert (appointment term 7/01/13-6/30/17) and submit an appointment recommendation to fill the vacant position of a parent of a child(ren) with disabilities. The appointment term for this position is until June 30, 2016; subject to future renewal.

Discussion/Comments:

- TCP Committee Chair Kevin Howell noted a thorough discussion about this issue during its TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in March and will be return for Action at the April 2013 meeting. (See Attachment TCS 3)

UPDATE ON CONTRACTS

(See Attachment in book)

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

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett, Chair)**

Noting the absence of LFI Committee Chair Melissa Bartlett, Vice Chairman McDevitt called on Board member Tate to manage the LFI Committee work.

ACTION

LFI 1 – Final Approval for Charter Applicants

Policy Implications: General Statute § 115C-238.29; SBE Policy # TCS-U-013

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

Description:

Sixty-three applicants submitted charter applications ahead of the April 13, 2012, 12:00 PM deadline with the hope of opening and operating a charter school in August 2013. The Office of Charter Schools reviewed all 63 of those applications to ensure they were complete; however, nine applications were found to be incomplete. Fifty-four applications were then forwarded to the Public Charter School Advisory Council for subcommittee review.

The Council divided into three subcommittees to review each application and any LEA impact statements. This level of review, which included the creation of a rubric for each applicant, was finalized by the end of May 2012. The full Council met on June 20-21, 2012, to hear the subcommittee reports and to vote on which applicants to invite for an interview.

The Council invited 30 applicants for interviews for July 16-18, 2012. Each applicant group was provided an opportunity to address the deficiencies or weaknesses identified on the rubrics and for the Council to ask additional questions. After the interview with each applicant group, the Council deliberated and then voted to recommend 25 applicants to receive a preliminary charter from the State Board of Education. Those 25 schools were granted a preliminary charter in September 2012 and are listed below:

- Aristotle Preparatory Academy
- Cabarrus Charter Academy
- Cameron Creek Charter
- Charlotte Choice Charter
- Douglass Academy
- Falls Lake Academy
- Flemington Academy
- Howard & Lillian Lee Scholars
- Invest Collegiate
- Island Montessori Charter
- Langtree Charter Academy
- Longleaf School of the Arts
- Oxford Preparatory High School
- Paul R. Brown Leadership Academy
- Pinnacle Classical Academy
- Southeastern Academy
- STEM Education for a Global Society Academy (SEGS)
- StudentFirst Academy
- Summerfield Charter Academy
- The Expedition School
- The Institute for the Development of Young Leaders
- The North Carolina Leadership Academy
- Uwharrie Charter Academy

- Willow Oak Montessori
- Z.E.C.A School of Arts and Technology

Since receiving a preliminary charter, these groups have gone through monthly sessions either through face-to-face meetings or via webinar from multiple divisions of the Department of Public Instruction. The Office of Charter Schools has remained in close contact with these schools during the planning year, and these groups have completed the trainings. Applications, rubrics, and impact statements are located on the following Office of Charter School webpage:

<http://www.ncpublicschools.org/charterschools/applications/2013-14/>

The Public Charter School Advisory Council, however, has withdrawn its recommendation that Cameron Creek should receive a charter from the State Board. With recent allegations surfacing that Cameron Creek copied extensively from a previously submitted fast-track application, the State Board was interested in the Advisory Council's review of this information. On February 11, 2013, the Advisory Council reviewed correspondence between the Office of Charter Schools and Cameron Creek, examined a comparison between the fast-track application and that of Cameron Creek, and interviewed representatives from the board of Cameron Creek. After concluding that process, the Advisory Council voted unanimously to rescind its recommendation to the State Board related to Cameron Creek's receipt of a charter.

With the Council removing its recommendation, there are 24 applicant groups presented to receive a final charter.

On February 17, 2013, the Office of Charter Schools received a letter from the board of The Expedition School requesting a deferment to opening that school in August 2014. No other charter school has contacted the Office of Charter Schools seeking a delayed opening. The letter stated they have encountered difficulty with finding a facility and cannot open on time as planned. They project that holding a final charter but delaying their opening till August 2014 will enable them to meet this new facility timeframe. Also, the school requests that the State Board amend their projected charter numbers to 300 (in the first year) and 365 (in the second year) which is an increase of approximately 70 students each of those first two years.

Due to the lateness of this request from The Expedition School, the Public Charter School Advisory Council has not considered this request. The Office of Charter Schools is concerned with the precedent that this approval may establish for future applicants, but recommends final approval for this charter school with these conditions:

- (1) the delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement;
- (2) the State Board of Education establishes a deadline of July 1, 2014, that a Certificate of Occupancy for Educational Use for their facility must be provided to the Office of Charter Schools. If not, the remainder of the charter term is voided and the group must reapply; and
- (3) the final approval is for the application as reviewed and recommended by the Public Charter School Advisory Council without modification or amendment.

Recommendations:

It is recommended that the State Board of Education

1. Accept the recommendation of the North Carolina Public Charter School Advisory Council to approve 23 charters granted preliminary approval in September 2012, excluding Cameron Creek Charter and Expedition Charter.
2. Accept the North Carolina Public Charter School Advisory Council's recommendation to rescind final approval of the Cameron Creek Charter application.
3. Accept the recommendation of the Office of Charter Schools staff to grant final approval of Expedition Charter School under the following conditions:
 - the delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement;
 - the State Board of Education establishes a deadline of July 1, 2014, that a Certificate of Occupancy for Educational Use for their facility must be provided to the Office of Charter Schools. If not, the remainder of the charter term is voided and the group must reapply; and
 - the final approval is for the application as reviewed and recommended by the Public Charter School Advisory Council without modification or amendment.

Discussion/Comments:

- Board member Tate noted a thorough discussion of the recommendations for final approval for the 25 charter applicants. He reviewed the process for the audience.
- Since receiving a preliminary charter in September 2012, the Charter School Advisory Council has received considerable information relative to the application for Cameron Creek Charter School. Subsequently, the Charter School Advisory Council voted unanimously to rescind that charter. In addition, considerable discussion occurred about the Expedition Charter School's difficulty in locating a suitable facility. Mr. Tate reported that Expedition Charter has asked for a one-year extension. The Office of Charter School's recommends approval under three conditions, which are included in the motion.
- There was no further discussion.

Upon motion by Mr. John Tate, and seconded by Ms. Christine Greene, the State Board voted unanimously to approve the recommendations of NC Public Charter School Advisory Council to grant approval to the 23 charters granted preliminary approval in September 2012, excluding Cameron Creek Charter and Expedition Charter School; accept the North Carolina Public Charter School Advisory Council's recommendation to rescind final approval of the Cameron Creek Charter application; and accept the recommendation of the Office of Charter Schools staff to grant final approval of Expedition Charter School under the following conditions: 1) the delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement; 2) the State Board of Education establishes a deadline of July 1, 2014, that a Certificate of Occupancy for Educational Use for their facility must be provided to the Office of Charter Schools. If not, the remainder of the charter term is voided and the group must reapply; and 3) the final approval is for the application as reviewed and recommended by the Public Charter School Advisory Council without modification or amendment. (See Attachment LFI 1)

VICE CHAIRMAN'S REMARKS**Announcements**

Vice Chairman McDevitt recognized Mr. Stephen Jackson for his work during the past year and announced that he is joining the Hunt Institute.

Board members interested in attending the Legislative Conference in Washington, DC, on March 14-15, were asked to contact Mr. Hill or Ms. West to make arrangements.

Board members were reminded that in April, Board members are invited to the Principal of the Year luncheon, which is scheduled after the Board meeting. He asked Board members to reserve additional time on their calendars to take part in this celebration.

Meeting Highlights

At this time, Vice Chairman McDevitt asked Board members to highlight any of the items discussed that will have a direct impact on students. Board members and advisors cited the Regional Leadership Academies presentation as well as the discussion about teacher pay. In addition, Board member Tate thanked the Public Charter School Advisory Council for its work.

OLD BUSINESS

No old business was brought before the Board.

NEW BUSINESS

No new business was brought before the Board.

ADJOURNMENT

Indicating no other business, Vice Chairman McDevitt requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, Board members voted unanimously to adjourn the March 6-7, 2013, meeting of the State Board of Education.