

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 5, 2013**

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Gregory Alcorn	Marcella Savage
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Diane Frost, Superintendent Advisor
Wallace Nelson, Local Board Member Advisor	Tyronna Hooker, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the June 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey 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 Cobey 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 Cobey asked for a motion to convene in closed session.

Upon motion made by Mr. A.L. Collins, and seconded by Ms. Marcella Savage the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters and to consider the qualifications of an employee; and to consider the handling of the following case: Hoke County et al. v. State and NC State Board of Education.

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

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Kevin Howell, the Board voted unanimously to recess the State Board of Education meeting until Thursday, June 6, at 9:00 a.m.

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Gregory Alcorn	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the June 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.

Chairman Cobey stated that the morning started with a breakfast and open house for legislators and staff.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey 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 A.L. Collins recused himself from discussion and voting on TCS 1 – Approval of School Improvement Grants, which includes a grant application from his school district. 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.

Board member Olivia Oxendine was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes of the May 1-2, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. Wayne McDevitt made a motion to approve the minutes of the May 1-2, 2013, State Board of Education meetings. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.

Prior to the Special Recognition portion of the agenda, Chairman Cobey explained that Board member Gregory Alcorn had a business obligation, which required him to leave the State Board meeting by 11:00 a.m. The Chairman asked if anyone had any objections to altering the agenda to accommodate Mr. Alcorn's schedule. Hearing no objections, Chairman Cobey recognized Mr. Alcorn to present the Twenty-First Century Systems (TCS) Committee agenda at this time.

TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)

ACTION ON FIRST READING

TCS 1 – Approval of Grant

Policy Implications: SBE Policy # TCS-O-001; Grant

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 grant listed below is being submitted for approval. Please see attachment for description of grant.

- Attachment 1 – School Improvement Grants (SIG)

Recommendations:

It is recommended that the State Board of Education approve the grant.

Discussion/Comments:

- TCS Committee Chair Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Mr. A.L. Collins recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Rebecca Taylor, the State Board of Education voted to approve the School Improvement Grants, as presented. Mr. A.L. Collins recused himself from the vote. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Approval of the Modification of the School Calendar for the Eastern North Carolina School for the Deaf

Policy Implications: N/A

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 Eastern North Carolina School for the Deaf (Residential School) seeks State Board of Education approval for the modification of the 2013-14 academic calendar. The calendar is being modified to align with the calendar for the Wilson County School System. The Wilson County calendar was not finalized until after the State Board of Education approved the calendars for the Residential Schools. The Residential Schools try to reflect the calendars of the counties in which they are located.

Recommendations:

It is recommended that the State Board of Education approve the revised school calendar for the Eastern North Carolina School for the Deaf as presented.

Discussion/Comments:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the revised school calendar for the Eastern North Carolina School for the Deaf, as presented. (See Attachment TCS 2)

DISCUSSION

TCS 3 – State Hearing Review Officers

Policy Implications: General Statute § 115C-109.9

Presenter(s): Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

In 1990, the General Assembly enacted Senate Bill 2626 (an act to amend the Exceptional Children's appeal process), which established a two-tier hearing and review system for special education due-process hearings. On July 1, 2006, the General Assembly amended the General Statutes and continued

to provide a second-tier review system for special education due process hearings. Any party who disagrees with the decision of an administrative law judge from the Office of Administrative Hearings may appeal that decision by filing a written notice of appeal to the State Board of Education through the Exceptional Children Division. The State Board of Education, through the Exceptional Children Division, shall appoint a Hearing Review Officer from a pool of Hearing Review Officers approved by the State Board of Education.

Approval of a Hearing Review Officer by the State Board of Education is contingent upon the completion of six hours of certification training. The State Board of Education is requested to approve a three-year term for the attached list of Hearing Review Officers who are trained in federal law and state *Policies* related to the education of students with disabilities. The candidates will complete specialized training related to reviewing and writing hearing decisions by August 4, 2013. The effective period for the Hearing Review Officers' terms will be from August 5, 2013 to August 5, 2016.

Recommendations:

The State Board of Education is asked to discuss approval of State Hearing Review Officers at the June 2013 meeting and approval at the July 2013 meeting.

Discussion/Comments:

- TCS Committee Chair Alcorn stated that the TCS Committee received a presentation on this item during its meeting on Wednesday. This item will come back to the Board for Action in July.
- There was no further discussion.

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

DISCUSSION

TCS 4 – Revise NC Virtual Public School (NCVPS) Non-Public Pricing for In-state Students Policy Implications: Session Law 2011-145, Section 7.22 (f)(g)(l)

Presenter(s): Dr. Tracy Weeks (Executive Director, NC Virtual Public School)

Description:

In October 2011, the State Board of Education approved a pricing structure for out-of-state students, home schooled students, and private school students as part of the revenue plan for NCVPS. After piloting this structure in 2012-13, NCVPS recommends that the current pricing structure remain in place for out-of-state students, but that the pricing for non-public students who are North Carolina residents be revised so that it covers the cost of the delivery of the content and instruction for the students, but is not used as a form of revenue generation. Effectively, the new pricing for in-state non-public students becomes equivalent to the cost for public school students. Additionally, NCVPS proposes that flexibility be given to NCVPS staff on out-of-state pricing so that there is an ability to negotiate pricing with out-of-state entities who wish to enroll large groups of students in NCVPS courses. The new pricing structure would go into effect for the fall 2013 Block and 2013-14 Year-Long Courses.

Recommendations:

Discuss and provide feedback on the proposed revisions to the in-state Non-Public Pricing for NCVPS courses.

Discussion/Comments:

- TCS Committee Chair Alcorn stated that the TCS Committee received a presentation on this item during its meeting on Wednesday. This item will come back to the Board for Action in July.
- There was no further discussion.

This item is presented for Discussion in June and will return for Action at the July 2013 meeting. (See Attachment TCS 4)

SPECIAL RECOGNITION

Resolutions Honoring Outgoing State Board of Education Members, Terms Ended March 31, 2013

- Ms. Shirley E. Harris (District 4)
- Ms. Melissa E. Bartlett (Member At Large)
- Ms. Christine J. Greene (District 5)

On behalf of the 1.5 million public school students in North Carolina, State Board Chairman Bill Cobey expressed appreciation and personal thanks to each of the Outgoing State Board members for their dedicated service to the State Board of Education and to North Carolina public education. Inviting each Board member up individually, Mr. Martez Hill read the resolutions as they were presented by Chairman Cobey and State Superintendent Atkinson. The presentations were photographed.

**THE NORTH CAROLINA STATE BOARD OF EDUCATION
RESOLUTION HONORING
SHIRLEY E. HARRIS
FOR HER OUTSTANDING SERVICE
JUNE 2005 – MARCH 2013**

- 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,** *Shirley E. Harris* as reflected these qualities in an outstanding manner during her term as a member of the State Board of Education and as a teacher and trainer; and
- WHEREAS,** The Board recognizes *Ms. Harris's* successful career in public education at the elementary, middle, and high school levels in North Carolina, attested to by her selection as the District Four Regional Finalist for North Carolina Teacher of the Year; and
- WHEREAS,** Her success in effectively teaching children contributed to her later career in professional development of teachers as one of the original staff members of the North Carolina Teacher Academy; and
- WHEREAS,** As Chair of the Board's Twenty-First Century Professionals Committee, *Shirley E. Harris* successfully shepherded the approval of the North Carolina Professional Educator Standards and the North Carolina Educator Evaluation System for educators and administrators, positioning North Carolina as a respected national

leader in these areas; and

WHEREAS, *Ms. Harris* served as a constant and supportive voice for educators and children, challenging the status quo for improvements in teaching and learning in the Twenty-First Century; now therefore be it,

RESOLVED, That the Board is appreciative of her eight years of service to the State Board of Education as a dedicated member; and

RESOLVED, That the Board expresses with great gratitude its sincere appreciation to *Shirley E. Harris* for her service to public education as a teacher, as a professional trainer of educators, and as a member of the State Board of Education; and

RESOLVED, That the Board, influenced by her knowledge, commitment, candor, passion, and dedication to and passion for public education directs the Secretary of the State Board of Education 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 *Shirley E. Harris*.

 William W. Cobey, Chairman
 North Carolina State Board of Education

 June St. Clair Atkinson, State Superintendent
 North Carolina Department of Public Instruction

June 6, 2013

Chairman Cobey asked for a motion to adopt the resolution honoring Ms. Shirley Harris as presented.

Mr. Wayne McDevitt made a motion to adopt the resolution for outgoing State Board member *Shirley Harris*. *Seconded by Ms. Patricia Willoughby*, the Board voted unanimously to approve the motion.

**THE NORTH CAROLINA STATE BOARD OF EDUCATION
 RESOLUTION HONORING
 MELISSA E. BARTLETT
 FOR HER OUTSTANDING SERVICE
 JUNE 2005 – MARCH 2013**

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, *Melissa E. Bartlett* has reflected these qualities in an outstanding manner during her term as a member of the State Board of Education; and

WHEREAS, The Board recognizes *Ms. Bartlett's* successful career in public education in public schools in her adopted state, attested to by her selection as the 2003 North Carolina Teacher of the Year; and

WHEREAS, Her commitment to education and to innovative instruction for children and adults has resulted in her reputation as an inquisitive crusader and as a constant and inquiring voice for improving instruction and learning; and

WHEREAS, *Melissa Bartlett's* work as the Chair of the Board's Leadership for Innovation Committee and as the Vice Chairman of the Globally Competitive Students Committee has reflected her astute understanding of critical issues in public education; and

WHEREAS, Her work in leading North Carolina's initial efforts as the first partner of the Partnership for 21st Century Skills positioned North Carolina to be a leader in the

- country in education innovation; now therefore be it,
- RESOLVED,** That the Board is appreciative of her eight years of service to the State Board of Education as a dedicated member; and
- RESOLVED,** That the Board expresses with great gratitude its sincere appreciation to *Melissa E. Bartlett* for her service to public education as a teacher, as a Teacher of the Year Advisor, and as a member of the State Board of Education; and
- RESOLVED,** That the Board, influenced by her knowledge, commitment, candor, and dedication to and passion for public education directs the Secretary of the State Board of Education 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 *Melissa E. Bartlett*.

 William W. Cobey, Chairman
 North Carolina State Board of Education

 June St. Clair Atkinson, State Superintendent
 North Carolina Department of Public Instruction

June 6, 2013

Chairman Cobey asked for a motion to adopt the resolution honoring Ms. Melissa Bartlett as presented.

Ms. Patricia Willoughby made a motion to adopt the resolution for outgoing State Board member Melissa Bartlett. Seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the motion.

**THE NORTH CAROLINA STATE BOARD OF EDUCATION
 RESOLUTION HONORING
 CHRISTINE J. GREENE
 FOR HER OUTSTANDING SERVICE
 JUNE 2009 – MARCH 2013**

- 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,** *Christine J. Greene* has reflected these qualities in an outstanding manner during her term as a member of the State Board of Education; and
- WHEREAS,** The Board recognizes *Ms. Greene's* long, successful career in education as an outstanding teacher and counselor in North Carolina's public schools, a member and officer in professional educator organizations, and as an adjunct professor in the counselor education program at North Carolina A&T State University; and
- WHEREAS,** *Ms. Greene's* long-time and avid support of her community, her city, and her state through her constant role as a volunteer and an activist have been exemplary; and
- WHEREAS,** *Chris Greene's* work as the Chair of the Board's Healthy Responsible Students Committee and her training as a professional counselor have reflected her astute understanding of the importance of children's issues in public education that reach beyond academics; and
- WHEREAS,** *Ms. Greene* is an unwavering voice that asks questions on issues important to all of North Carolina's children in the public schools and public charter schools; now therefore be it,

RESOLVED, That the Board is appreciative of her years of service to public education and to the State Board of Education as a dedicated member; and

RESOLVED, That the Board expresses with great gratitude its sincere appreciation to *Christine J. Greene* for her service to public education as a teacher, a counselor, an enthusiastic community volunteer, and as a member of the North Carolina State Board of Education; and

RESOLVED, That the Board, influenced by her knowledge, experience, resolve, and advocacy for public education directs the Secretary of the State Board of Education 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 *Christine J. Greene*.

William W. Cobey, Chairman
North Carolina State Board of Education

June St. Clair Atkinson, State Superintendent
North Carolina Department of Public Instruction

June 6, 2013

Chairman Cobey asked for a motion to adopt the resolution honoring Ms. Christine Greene as presented.

Mr. Reginald Kenan made a motion to adopt the resolution for outgoing State Board member Christine Greene. Seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the motion.

Recognition of Outgoing State Board of Education Advisors

- **Ms. Tyronna Hooker (Teacher of the Year Advisor)**
- **Ms. Patrice Faison (Principal of the Year Advisor)**
- **Dr. Diane Frost (Superintendent Advisor)**

Chairman Cobey noted the absence of Board Advisors Patrice Faison and Tyronna Hooker who were unable to be present today due to their school schedules. Nevertheless, Chairman Cobey expressed public appreciation to the outgoing State Board Advisors for their commitment and contributions to the Board meetings in their advisory roles.

The Chairman invited Superintendent Advisor Diane Frost forward to receive her plaque of appreciation in recognition of her service to the State Board of Education. The presentation was photographed.

Recognition of Retiring Senior Deputy Assistant Attorney General, Special Litigation Division, and Counsel to the NC State Board of Education

- **Mr. Tom Ziko**

Chairman Cobey spoke about Mr. Ziko's valuable advice to the Board over many years and of his defense of the Board in the courtroom. He expressed sincere appreciation to Mr. Ziko for his dedication, loyalty and years of service, and recognized Mr. Hill to read the resolution honoring Mr. Ziko. The presentation was photographed.

**THE NORTH CAROLINA STATE BOARD OF EDUCATION
RESOLUTION HONORING
TOM ZIKO
FOR HER OUTSTANDING SERVICE TO
THE NORTH CAROLINA STATE BOARD OF EDUCATION**

- WHEREAS,** the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who serve public education; and
- WHEREAS,** the Board recognizes such outstanding qualities and manner in *Mr. Tom Ziko*, Special Deputy Assistant Attorney General of the State of North Carolina and Counsel to the North Carolina State Board of Education; and
- WHEREAS,** the Board also recognizes *Mr. Ziko's* service above and beyond the call of duty for the countless hours spent preparing for and participating in court appearances on behalf of the Board and North Carolina's public schools, and providing general counsel to the Board; and
- WHEREAS,** *Tom Ziko* zealously advocated for a strong public education system for the benefit of all children and for preserving their Constitutional "*right to the privilege of education,*" regardless of their circumstances or geography, throughout his career; and
- WHEREAS,** the Board, the Department of Public Instruction, public schools, and the public school children of North Carolina are losing an official advocate but are not losing a friend; and
- WHEREAS,** the Board is certain that *Mr. Ziko's* home state of Maine, his alma maters of Yale University and Duke University, as well as his beloved wife Barbara and daughter Suzannah, beam with pride at his accomplishments and his kindly and gentlemanly manner; now therefore be it
- RESOLVED,** That the State Board of Education honors and commends *Mr. Ziko* for all that he accomplished on behalf of and for children and the Board and for the spirit in which he served his adopted state – The Great State of North Carolina; and
- RESOLVED,** That the Board has been most fortunate to have him by its side on many issues of impact and importance, knowing that *Tom Ziko's* involvement represented right, persistence, great intellect, and enormous integrity; and
- RESOLVED,** That the Board, influenced by *Mr. Tom Ziko's* selfless commitment to public education and service, 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 *Mr. Tom Ziko*.

William W. Cobey, Chairman
North Carolina State Board of Education

June St. Clair Atkinson, State Superintendent
North Carolina Department of Public Instruction

June 6, 2013

Chairman Cobey asked for a motion to adopt the resolution honoring Mr. Tom Ziko as presented.

<p><i>Mr. Wayne McDevitt</i> made a motion to adopt the resolution honoring Senior Deputy Assistant Attorney General Tom Ziko upon his retirement, as presented. Seconded by <i>Ms. Patricia Willoughby</i>, the Board voted unanimously to approve the motion.</p>

Recognition of NC 2012 Winner of the Yes I Can! Award from the Council for Exceptional Children

- **Ms. Asha B. Gandhi (5th Grade, Brunson Elementary School, Winston-Salem/Forsyth County Schools)**

Chairman Cobey recognized Mr. Bill Hussey (Director, Exceptional Children Program) to provide the Board with information about Ms. Gandhi and the Yes I Can! Award.

Mr. Hussey introduced Miss Asha Gandhi and explained that the Council for Exceptional Children Yes I Can! International Award was established in 1981 to celebrate the achievements of children and youth with disabilities, and to encourage them to seek their highest potential and to increase public awareness of the abilities, aspirations and personal qualities of people with disabilities. Each year, children and youth with disabilities are recognized for their accomplishments through the Yes I Can! Award. The Council for Exceptional Children selects 21 winners ages 2-21 for their outstanding achievements in academics, arts, athletics, school and community activities, self-advocacy, technology and transition. Miss Asha B. Gandhi was nominated as the NC Yes I Can! Award winner; the North Carolina Chapter then nominated her for the international award and she was selected as one of the 21 chosen from around the world to attend a special award's ceremony in San Antonio, Texas, in April.

After speaking briefly about Miss Gandhi's attributes, Mr. Hussey noted that she is a trailblazer in the classroom and is academically gifted. Miss Gandhi was invited forward to receive a plaque recognizing her accomplishments. She was joined by her mother, Dr. Lauren Gandhi, and staff from the Winston-Salem/Forsyth County Schools, including Mr. Sam Dempsey (Exceptional Children Director), Ms. Paula Wilkins (Academically Gifted Coordinator) and Ms. Melita Wise (Principal, Hanes Middle School [Magnet]). Ms. Gandhi's father, Dr. Sanjay Gandhi was unable to attend due to a previous commitment. The presentation was photographed.

KEY INITIATIVES REPORTS AND DISCUSSION

- **Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

Using a PowerPoint presentation, Mr. Levinson shared that while new Board members have not received a "nuts and bolts" presentation about the RttT program per se, they have heard about the work on different initiatives through various leaders within the Department through Board items and the orientation sessions held on Wednesday this month and in May. He explained that his report would be followed by Dr. Johnson's update on the Summer Institutes, which will provide support and training for the educational professionals across the state.

Setting the context, Mr. Levinson stated that the Race to the Top grant is enabling North Carolina to remodel its system through the READY initiative. READY is the brand developed for this remodeled public school system, which was launched with the assistance of a North Carolina marketing firm in March 2012 through regional tours where the Department staff met regionally with superintendents, principals and teachers. Mr. Levinson explained that READY represents a culmination of six years of very deliberate, strategic and customer-focused work to ensure our state system has what it takes to prepare every student for life after high school. Mr. Levinson stated that the Department's role is to

ensure that statewide infrastructure is in place to support local districts and schools. The department is charged with ensuring that North Carolina has better, higher student learning standards, school accountability, teaching standards, an educator evaluation system, and support for struggling schools and districts.

Using a PowerPoint slide, Mr. Levinson shared a high-level historical timeline of the work of the Department beginning with the ABCs program in 1996 to show how North Carolina got to the rebranding of the READY initiative. When the U.S. Department of Education announced the RttT competition to find states that were pushing forward with high rigorous standards, quality assessment systems, and systems for supporting struggling schools in 2010, Mr. Levinson said that the Department of Public Instruction said “that’s us, because North Carolina is already doing these things and wanted to use those funds to push further and faster with our agenda.”

Mr. Levinson shared a Project Map, noting that all of the work comes down to supporting students. As research shows, that means ensuring that every student has a great teacher, which includes the teaching relationship, assessment and accountability systems, the right tools, support, and leaders. Mr. Levinson stated that all of this information leads into today’s focus of the Summer Institutes and the professional development that flows out of and around the institutes. He recognized Dr. Johnson to speak about the Summer Institutes.

Educator Effectiveness Update – Dr. Lynne Johnson (Director, Educator Effectiveness Division, Academic Services and Instructional Support)

Dr. Johnson prefaced her presentation by explaining that the Summer Institutes provide an opportunity for the Department to work directly with teachers and the leadership teams to strengthen the workforce and plan together for the year. The Summer Institutes begin as a kickoff to support the standards and development of instructional methods. Using a PowerPoint slide, Dr. Johnson provided a look at the annual professional development cycle. She noted that the Summer Institutes are the beginning of a year-long system of support across the state in partnership with the eight Regional Education Service Alliances (RESAs) that host many of the sessions, which include face-to-face, online, webinars, live chats, forums and blogs. In addition, WikiCentral is a place where resources and information are posted all in one place, <http://wikicentral.ncdpi.wikispaces.net/NCDPI+WikiCentral+Page>.

Dr. Johnson provided a snapshot of where the 2013 Summer Institutes are scheduled to be held across the state, which is a direct result of feedback received over the last two years. She noted that many of these institutes are scheduled in schools and some in larger settings. Dr. Johnson explained that the Department collects real-time feedback from participants as well as electronic feedback. She encouraged Board members to join the Summer Institutes in their regions.

In addition, Dr. Johnson reviewed how the focus for the Summer Institutes has changed since 2011. In 2011, the focus was to internalize the new Standard Course of Study. In 2012, the focus involved planning how instruction needs to change; and in 2013, due to the RttT funding, the focus is for reflecting, adjusting and improving after year one of implementation. This year’s focus is based on the feedback received over the past six months from stakeholders. Dr. Johnson shared a list of the focused content sessions for local teams, as well as a review of facilitated team planning times for local teams. She explained that the purpose of the facilitated team planning times is to allow individual groups,

representing each LEA, protected time to plan together in an uninterrupted setting to talk about what's next, how to connect the initiatives, how to tie them together with Home Base, and where they need support from the regional team or agency staff. She explained further that Department staff members work directly with these individual LEA groups to identify challenges and ask how we can help. She explained that the difference between the team time and the fidelity support is that during the year, the Department talks about challenges. This facilitated team time actually looks at the entire year to develop a plan and to identify check points along the way. Dr. Johnson shared that the focus question at the end of the Summer Institutes is always the same: How will you ensure that the SI content reaches ALL educators in your LEA or charter? Dr. Johnson explained that all of the sessions are developed so that participants can go back to their LEAs and replicate them for ALL educators. She noted that the Facilitated Team Time will address this issue.

Dr. Johnson also shared a chart listing the 2013-14 Professional Development Offerings, which include more than 110 sessions on the NC Standard Course of Study, 24 sessions on Information and Technology Essential Standards, Fidelity Support Sessions in each of the eight regions, plus more than 100 individualized sessions about the NC Educator Effectiveness System; K-3 Literacy and Assessment; EVAAS; Data Literacy; ACT, PLAN and Explore; Home Base; AIG-Focused; and IHE READY. In addition, there are approximately 131 formative sessions (not listed on the chart) to address global awareness, digital literacy, teacher leadership, how to have a difficult conversation with colleagues during an evaluation, etc. In closing remarks, Dr. Johnson reiterated the invitation to Board members to join any of the professional development sessions.

In response to the Lt. Governor's question about attendance, Dr. Johnson shared that 2,841 practitioners representing all eight regions attended the 2012 Summer Institutes. The Department has a professional development coordinator in every region including a RttT coordinator who communicates with the superintendents or designees, who decide on the up-to 18-person teams who represent content areas, evaluation systems, and master leaders from each LEA. Charter teams are also included. Every district has been represented since the inception of the Summer Institutes.

At the request of Board member Oxendine, Dr. Johnson spoke briefly about how RESAs are staffed/organized, which differs from region to region. She explained further, that the RESAs help the Agency locate venues and host sessions; agency staff is responsible for facilitating sessions. State Superintendent Atkinson added that the Northwest and the Western RESAs have full-time staff. Other RESAs are staffed by a director with work being done through contractual agreements should the superintendents in the region agree to the work. The RESAs are superintendent-led in each of the regions and are voluntary for each superintendent in the region to participate as it relates to the fund. Various funding modes are the reason for different configurations across the state. Offering an additional clarifying point, Dr. Johnson stated that the RESAs are separate from DPI, and the Department partners with them. Board member McDevitt stated that one of the reasons that Region 8 has a number of full-time staff members is that it is very aggressive about grant applications.

Prior to recognizing State Superintendent Atkinson for her report, Chairman Cobey acknowledged and congratulated Dr. Atkinson for receiving an honorary Doctorate degree from Campbell University – Doctor of Humane Letters on Saturday, May 11.

STATE SUPERINTENDENT'S REPORT

Give Five –Read Five: Summer Reading Program

Many schools across the state are still collecting books for our “Give Five – Read Five” campaign. We will have a total number of books collected statewide by mid-June. Some examples of how schools, districts, businesses and communities have embraced this important initiative are

- A local book warehouse in Siler City enabled customers to purchase books for the campaign at a discount and every student at Bonlee School (Chatham County Schools) received new books selected by classroom teachers.
- Staff at North Wilkesboro Elementary School (Wilkes County Schools) collected a total of 2,463 books and sent home at least five books home with EVERY child in each grade. Third and fourth graders received at least six books each. School staff will use leftover book donations to stock a book swap library over the summer.
- Winterfield Elementary School (Charlotte-Mecklenburg Schools) staff accepted the challenge and raised more than 4,000 books. The school will hold its Summer Reading Kickoff on June 5 that will include a reading marathon and pep rally.
- The Blue Ridge School (Jackson County Schools) was able to put five brand new books in the hands of all K-5 students thanks to the generosity of three local charities. Big Bird even showed up to hand out the books to all K-2 students.
- Students in Hampton Elementary’s (Guilford County Schools) afterschool care program set a goal to collect 50 books for children in need. They ended up with a total of 365 books that will go to children served through The Salvation Army and Family Service of the Piedmont.
- The *Salisbury Post* newspaper in Rowan County has conducted its own book drive and has run numerous ads, op eds and stories about the initiative and the importance of summer reading to boost book donations.
- SAS and AT&T as well as local banks and book stores have contributed books and/or funding to the campaign in counties across the state.
- NCDPI employees have donated enough books to give every student at Inborden Elementary School (Halifax County Schools) at least one new book to enjoy over the summer.

NC Teacher of the Year Honor

Guilford County Schools Teacher Named NC Teacher of the Year

Karyn Dickerson, an English teacher at Grimsley High School (Guilford County Schools) was named the 2013-14 Burroughs Wellcome Fund North Carolina Teacher of the Year at a luncheon held in Cary. Dickerson succeeds Darcy Grimes, a third grade teacher at Bethel Elementary School (Watauga County Schools).

The other regional finalists were

- North Central Region: Thomas McGeachy, Weldon STEM High (Weldon City Schools);
- Northeast Region: Pamela Mills, First Flight Middle (Dare County Schools);
- Northwest Region: Christopher Petree, Starmount High (Yadkin County Schools);
- Southeast Region: Carrie Morris, Swansboro Elementary (Onslow County Schools);
- Southwest Region: Julian Wilson, York Chester Middle (Gaston County Schools);
- Sandhills/South Central Region: Shannon Godfrey, Harnett Central High (Harnett County Schools);

- West Region: Jill Francis, Chase High (Rutherford County Schools); and
- Charter Schools: Jan Adams, Arts Based Elementary (Forsyth County).

NCDPI thanks the Burroughs Wellcome Fund for its sponsorship of the North Carolina Teacher of the Year program, one of few opportunities to formally recognize the efforts of the state's classroom teachers.

Special Honors and Recognitions

➤ **Jay Robinson Leadership Award Goes To DPI's Pat Ashley**

Dr. Patricia "Pat" Ashley, director of the Department of Public Instruction's District and School Turnaround Division, has received the 2013 Jay Robinson Leadership Award for Exemplary Educator.

Dr. Ashley worked for Jay Robinson for his entire tenure as superintendent of the Charlotte-Mecklenburg Schools.

The award recognizes her continued success in applying components of the USED transformative model in helping to turn around low-achieving schools and districts across North Carolina.

She also was recognized for her devotion to excellence and dedication to making sure students have the opportunity to succeed.

➤ **Spanish Education Advisor Recognized**

Today we are pleased to recognize the accomplishments of **José Luis Palacios Varga**, Education Advisor to the Carolinas and Tennessee from the Spanish Ministry of Education. Mr. Varga's appointment runs from August 2008 through August 2013 under a Memorandum of Understanding between the State Board of Education and the Ministry. Under this agreement, Mr. Varga has broad-ranging responsibilities, including:

- Supporting Visiting Teachers from Spain: This year we have 15 teachers from Spain teaching in NC public schools.
- Providing Spanish language and culture advisement to teachers, administrators and universities in his service area.
- Assisting with Pilot program where Spain invited Visiting Teachers from United States to Spain. The Spanish Ministry ran this pilot from 2011- 2013 and five NC teachers have benefited from this opportunity
- Assisting with Cultural Ambassadors program, which invites current college junior or senior students and graduates to work in schools as assistants and be cultural ambassadors for one year. In the last three years, NC universities have seen an average of 80 students or recent graduates placed in this program per year.
- Assisting with International Spanish Academies (ISA) Designation for schools: Schools must provide dual language/immersion

Mr. Palacios Varga was invited forward to receive a certificate of recognition for his contributions and service in North Carolina and a plaque (hand-crafted of Heart of Pine by students in the award-winning woodworking program at Cedar Ridge High School, Orange County Schools).

In addition, Superintendent Atkinson recognized Mr. David Young, (CEO, VIF International Education) to present a special proclamation for Mr. Palacios Varga on behalf of the Foreign Language Association of North Carolina, the Southern Conference of Language Teaching, and VIF International Education.

The presentations were photographed.

On behalf of the Spanish-speaking population, Board member Marcella Savage thanked Mr. Palacios Varga for his contributions.

Other Special Recognitions and Honors

- **Marchelle Horner** has been selected as the Futures for Kids 2013 Educator Partner Award recipient. Ms. Horner is a career development consultant and WorkKeys contact in the NC Department of Public Instruction.
- **Lynn Harvey** accepted the National Leadership Award at the No Kid Hungry - Share our Strength Conference of Leaders in DC. The award was presented to NCDPI for our work to ensure NC students have access to healthy, nutritious meals for breakfast and during the summer.
- **Guilford County Schools (GCS)** has been named the 2013 National District of Character. Guilford was recognized as one of four national finalists at the May State Board of Education meeting. The award recognizes the impact the district's character-related efforts are having on academics, student behavior and school culture. The National Schools and Districts of Character Program are administered by the Character Education Partnership (CEP) in Washington, DC.
- **The Rowan-Salisbury School System** has been named the winner of the 2013 Sylvia Chorp Award for District Innovation in Technology by the International Society for Technology in Education (ISTE). The award recognizes Rowan-Salisbury's innovations such as wireless activity buses, a 1:1 mobile device program and the district's STEM Exploratory Mobile Classroom.

The Lessons of No Child Left Behind Federal Accountability Initiative Evaluated

The American Enterprise Institute recently published an evaluation of the No Child Left Behind Act of 2001, the first nationwide standardized testing requirement for grades 3 through 8.

The report, titled *Were All Those Standardized Tests for Nothing? The Lessons of No Child Left Behind*, by Thomas Ahn, an assistant professor of economics at the University of Kentucky, and Jake Vigdor, a professor of public policy and economics at Duke University may be accessed at

http://www.aei.org/files/2013/05/17/-vigdor-and-ahn-nclb-sanctions-paper_15005080098.pdf

State School Bus ROADeo Jones County Bus Driver Named Best in State

Charles Mantie (Jones County Schools) was named the best school bus driver in North Carolina at the annual State School Bus ROADeo held recently in Raleigh.

The other top nine drivers in the competition in order of finish from 2nd to 10th place were

- Byron Lanier (Wake County Schools)
- Heather Bailey (Rowan County Schools)
- Chris Owens (Sampson County Schools)
- Richard Davis (Buncombe County Schools)
- Eric Edwards (Pitt County Schools)
- Jeffrey Mellen (Wake County Schools)
- Kathy Broadway (Davie County Schools)
- Michael Cunningham (Durham Public Schools)
- Danny Williams (Public Schools of Robeson County)

Student Leadership Institute Announced

NCDPI's Second Student Leadership Institute Set for Peace Campus

The North Carolina Department of Public Instruction has announced its second Student Leadership Institute to be conducted on the campus of William Peace University in Raleigh June 23-26. The institute will be hosted by DPI's K-12 Social Studies Section in collaboration with the Healthy Schools Section. The three-day institute is designed to prepare students to take active roles in their schools and communities through character and leadership development and service-learning.

The Institute is divided into three age categories

- rising fourth and fifth graders,
- rising sixth through eighth graders, and
- rising ninth through twelfth graders

Students will be instructed in

- Team Building
- Character and Leadership Development
- Hands on learning with age-appropriate topics
- Service learning action planning and implementation

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Johnston County Public Schools Bosses Night Dinner
- Halifax Summer Reading Program
- Institute for Educational Leadership Board Meeting, Washington , DC
- Sandhills Leadership Academy's Cohort 2, Carthage, NC
- North Carolina Council on Economic Education Annual Awards Banquet, High Point, NC
- Catawba County Public Schools Leadership Project (all sixth graders), Hickory, NC
- Council of Chief State Schools Officers, Federal Policy Issues Meeting, Chicago, Ill.
- Chatham County Schools Reading Celebration, Bear Creek, NC

Visited

- Pamlico County Public Schools (multiple school tour)
- Orange County Public Schools (multiple school tour)
- Alpha Academy Charter School, Fayetteville, NC
- Western Union Elementary School, Waxhaw, NC

Human Resources Update**Key Dates and Information**

- Performance Management reviews – due May 15
- State Health Plan moving to calendar benefit year in 2014
 - May 20-31 Annual Enrollment for July 1 – December 31, 2013
 - October Annual Enrollment for January 1 – December 31, 2014
- Statewide employee Learning Management System (LMS) deployed – Summer 2013
 - Online New Employee Orientation
 - Supervisor training program
 - Mandated training – EEO, Workplace Harassment, Diversity

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), May 2
- Continued approval of Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 23 amended DSWs as of May 20; have approved 157 LEA/Charter School amended DSWs since July 1, 2012
- Conducted third round of READY Outreach meetings (April 8 - May 6); three virtual meetings were held on Accountability and Assessments and three on Home Base; estimated 23,000 educators attended statewide
- Began production of UNC-TV program to be broadcast statewide in September 2013 (working title is "NC Parent Open House," and will feature pre-produced segments on the new Common Core, new assessments, new accountability, Home Base and parental engagement); includes Q&A from studio audience for NCDPI panel
- Began work with vendor around messaging for Educator Effectiveness and the new Accountability Model

Standards & Assessments:

- Completed revisions to social studies elective courses (standards for each have been rewritten into the Essential Standards format using Revised Blooms conceptual framework); NCDPI has requested feedback from teachers on the standards for three new elective courses: African American Studies, American Indian Studies and Latin American Studies
- Continued planning for two-day summer trainings for high school mathematics teachers on the new high school Common Core math standard sequence of Math I, II, and III and the Core Plus training that is one of the recommended resources that can be used to teach the Math I, II, and III standards
- Began planning efforts with Stanford University and Charlotte-Mecklenburg Schools on an initiative (called "Understanding Language," <http://ell.stanford.edu/>) to provide webinars and face-to-face trainings in the spring of 2014 to support teachers in implementing the Common Core with Exceptional Children and students for whom English is a Second Language

Data Systems to Improve Instruction:

- Completed initial discovery meetings, and configuration and design work is underway; this process involved both NCDPI staff and LEA personnel
- Continued to refine vendor work breakdown structures to deliver the curriculum and instruction functions, classroom and benchmark assessment functions, and teacher evaluation functions by July 8
- Continued efforts to identify, tag, and align to standards content for Home Base for all content areas; work is on track to get the initial import of items out of Center for Urban Affairs and Community Services (CUACS) into the Learning Object Repository (LOR) and federated with Schoolnet by June 15

- Began holding regional Home Base implementation planning workshops and developed a functional inventory and set of reflection questions for LEAs and charter schools to use for planning (every district has been invited to attend these workshops); workshops are hosted by the RESAs, NCDPI, and Pearson and are focused on the Core IIS functionality, though information is also provided on the PowerSchool and Educator Effectiveness pieces
- Began planning for a limited number of early implementation partnerships that will provide intensive state support for early adoption of Home Base and will enable NCDPI to learn strategies for supporting LEA/charter implementation statewide; sent out call for volunteer LEAs (see www.ncpublicschools.org/docs/homebase/updates/memos/input-requested.pdf)
- Visited LEAs to discuss and demonstrate portions of the Home Base system and gather valuable information that will be used to inform statewide implementation, training, and communication strategies; LEA teams consist of NCDPI staff specializing in curriculum and instruction, assessment, and technology
- Provided updates on Home Base implementation progress and previews of content available in the system to the Home Base User Group, Home Base Resource Consortium, and Home Base Stakeholder Committee
- Worked with the vendors for both the Core IIS functionality and the Educator Evaluation and Professional Development components to create a single, unified training plan (began training for NCDPI staff; training for the districts will begin in June)
- Established a Home Base Support Center to ensure that users in the field get swift, courteous and accurate answers to their questions; early work includes gathering and categorizing an expanding list of Frequently Asked Questions and obtaining training on Home Base tools from expert staff and vendors

Great Teachers & Principals:

- Completed configuration and began user acceptance testing for new Truenorthlogic platform for NC Educator Evaluation System
- Continued planning with Pearson and PCG/TNL for how to incorporate training on Home Base into sessions at the Summer Institutes and in fall/spring professional development (PD) sessions
- Held school administrator preview of roster verification process (April 15 – 21), offered teacher verification window (April 22 – May 17), and began school administrator verification window (May 18 – May 31)
- Continued pilot studies for new required evaluation instruments for school counselors, library media coordinators, instructional technology facilitators, social workers, and school psychologists; and optional evaluation instruments for school nurses, occupational therapists, and physical therapists
- Completed pilot of Analysis of Student Work process for teachers of the Arts, Healthful Living, and World Languages and began analysis of results
- Distributed materials for K-2 Measure of Student Learning pilot; pilot administration of the literacy assessment ends May 24
- Distributed Common Exams for 35 courses/grades/subject for spring 2013 administration
- Received State Board of Education approval of changes for Standard 6 (for teachers) and Standard 8 (for principals) ratings for the 2012-13 school year
- Published 2011-12 educator effectiveness data in new online database (<http://www.ncpublicschools.org/effectiveness-model/data/>)
- Continued providing coaching and mentor support for NC Teacher Corps (NCTC) Cohort I members; Corps members will continue to receive professional development and mentor support through June 30, and instructional coaching will be resumed when school reopens in the fall
- Neared completion of recruitment for NCTC Cohort II; as of May 15, NCTC staff had received 162 completed applications; second round interviews were to be completed by May 21

- Continued providing support for Cohorts I and II of The New Teacher Support Program (NTSP); ongoing mentor support is being provided by coaches from UNC-Charlotte, UNC-Greensboro and East Carolina University
- Secured 21 new Kenan Fellows for the 2013 cohort group to work this summer on curricular projects and professional development in three major areas related to implementation of the Common Core State Standards (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows)
- Graduated 21 executive interns with MSA degrees from the Northeast Regional Leadership Academy (NELA) Cohort 2 on May 11 and continued executive leadership training for members of its third cohort
- Continued administrative internships for second cohorts from the Sandhills Leadership Academy (SLA) and Piedmont Triad Leadership Academy (PTLA); will complete these by June 30
- Selected third cohorts for SLA (22) and PTLA (21); selections by staff members of respective programs
- Continued development of eight Phase III Online Modules scheduled for release by June 30
- Continued planning for Summer Institutes 2013 with agency-wide collaborative teams
- Provided training on the Assessment Administration Certification sections of the IIS to Home Base Core Training Team members
- Continued planning for Phase II of NC Learning Technology Initiative (NCLTI) to build NCDPI employee capacity to support NC Education Cloud, Home Base, and statewide digital teaching and learning professional development needs

NC Virtual Public Schools:

- Completed interviews of candidates for content developers and reviewers for the three new virtual STEM courses to be offered in the fall 2013
- Completed a new content development structure that will allow for conversion of content related to the virtual STEM courses into formats accessible via Moodle, iBooks, and iTunes U
- Explored using existing agreements between NCDPI and iTunes to host some content for virtual STEM courses
- Began work on the business requirements for two original mobile applications for inclusion in virtual STEM courses: one is a gradebook application that provides enhanced reporting capabilities to the gradebook functionality in the learning Management System used for the virtual STEM courses, and the second is an application that provides simulations focusing on the “Grand Challenges for Engineering” related to the virtual STEM courses
- Completed a draft “Response to Intervention” model for virtual STEM courses; will present to staff of the Exceptional Children Division at NCDPI for their review in time to implement the model with the courses in the fall of 2013

Turning Around the Lowest-Achieving Schools (TALAS):

- Completed Comprehensive Needs Assessments (CNA) at:
 - Forest Park Elementary School (Winston-Salem/Forsyth County Schools)
 - District of Bertie County Schools
- Completed “unpacking of CNAs” at:
 - Hertford County Middle School (Hertford County Schools)

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- Bearfield Elementary School (Hertford County Schools)
- Riverview Elementary School (Bertie County Schools)
- Continued providing professional development and coaching for currently served schools/districts
- Continued collaboration and coordination of other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts
- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (over 50% of the Priority Schools are schools on the RttT TALAS list)
- Planned and implemented April’s “Professional Development for School Leaders” session for 200 school leaders, including principals, instructional facilitators, social workers, guidance counselors, and parent, community, and family liaisons. Dissected two components of the Transformation/Turnaround model: 1) family and community engagement, and 2) schools partnering to provide social-emotional and community-oriented services and supports

NC Education Cloud:

- Began second phase (Assessment) of the Identity and Access Management Project (IAM); this phase will provide the technical blueprint of the implementation
- Continued to work with MCNC to begin implementation of service management functions needed for the IAM project
- The LOR Team continued to work with MCNC to finalize the role of Service Manager for the project, as this function is critical to ongoing sustainability of the project
- Began analysis of a statewide survey of wireless networking and 1:1 computing to inform Home Base and Cloud project rollouts
- Continued the migration of AS/400 system while meeting with providers of the financial and transportation systems to prepare for a migration to the next generation of business platforms
- Continued to work the NC General Assembly to ensure that forthcoming legislation is in line with the work of our project

Science, Technology, Engineering & Math (STEM):

- Supervised development by the North Carolina School of Science and Mathematics (NCSSM) of Level III curriculum in Biotechnology & Agriscience, Aerospace, Security, Automation, Energy & Sustainably, and Health and Life Sciences; continued refinement of multimedia content and securing copyright clearance continues for Levels I and II courses (as multimedia content is cleared and completed it is posted to an NCDPI Moodle site for review)
- Worked with Curriculum & Instruction staff at NCDPI to review the STEM Level I courses developed by NCSSM for alignment to the Common Core State Standards and the North Carolina Essential Standards
- Provided, through NC New Schools, five days of leadership coaching for principals at all four of the Anchor Schools (one day for Craven EAST, one day for City of Medicine, two for days Wake NCSU, one day for NESBA) and 14 days to nine of the 16 Affinity Network Schools
- Provided, through NC New Schools, 18.5 days of instructional coaching at the four Anchor Schools (four days for Early College EAST, one day for Durham City of Medicine Academy, four days for Wake NC State STEM ECHS and 9.5 days at the Northeast Regional School) and 61 days of instructional coaching at 14 of the 16 Affinity Network schools

- Continued piloting of the process for the NC STEM Recognition Program with fifteen schools across North Carolina; NCDPI will meet with participating schools this summer to debrief the process and make final changes to the rubrics, application, and process ahead of the program's official launch this fall

Evaluation:

- Completed administration of third annual statewide Omnibus Survey to teachers and principals; data has been downloaded and verified, and analysis of data from the second wave of the omnibus survey is underway
- Completed spring classroom observations as required by research designs for various initiative evaluations
- Continued work preparing student accountability datasets and completed the build of the dataset for analysis of school expenditures
- Completed initial drafts of two reports, *Measures of Student Growth in the North Carolina Educator Evaluation System: Race to the Top Formative Evaluation Report*, and *Teacher Performance Incentives in North Carolina*
- Finalized two reports, *LEA RttT Expenditures: Analysis of Fund Use and Expenditure Patterns*, and *North Carolina Virtual Public School Blended Learning STEM Courses: A Formative Assessment of Initial Implementation*
- Analyzed data and completed the internal draft on *The Distribution of Effective Teachers in North Carolina*; submission to NCDPI for initial review now targeted for late May of 2013

Legislative Update

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

Ms. Beaulieu highlighted the following list of recent activity of education-related legislation. She drew attention to a one-page handout, which is also posted on the eBoard.

Key Education Bills

A-F School Performance Grades

- HB 435 – School Performance Grades
- SB 361 – Excellent Public Schools Act of 2013 (now in SB 402)

HB 719 – Education Improvement Act of 2013

HB 718 – Study Issues in Education

HB 831 – Ed. Services for Children in PRTFs (Psychiatric Resid'l Treatment Facilities)

HB 944 – Opportunity Scholarship Act

Budgets

HB 974(SB 725) – Governor's Proposed Budget

SB 402 – Appropriations Act of 2013

House Budget

Historical Appropriations with estimates from SB 402 (please see attached chart)

FY 2013-14 Budget Comparison - <http://www.dpi.state.nc.us/fbs/budget/>

Ms. Beaulieu spoke briefly about the Budget Comparison and Historical Appropriations per ADM (the

Handouts are posted on the eBoard).

Board member Willoughby requested that Ms. Beaulieu keep the Board updated on the status of HB 944 as it relates to income eligibility specifically as it compares to pre-K eligibility levels. Additionally, Board Willoughby stated that having been introduced to Asha Gandhi this morning, it was a sobering moment to look at what the public schools of Forsyth County are offering that student and would she be able to get that with an opportunity scholarship somewhere else. Ms. Beaulieu stated that the eligibility has changed somewhat noting that, currently, for the 2013-14 school year, if a child's family has income equal to or less than 100 percent of the Free or Reduced Lunch rate (approx. \$42K for a family of four) then they are eligible. In the 2014-15 year, the eligibility income increases up to 133 percent of the Free or Reduced Lunch rate. She added that there is a Pre-K bill (HB 935) that has passed the House and is in the Senate for purposes of Pre-K eligibility and it has ended up in a better place than where it started. It is now at 100 percent of federal poverty guidelines (approx. \$23,550 for a family of four).

Rules Review Council Update

Using a PowerPoint presentation, Ms. Cornetto provided a status update of the rulemaking progress. She reminded the Board that during the May Board meeting she presented information about the rulemaking process for the Board's information. By way of example, Ms. Cornetto explained that the law was passed last July for Read to Achieve. The Board has worked for six months on internal work with stakeholders to formulate the Read to Achieve policy for the State Board, which was adopted in February 2013 and triggered the need to go through rulemaking. Ms. Cornetto shared that on May 16, she went to the Rules Review Commission and they certified two of the State Board's rules (Read to Achieve and High School Accreditation). Those two rules have received clearance to move forward. With that said, Ms. Cornetto shared that the next step is to wait for the fiscal note to be approved by the Office of State Budget Management for both rules prior to publishing the Notice of Text. Following the published Notice of Text are public hearings and comment periods. The State Board will review the fiscal note and the comments and will decide whether or not to make substantial changes, which will re-trigger a new six-month time period and start the process over again. She noted that the road ahead is not necessarily 180 days.

Board member Willoughby asked if Community Colleges and Universities have to follow the Rulemaking Process. Ms. Cornetto stated that these entities are exempt from the process. Chairman Cobey noted that the LEAs do not have to follow the process either, and this is something the State Board is working to change.

BOARD MEETING AND COMMITTEE CHAIR REPORTS**INFORMATION AGENDA****GLOBALLY COMPETITIVE STUDENTS****(Ms. Marcella Savage, Chair; Ms. Rebecca Taylor, Vice Chair)*****INFORMATION*****GCS 2 – Education Value-Added Assessment System (EVAAS)****Policy Implications:** N/A

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Tammy L. Howard (Director, Accountability Services) and Dr. John White (Director, SAS[®] EVAAS[®])

Description:

As requested by the State Board of Education, SAS will provide information on the Education Value-Added Assessment System (EVAAS). Dr. John White will present on the EVAAS model and its use in Educator Effectiveness and school-level accountability reports.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Savage recognized Dr. Garland to present GCS 2 for information.
- Dr. Garland set the context for this item by speaking about the State Board's association with EVAAS. She explained that some of the LEAs in North Carolina began to use EVAAS prior to the year 2000, and as a result, the State Board wanted additional information about EVAAS. Therefore, SBE Chairman Phil Kirk invited Dr. Bill Sanders, the developer of EVAAS out of the University of Tennessee, to speak to the State Board in a Planning Retreat on September 11, 2001.
- Dr. Garland stated that currently EVAAS is used for school growth with our new accountability model, and student growth that affects teachers' evaluations. In addition, LEAs use EVAAS to award bonuses with local school improvement initiatives. Student instructional decisions are also made using EVAAS. Dr. Garland used Wake County as an example sharing that the Wake County school district uses EVAAS results to determine which students are ready to take Algebra I.
- Dr. Garland introduced Dr. White to provide a comprehensive overview of EVAAS.
- Using a PowerPoint presentation, Dr. White explained that EVAAS (Educational Value-Added Assessment System) provided by SAS Institute Inc. to all districts, public schools and charter schools in North Carolina since 2006. The work began in Tennessee in 1993, and is currently available in 20 other states.
- Dr. White explained that the underlying philosophy behind EVAAS is that each student deserves to make appropriate academic growth each year. Through a secure website, EVAAS provides a variety of reports to assist teachers, administrators and policymakers in achieving that goal.
 - Assess students' growth through value-added reports

- Plan for students' future success through student-level projections
- Gain additional insight through diagnostic reports, user-based queries, feeder pattern reports, administrator summaries, etc.
- Dr. White focused first on the EVAAS growth reports. He explained that educators and policymakers may want to identify effective districts, schools and teachers for a variety of reasons. He noted that the metric used for identification should tell the user something about the schooling effectiveness rather than student characteristics. For example, achievement is highly correlated to student characteristics. He shared that, however, using a robust value-added model, students' growth is not very correlated with their socioeconomic and demographic characteristics.
- As it relates to how EVAAS measures growth, Dr. White explained that EVAAS uses all available test scores to assess students' growth. Test scores could include EOG, EOC, CTE and (coming soon) Common Exams. Each test score provides a measure of achievement at a particular point in time. EVAAS follows the progress of individual students over time to provide a more reliable assessment of their entering achievement. Value-added models compare the change in achievement of a group of students from one year to the next to an expected amount of change. The expected amount of change is based on the average amount of growth made across the state in a given year for a specific test, subject and grade. Dr. White provided conceptual examples to show, given the entering achievement levels how much progress is made during a given year, including high- and low-achieving student examples, for the Board's information.
- Next, Dr. White spoke about the realities of using student test data; noting a lot of challenges to student testing. He explained that any value-added or growth model must address the following issues in a statistically reliable approach: measurement error (meaning, tests are estimates of student knowledge); missing test scores; scaling of tests; and educators serving different types of students.
- Dr. White explained that EVAAS uses a multivariate, longitudinal approach that:
 - Includes all available test scores to account for measurement error.
 - Includes students, even if they have missing test scores
 - Can accommodate tests on different scales (or if test scales change)
 - Is fair to educators, regardless of the students they serve.
- According to Dr. White, EVAAS is a fair, reliable and robust approach, and the models have been reviewed and validated by a variety of independent experts. He shared that WestEd reviewed EVAAS in 2012, specific to North Carolina's teacher evaluation project. In addition RAND has replicated the EVAAS results, and the GAO and four USED Peer Review Committees have looked at the student projections to validate that information.
- At this time, Dr. White noted that the best way to assess the merits of EVAAS is through empirical data from North Carolina. Using plot graphs, Dr. White shared data from 2011-12 (the most recent data) by school for EOG Math across grades in the following categories to see the relationships between values:
 - Achievement v. % Students Testing As Minority
 - Growth v. % Students Testing As Minority
 - Growth v. % Students Testing As AIG (Math)
 - Growth v. % Students Testing As LEP
 - Growth v. % Students Testing With Disabilities
 - Growth v. Achievement
- Dr. White explained that EVAAS addresses many concerns about using student testing data. For example, teachers and schools can show high and low value-added when students are very high achieving, are very low achieving, and have a high percentage of students who are economically

disadvantaged. Educators are not held accountable for a student's performance on a single test score. EVAAS uses all testing data for each student to provide a more reliable estimate of progress for all students in the classroom, school or district.

- Dr. White explained that, historically in North Carolina, EVAAS has been used as an informal tool for school improvement, and some districts chose to use it in other, more formal ways. For example, award models; policies regarding advanced course enrollment; strategic planning; professional development plans; etc. In addition, EVAAS is used for reporting for EOG, EOC, CTE, SAT/PSAT, ACT and (coming soon) Common Exams.
- Today, EVAAS student growth metrics are a part of the NC Educator Evaluation System, sixth standard for teacher evaluation and eighth standard for principal evaluation.
- Additionally, Dr. White noted that EVAAS will also be included in the READY School Accountability Model starting this fall.
- Focusing on the educator evaluation system, Dr. White explained that each teacher receives a value-added estimate and standard error for each tested subject and grade. Taken together, these two metrics can ascertain the certainty that students in the classroom made more or less than the expected progress.
 - Exceeds expected growth: significant evidence that students made more than the expected progress
 - Meets expected growth: evidence that students made about the expected progress.
 - Does not meet expected growth: significant evidence that students made less than the expected progress
- According to Dr. White, taking the certainty into account is standard statistical practice, and it is very important when using growth estimates for high-stakes decisions.
- Dr. White talked briefly about how EVAAS goes beyond a single number. He stated that because the ultimate goal of EVAAS is to help all students make appropriate academic progress, EVAAS reporting goes beyond a single estimate of effectiveness and provides a wealth of supports for educators and administrators. For example, diagnostic reports provide informal growth measures for students by achievement level and subgroup status. In addition, EVAAS is looking at student-level projections to help educators target instruction to current students more effectively.
- EVAAS provides a variety of supports to North Carolina educators for timely assistance and feedback, such as video-based learning modules and help pages embedded in the website, live webinars with the EVAAS Support Team as well as recorded webinars, which are available on the web application.
- Dr. White shared that there are about 117,000 EVAAS accounts in North Carolina. Since Jan. 1, 2013, there have been about 403,000 logins, and EVAAS Support has provided 178 live webinars and in-person training sessions. Since August 2012, DPI trainers have held 25 in-person training sessions, reaching 4600+ educators.
- Beyond evaluation, EVAAS can be used by educators to:
 - Target professional development for educators
 - Identify educators' strengths and areas for improvement
 - Evaluate program/policy effectiveness and ROI
 - Maximize potential educational opportunity for students of all levels of achievement
- Dr. White concluded the presentation by providing the following link:
<http://www.sas.com/govedu/edu/k12/evaas/customers.html> for specific success stories from districts and how they use EVAAS.

- In response to Board member Willoughby's question, Dr. White provided a brief comparison of the other three states that are using EVAAS statewide: Pennsylvania, Tennessee and Ohio. He noted that the other states are jealous of those states that have assessments such as the end-of-course, CTE and keystone assessments. He noted that all of the states they are currently working with have been struggling to come up with the idea of how to provide more information in the non-tested grades and subjects. They are envious that North Carolina is moving to having some of these other assessments in the non-tested subjects and grades to fill in the gaps because it provides a reliable way to measure the amount of progress students are making. There are all sorts of diagnostics information available by having those different test scores, according to Dr. White.
- In response to Board member Oxendine's question, Dr. White stated that there are some basic requirements for an assessment to be used in EVAAS (scaling of the test, reliable measures in terms of percentage of students taking the assessment, etc.). A lot of feasibility checking is required on the administrative side to ensure the assessments meet the requirements.
- After speaking briefly about the number of uncontrolled variables for EVAAS to calculate, Vice Chairman Collins stated that he did not believe our accountability folks across the state have the degree of confidence in what needs to be done, and they need to be able to communicate to local board members about the data. Noting uncontrolled variables in the new standards, he encouraged hosting a forum of LEA accountability representatives to provide more in-depth information with respect to calculation, etc. Dr. White stated that there are many different challenges for calculating value-added for a variety of different reasons. He said that EVAAS has been doing this work since the early '90s in Tennessee and has seen a lot of these things happen in the past. For instance, there have been four assessment and standard changes in Tennessee, and they have figured out good ways to handle those types of things in various fair and reliable ways. He stated that they are relying a lot on experience from the past to get this right. To communicate that out to everyone, he reiterated that there are a lot of ongoing live webinars and in-person training sessions.
- Vice Chairman Collins shared that he has heard that as it relates to the MSL test (perhaps some of the testing) has not been aligned with some of the instruction. Dr. White stated that EVAAS would potentially be providing value-added measures using the Common Exams MSLs, but there is still a lot of feasibility testing to be conducted with the assessments to ensure they are useable to calculate value-added. Mr. Collins also stated that another complaint he has heard has been that teacher organizations have complained that SAS is unwilling to allow their calculations to be tested by anyone else, i.e., a proprietary contract; he asked if this was correct. Dr. White said that this was not accurate. He explained that the models used in EVAAS have been publicly available since 1997 and are posted on the SAS website.
- Superintendent Advisor Frost asked for clarification on a statement made that educators are not held accountable for a student's performance on a single test score. Dr. White explained that in student testing we know there is a lot of measurement error in individual student tests scores. Also an individual student test score is just a snapshot of a measure of achievement, not growth. He explained that in the value-added model, SAS is going to take into account all available testing data (all of those different test scores on a student) to adequately dampen the effect of measurement area to calculate a more reliable measure of growth; and that will be attributed to the teacher.
- There was no further discussion.

This item is presented for Information only. (See Attachment GCS 2)

CONSENT AGENDA

Chairman Cobey 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 Cobey noted only one item for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve TCS 5 – Pre-approval of Financial and Business Services' Policy Manuals.

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve TCS 5 – Pre-approval of Financial and Business Services' Policy Manuals, as presented. (See Attachment TCS 5)

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

CONSENT**TCS 5 – Pre-approval of Financial and Business Services' Policy Manuals**

Policy Implications: SBE Policy # TCS-T-000; TCS-M-003; TCP-D-003

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

Description:

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE).

The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy #TCS-T-000)
- Allotment Policy Manual (SBE Policy #TCS-M-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy #TCP-D-003)

Should circumstance and/or legislative action require the State Board of Education to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the State Board for separate action as appropriate.

Recommendations:

It is recommended that the State Board of Education pre-approve the amendment of manuals (Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual, and the Benefits and Employment Policy Manual for Public School Employees) at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2013-14 and supporting legislation.

ACTION AND DISCUSSION AGENDA

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Reginald Kenan, Vice Chair)**

ACTION

LFI 1 – Recommendations for Enrollment Increase for New Charter Schools

Policy Implications: General Statute § 115C-238.29D(d); SBE Policy # TCS-U-014; and Section 24 of the Signed Charter Agreement

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

Description:

In March 2013, the State Board of Education voted to grant final approval for 23 charter applicants to open public schools in August 2013. These applications had been thoroughly reviewed by the Public Charter School Advisory Council, received preliminary approval from the State Board, and completed the planning year.

Two of those groups, Cabarrus Charter Academy and Langtree Charter Academy, have sent information to the Department requesting to add more students to their enrollments. Both schools are slated to open in August 2013 and are partnering with the same management company -- Charter Schools USA. Both schools are requesting to increase their year one student enrollment numbers by 184 students (from the approved 661 students to 845 students). Each school is scheduled to hold a lottery due to receiving more applications than enrollment openings.

The requested growth is greater than 20% and must be approved by the State Board of Education as per G.S. § 115C-239.29D(d). There is a standard procedure for this type of enrollment growth request for operating charter schools; however, there is no process in place for a group to request this growth before ever opening to serve students. For the State Board to approve these requests, a charter school must meet six criteria:

- The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment;
- The charter school has commitments for ninety percent (90%) of the requested maximum growth;
- The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the State Board of Education on any adverse impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;

- The charter school is not currently identified as low performing;
- The charter school meets generally accepted standards of fiscal management; and
- It is otherwise appropriate to approve the enrollment growth.

Since neither charter school has opened to serve students, the charter schools have no academic or financial history upon which to base a decision. The Office of Charter Schools sent a request for LEA Impact Statements on April 23, 2013, and both districts responded with impact statements.

- Cabarrus County Schools says that the proposed growth will cause a negative financial impact and that “it is imperative to have proper planning time.” Due to the timing of this proposed growth, it is “extremely difficult to do adequate financial planning.” They also included a financial impact related to local funding.
- Iredell-Statesville Schools provides a breakdown in how the lost revenue would impact the district programmatically at a time when the budget is “already stressed.” Ultimately, 11 positions could be lost along with additional cuts to non-instructional support and other programs such as CTE or AIG.

The State Board of Education, this year, has established a precedent. The Board considered requests from two recently approved charter schools but voted to not permit them to grow beyond 20% or the figures in their approved charter applications; one charter was in its first year of operation (Cornerstone Charter Academy) and the other charter (The Expedition School) received final approval at the same time as the Cabarrus and Langtree applications.

If the State Board of Education approves this growth request, the charter school would be funded for these students through a reduction in state ADM from the LEAs. The 184 students could cost Iredell-Statesville Schools an additional \$809,000 while the 184 students could cost Cabarrus County Schools an additional \$804,000. There are also additional amounts that will need to be covered by the state (Central Office and School Building). This request is late in the year meaning that the LEAs have little time to plan for this loss of additional students.

If the State Board decides to approve this request, the Office of Charter Schools recommends that the 21 newly approved charter schools (opening in August 2013) should receive the same opportunity for additional expansion.

Recommendations:

It is recommended that the State Board of Education deny the growth request for Cabarrus Charter Academy and Langtree Charter Academy due to the recent approval of the school’s implementation plan (their application) and the lack of a financial or academic record.

Discussion/Comments:

- LFI Committee Chair Taylor explained that this item was recapped during the LFI Committee meeting on Wednesday. She noted much discussion and no additional questions concerning the Department’s recommendations.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Marcella Savage, the State Board voted to adopt the recommendation of the Office of Charter Schools and deny enrollment expansion for Cabarrus Charter Academy and Langtree Charter Academy. (See Attachment LFI 1)

ACTION ON FIRST READING

LFI 2 – Expectations for Continued Operation of The Children's Village Academy

Policy Implications: General Statute § 115C-238.29G; SBE Policy # TCS-U-006; and Section 24 of the Signed Charter Agreement

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

Description:

At the March 2013 meeting of the State Board of Education, information was presented to the State Board as New Business regarding the financial situation of three currently operating charter schools. One charter school, The Children's Village Academy, has experienced cash flow problems and a significant increase in the school's debts despite the fact that the school's student population has recently grown.

At the April 2013 meeting of the State Board of Education, an overview of fiscal information from the audited financial statements was presented with the recommendation to initiate revocation of the charter for The Children's Village Academy. The State Board decided to defer that discussion until its meeting in May 2013. At its May 2013 meeting, the State Board decided to ask staff from Charter Schools, Finance, and Legal to meet and discuss the status of Children's Village Academy with representatives from the board of the charter school. Staff was directed to come back to the LFI Committee with a recommendation on how to proceed at the next State Board meeting in June.

On Friday, May 3, 2013, agency staff met with two representatives from The Children's Village Academy board to discuss the Financial and Operational expectations that must be met over the next several months. These stipulations are provided in Attachment One. Fiscally, the charter school will be asked to make happen what they said they could do in their April 26, 2013, letter to the State Board of Education. A plan for the charter school to be financially sound over time was stated in those expectations, too. Operationally, the charter school's academics should not go any lower than expected, board minutes must be provided within two business days, and specific plans are due back to the Office of Charter Schools by July 1, 2013.

The Children's Village Academy board met on May 9, 2013, to discuss the expectations presented by the Charter Schools and Finance staff. At that meeting, the charter school board voted to accept these stipulations and provided a signed letter indicating their agreement with them.

After collecting information on the school's progress and visiting the charter school, Department staff will come back to the State Board of Education in December 2013 and report on The Children's Village Academy's attainment of these stipulations. If the charter school has not met these expectations, an item to initiate revocation may be brought back before the State Board or the nonprofit board could surrender its charter.

Recommendations:

It is recommended that the State Board of Education accept the recommendations of the Department of Public Instruction by permitting the charter school to continue operation under these expectations. However, staff from the Department will provide the State Board an update on the charter school's progress in meeting these expectations at the State Board's December 2013 meeting.

Discussion/Comments:

- LFI Committee Chair Taylor noted that Dr. Medley updated the LFI Committee on changes to the agreement posted online between The Children's Village Academy and the Office of Charter Schools.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted to adopt the recommendations of the Office of Charter Schools by requiring The Children's Village Academy to fulfill the expectations stated in Attachment 5 of this Board item, noting that the Department of Public Instruction will provide an update to the State Board on the school's progress at the December 2013 State Board meeting. (See Attachment LFI 2)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that on Wednesday, the LFI Committee received an update on the North Carolina Virtual Public School from Executive Director Tracy Weeks.

**21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Dr. Olivia Oxendine, Chair; Mr. John Tate, Vice Chair)**

ACTION

TCP 1 – Proposed Standards, Rubrics and Users Guides for the Evaluation of Allied Health Service Professionals

Policy Implications: Endorsement

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 Dr. Jean Williams (President, Research and Evaluation Associates)

Description:

In January 2007, the State Board of Education approved new professional standards for the evaluation of teachers. Standards, rubrics and users guides have been developed for school nurses, occupational therapists and physical therapists by Research and Evaluation Associates. School practitioners, NCDPI staff and higher education representatives worked collaboratively to develop these instruments.

Recommendations:

The State Board of Education is asked to endorse the proposed documents.

Discussion/Comments:

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

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the proposed standards, rubrics and users guides that comprise the protocol for evaluating Allied Health Service Professionals (school nurses, physical therapists, occupational therapists) as presented. (See Attachment TCP 1)

ACTION

TCP 2 – Career and Technical Education Licensure Requirements

Policy Implications: SBE Policy # TCP-A-001

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness), Ms. Jo Anne Honeycutt (Director, Career and Technical Education) and Ms. Carol Short (Section Chief, Curriculum Career and Technical Education)

Description:

In October 2012, the North Carolina State Board of Education approved changes to the NC Career and Technical Education Essential Standards, which will be effective with the 2013-14 school year. The changes in the Essential Standards, as well as the passage of Senate Bill 14, necessitated changes to Career and Technical Education teacher licensure requirements.

Recommendations:

It is recommended that the State Board of Education approve the revisions to CTE Licensure.

Discussion/Comments:

- TCP Committee Chair Oxendine stated that the TCP Committee held a thorough discussion of this item during the TCP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the revisions to Career and Technical Education Licensure Requirements, as recommended. (See Attachment TCP 2)

ACTION ON FIRST READING

TCP 3 – New Licensure Areas for Institutions of Higher Education Programs

Policy Implications: SBE Policy # TCP-B-003

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 Dr. Rachel McBroom (Director, Educator Preparation, Academic Services and Instructional Support)

Description:

In January 2008, the State Board of Education adopted a proposal for a new educator preparation program approval process. As part of the new process, Institutions of Higher Education were required to remodel their teacher and school executive preparation programs to meet the new standards adopted by the Board and to submit their proposals, known as Blueprints, for programs leading to licensure. Remodeled programs were implemented in fall 2010. Institutions wishing to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. Blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. This item includes institutions seeking Board approval to add new licensure areas to their existing educator preparation programs.

Recommendations:

It is recommended that the licensure areas for the institutions on the attached list be approved.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday with no further questions.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the new licensure areas for the four institutions of higher education for implementation in the 2013-14 school year, as recommended. (See Attachment TCP 3)

ACTION ON FIRST READING

TCP 4 – New Licensure Areas for Innovative Lateral Entry Licensure Programs

Policy Implications: SBE Policy # TCP-B-010

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 Dr. Rachel McBroom (Director, Educator Preparation, Academic Services and Instructional Support)

Description:

In August 2007, the State Board of Education adopted a policy allowing innovative/experimental programs for lateral entry teacher licensure. These programs are alternatives to regular preparation programs provided by Institutions of Higher Education and require the partnership of local school systems and the licensure preparation provider. TEACH Charlotte and Guilford County Schools Alternative Certification Track seek approval to add new licensure areas to those previously approved by the Board.

Recommendations:

It is recommended that the licensure areas for the lateral entry licensure providers on the attached list be approved.

Discussion/Comments:

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

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the new licensure areas for Innovative Lateral Entry Licensure Programs, as recommended. (See Attachment TCP 4)

ACTION ON FIRST READING

TCP 5 – Proposed Qualifying Praxis II Test Scores for Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0372/5372), English Language Arts: Content Knowledge (5038), Mathematics: Content Knowledge (5161), Middle School English Language Arts (5047), Middle School Mathematics (5169), and Praxis I Core Academic Skills for Educators: Reading (5712), Writing (5722), and Mathematics (5732)

Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Ms. Steleana Rountree, (Licensure Consultant, Financial and Business Services)

Description:

During the past year the Educational Testing Service (ETS) convened content/area specific, non-overlapping expert panels to conduct regular updates and standard setting studies for the following Praxis II tests: Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (0372/5372); English Language Arts: Content Knowledge (5038); Mathematics: Content Knowledge (5161); Middle School English Language Arts (5047); and Middle School Mathematics (5169).

Likewise, standard setting studies were conducted for Praxis I Core Academic Skills for Educators: Reading (5712), Writing (5722), and Mathematics (5732). For each study, panelists from across North Carolina and the nation reviewed updated tests in their area of specialization, and completed the standard setting process for the purpose of recommending qualifying scores to the departments of education in participating states. New qualifying scaled scores for each updated Praxis II and Praxis I exam are considered the equivalent of the current cut scores. Each test remains appropriate for assessment of individuals seeking the North Carolina Professional Educator's License.

Recommendations:

It is recommended that the State Board approve the following qualifying Praxis II tests and scores:

- a) **154** - Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (0372/5372)
- b) **167** - English Language Arts: Content Knowledge (5038)
- c) **160** - Mathematics: Content Knowledge (5161)
- d) **164** - Middle School English Language Arts (5047)
- e) **165** - Middle School Mathematics (5169)
- f) **156** - Praxis I Core Academic Skills for Educators: Reading (5712)
- g) **162** - Praxis I Core Academic Skills for Educators: Writing (5722)

- h) **150** - Praxis I Core Academic Skills for Educators: Mathematics (**5732**)
- i) **468** - Praxis I Composite Score of the Core Academic Skills for Educators

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday.
- Prior to making a motion, Chair Oxendine noted as it relates to Praxis I, as discussed in the Committee meeting, these scores have lowered to some degree. She wanted to make clear to the Board, however, that these scores will not go into effect this year because we feel it is necessary for schools of education to work with existing students. She explained that the Praxis is taken in separate components. There may be students who have taken the writing component or the math component and still may need one or two other components based on the existing standards. So, we would like to give existing students the opportunity to finish all of the components of Praxis I based on the existing standards. And the new cut scores, based on the Common Core standards, will go into effect next year. She noted that this clarification will also please the schools of education.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the qualifying Praxis II tests along with the changes in the cut scores on Praxis I. (See Attachment TCP 5)

ACTION ON FIRST READING

TCP 6 – Educators Eligible for Career Status/Tenure

Policy Implications: General Statute § 115C-325 (2a)

Presenter(s): Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

Housed in the Office of Early Learning, Early Intervention for Children who are Deaf/Hard of Hearing (EI/DHH) employs a cadre of teachers providing direct services to children/families across the state. As such, career status/tenure recommendations must be made for eligible teachers. Career status/tenure for one eligible employee will be presented to the State Board of Education in Closed Session.

Recommendations:

The State Board of Education is being asked to approve career status/tenure for the eligible employee presented in Closed Session.

Discussion/Comments:

- TCP Committee Chair Oxendine shared that this item was discussed during the Board’s Closed Session. The comments heard both formally and anecdotally speak kindly of this individual, according to Chair Oxendine.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to grant career status/tenure to Ms. Wendy Brooks Weaver based on her qualifications and successful teaching experience with the Education Services for the Deaf and Blind Office of Early Learning and the North Carolina Department of Public Instruction. (See Attachment TCP 6)

GLOBALLY COMPETITIVE STUDENTS
(Ms. Marcella Savage, Chair; Ms. Rebecca Taylor, Vice Chair)

DISCUSSION

GCS 1 – Policies Governing Services for Children with Disabilities

Policy Implications: General Statute § 115C; SBE Policy # GCS-D-000-008, TCS-E-001

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

Policies Governing Services for Children with Disabilities (Policies) will be amended to clarify some sections, to align with state law regarding the disciplinary procedures on “Basis of Knowledge” and to expand the definition of Traumatic Brain Injury. See the attachment for the changes to the Policies.

Recommendations:

The State Board of Education is asked to review the proposed amendments to the Policies.

Discussion/Comments:

- GCS Committee Chair Savage noted a thorough presentation of this item by staff during the GCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in June and will return for Action at the July 2013 State Board of Education meeting. (See Attachment GCS 1)

CHAIRMAN’S REMARKS

Announcements

Chairman Cobey thanked State Superintendent Atkinson, Ms. Beaulieu and staff for the Legislative Breakfast and Open House this morning. He suggested an annual event noting that the legislators provided many positive comments regarding the opportunity provided this morning.

Local Board Member Advisor Wallace Nelson expressed concern about the voucher bill and its potential impact on small school districts.

Noting another orientation session scheduled to be held on July 10 at 9:00 a.m., Vice Chairman Collins asked if anyone was opposed to starting that meeting at 10:00 a.m. because he needs to introduce Lt. Governor Forest at the Council of Foundation's Annual Dinner. There was no objection.

Chairman Cobey recognized Vice Chairman A.L. Collins to make a personnel motion.

Mr. A. L. Collins made a motion to hire Mr. Zane Stillwell to serve as the State Board of Education Legislative Liaison. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the motion, as presented.

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, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Reginald Kenan, Board members voted unanimously to adjourn the June 5-6, 2013, meeting of the State Board of Education.