

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
July 10, 2013**

The North Carolina State Board of Education met to receive Issues Session presentations, 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	John Tate
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Dale Cole, Principal of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the July 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the purpose of this Issues Session is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues.

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.

Prior to moving onto the Issues Session presentations, Chairman Coby shared that a formal introduction will occur on Thursday for new Board Advisors. Noting first that Dr. Mark Edwards (Superintendent

Advisor) was absent due to illness, he welcomed to the Board table Mr. Dale Cole (Principal of the Year Advisor), and Ms. Karyn Dickerson (Teacher of the Year Advisor).

ISSUES SESSION PRESENTATIONS:

➤ **The Five Pathways for North Carolina Education – Mr. Eric Guckian (Governor’s Senior Education Advisor)**

Mr. Guckian prefaced his presentation by explaining that several weeks ago, at the Governor’s request, he presented The Five Pathways for North Carolina Education to the Education Cabinet and the State Board. The purpose of this presentation is the beginning of an ongoing conversation to gather feedback about these very broad ideas. He explained that the goal is to improve the pathways with specificity about the action steps moving forward.

He shared that Superintendent Atkinson and Community College President Ralls have already convened volunteer workgroups around these five pathways; the intent is to bring some bold recommendations to the Governor in the fall.

Mr. Guckian shared the vision “North Carolina will be the education leader not just in the Southeast or in the nation, but in the world – with every North Carolina graduate earning a place of honor, prosperity and service in our society.”

Mr. Guckian spoke briefly about a Theory of Action, noting the community, which includes teachers, parents, students businesses, and job creators, at the center of the action. The goal is for student achievement, job creation and excellence. He explained that in many places throughout North Carolina, we have excellence due to the fact that our communities are the key to driving that excellence. He explained further that the job of policymakers is to provide supports, incentives, and the measurement to create that excellence. He stressed the Globally Competitive North Carolina Standards so that all students regardless of circumstance are held to the same goal and outcome.

Using a PowerPoint presentation, Mr. Guckian provided a comprehensive overview speaking specifically about what we have and what we need for each of the five pathways, which include:

- Prosperity and Jobs for Graduates
- A Rewarding Career for Teachers and Principals
- Joy of Reading and Math for Every Child
- Excellent Innovative Learning Options for Families
- Cost Effectiveness for Taxpayers

In addition, Mr. Guckian provided a work plan and schedule for finalized goals and objectives. From June through September, Education Cabinet members and volunteer workgroups develop concrete policies and expected outcomes for each pathway. In October, Cabinet members will present and approve outcomes and policy recommendations. Public input and support for policies and outcomes from a diverse cross-section of our community will be gathered beginning in November through March. In April, we will finalize goals and objectives for NC education to inform the 2014 legislative session.

Following the presentation, Board member Tate cited “measures” as a topic that must be a part of this work given the vision. He shared his concern about the distance between reality and vision. He encouraged, in terms of the vision, to describe with specificity about where we are and where we want to be and to include annual measurable steps. He also spoke about investment in people, specifically about professional development and the importance of investing in the schoolhouse. Mr. Guckian assured Board member Tate that the intent of the outcomes and strategic plan is to provide those specifics.

Speaking about communities, specifically in terms of businesses, Board member Alcorn stated that he hopes that would be mapped out in great detail so businesses feel more invited to be mentors, advisors and supporters of every public school in their district. Mr. Alcorn also expressed concern about the bullet under Jobs for Graduates that states: Replace walls and textbooks with digital online solutions.

Principal of the Year Advisor Dale Cole agreed with earlier conversation about the vision -- that it would take time to get there and would take a lot of resources. He agreed with the 0-20 plan that bringing in business owners, partnerships, etc., should be integrated throughout 0-20. He shared however; that in his opinion, the current assessments don’t really align with what we should be teaching our students; those things that business owners want to see students master such as the importance of information skills, media skills, etc. He explained that students recognize that facts can be found online and even on their phones. However, we need to remember that application assessments and project-based assessments cost money. Mr. Cole noted that Mr. Guckian spoke about Globally Competitive and local standards in his presentation, but he did not see any mention of the Common Core State Standards. He asked for clarification about the standards. Mr. Guckian responded that he was talking about Common Core Standards for Reading, Language Arts and Math, as well as the North Carolina-developed standards.

State Superintendent Atkinson shared that it is important to remember that we are in a transition phase for many things, and, therefore, it is important to examine 20th century traditions and artifacts that continue today. In order to meet this vision, it is important to figure out how we transition from 20th century artifacts. Examples include: Grades 1, 2, 3, 4, 5 and 6; giving a grade at the end of every grading period; having different measures along the way rather than waiting to implement the 21st century artifact of taking a snapshot at the end. She shared that she would like the Board to re-examine the Board’s initiative several years ago to move away from a traditional test to a project-based graduation project that would incorporate all of the skills that Principal Advisor Cole mentioned. In response to Mr. Alcorn’s concern about the word “replace” walls and textbooks with digital online solutions, Dr. Atkinson suggested using the word “expand.”

➤ **Common Core (K-3) – Dr. Maria Pitre-Marin (Director, K-12 Curriculum and Instruction)**

Dr. Pitre-Martin prefaced this presentation by explaining that the focus of this session is K-3 Common Core State Standards for Mathematics and English/Language Arts. She reminded the Board that in June, they received quick reference guides that provide greater detail about the standards. She noted that the quick reference guides are available on the Department’s website.

Referencing the source of these standards, Dr. Pitre-Martin stated that educators from across the country came together to review the standards, which were based on research and study. Two significant studies came from the National Assessment of Educational Progress (NAEP), which presents frameworks in reading and writing and draws on extensive scholarly research and evidence, and national benchmarking. The Mathematics standards draw on conclusions from the Trends in International Mathematics and Science Study (TIMSS) and other studies of high-performing countries; therefore, international benchmarking played a significant role in the standards-setting process. She noted that these two studies, as well as others, were used in the development of these standards.

Dr. Pitre-Martin also provided key clarifications about the Common Core standards. She shared that community college and university professors, as well as business and industry representatives, provided feedback on these standards. She said that this is critically important to the discussion about the Five Pathways for NC led by Mr. Guckian this morning, because students need the skills to be successful as they move on to higher education or career aspirations. These standards serve as College and Career Readiness Standards and provide opportunities for advanced programming. The standards serve as a set of content standards; they are not a curriculum or a program. Our local school districts then have the ability to develop curriculum in order to teach the standards. The standards serve as the math and English/language arts standards for the new *North Carolina Standard Course of Study*. Dr. Pitre-Martin also explained that there is no mandate for any particular writing process, vocabulary list, or series of reading materials within the standards.

Using a PowerPoint presentation, Dr. Pitre-Martin provided a comprehensive overview of the standards. She focused first on Reading, explaining that the premise of the Common Core State Standards English/Language Arts/Literacy is that students should be college and career ready in reading, writing, speaking, listening, and language. She explained that very different from the previous standards is a focus on speaking, listening, and language, and she shared that those three elements are embedded throughout the K-3 standards. Dr. Pitre-Martin described the anchor standards and provided a high-level overview by grade level (in teacher language) of exactly what each teacher is seeing as they look at the content standards.

After providing the third grade overview, Dr. Pitre Martin reviewed the anchor standards for reading, which include Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards: Foundational Skills (i.e. Phonological Awareness, Phonics and Word Recognition, Fluency); assessed by Reading 3D. She explained that the assessment using Reading 3D, leads us to the Read to Achieve program. The components of Read to Achieve are third grade retention – student not proficient on grade three EOG (based on the Common Core Standards), State-provided diagnostic assessment – assess foundational skills of Common Core, and reading comprehension summer support and transition classes with teachers producing strongest student growth. For clarification purposes, State Superintendent Atkinson explained that the Read to Achieve program is a legislative mandate. A brief discussion ensued about the Read to Achieve policy rules, which have not gotten through the APA process. Dr. Atkinson suggested that we need to move forward as directed by the legislation and then work with the policy situation as it progresses. Vice Chairman Collins asked about challenges between the Common Core and the Read to Achieve legislation. In response, Dr. Pitre-Martin explained that the Department has worked collaboratively on this effort and noted that the assessment is based on the Common Core State Standards; therefore, we do not anticipate any barriers. In response to Mr. Collins request, Dr. Pitre-Martin and Dr. Atkinson spoke briefly about the required assessments. According to

Dr. Pitre-Martin, the Board will receive a full report in August about Read to Achieve and the assessment model. Dr. Oxendine suggested that it might be helpful to teachers to have a model lesson(s) so that teachers can see, concretely, how the moving parts come together. Dr. Pitre-Martin shared that the Department has developed such a tool noting that the Department's website contains a link for model lessons. She also noted that Home Base would be an excellent place to house those types of model lessons, activities, and performance tasks. In response to Board member McDevitt's question, Dr. Pitre-Martin stated that the diagnostic tools are fully funded.

Board member Tate suggested that for August, it would be helpful to talk about resources for teachers who have students who are not at grade level. Dr. Atkinson explained that in the Race to the Top grant there is a component requiring a kindergarten readiness assessment. This assessment will help teachers determine the different levels of their students so they can develop a personalized approach to bringing students to a better point (long-range). Dr. Atkinson stated further that, in her professional opinion, North Carolina is moving toward not having the resources necessary to have small classes for students who need the extra help for acceleration. She noted that it is extremely difficult for teachers to provide extra help and personalization necessary to accelerate learning in larger kindergarten classrooms. Principal of the Year Advisor Dale Cole also added the critical importance of Pre-K programs. He shared that down East, there are a lot of students entering kindergarten who are being raised by grandparents who work in agriculture and have very little education, who lack reading materials in the home and are considerably behind their counterparts. He agreed that the issue of resources is critical; if pre-K is dropped, the only alternative is to extend the school day with high quality teachers and high quality instruction. Teacher assistants are another valuable resource that make a difference as well as smaller class sizes. In defense of teachers, Mr. Cole shared that, at the practitioner level, he hears every year, "more is required and less is given." Mr. Guckian stated that too often, school leaders are not given flexibility for utilizing resources, and we have to decide how to bring about better results. Mr. Cole also drew attention to the crushing amount of responsibility on third-grade teachers. Dr. Pitre-Martin agreed, stating the importance during next month's presentation of talking about Reading 3D and the importance of our kindergarten, first and second grade teachers being heavily involved in pro-active strategies so when a student gets to third grade, we aren't spending a whole year playing catch up. While the funding is available for Reading 3D, we also have eight regional trainers who are part of the DPI staff and will be working in every region of the state to support this initiative. She also added that, as part of the legislation, universities will be teaching their teacher education students the Reading 3D curriculum so they are able to use that information when they walk into the classroom. Board member Willoughby shared that as the state saw North Carolina moving forward, i.e., with teacher pay moving to the mid-point in the nation, virtual school growth, pre-k programs, smaller class sizes and many other initiatives that required funding, what we also saw was an increase in our graduation rates; funding matters.

Vice Chairman Collins stated that to implement a new set of standards, legislation and early education initiatives, there needs to be policy discussions about the things the State Board can do. He suggested that the Department be cognizant of policy decisions that need to be made so that they are made based on current discussion and information.

State Superintendent Atkinson stated that the school calendar is one of the shackles around K-3 schools. It does not make financial and academic achievement sense to continue to have nearly three months in the summer where our vulnerable children do not have the opportunity to continue to learn how to read,

according to Dr. Atkinson. She added that there is enough research to support the notion that the school calendar needs to be changed to accommodate the loss of reading progress every summer. Dr. Atkinson stated that the question is “When will the adults in North Carolina be willing to take on that legislation and policy so that we can do the best things for kids?” She shared that changing the 180-day calendar to distribute it over the course of a year will not cost the state additional funds. The calendar bill is a policy that really impedes progress, according to Dr. Atkinson. In response to Lt. Governor Forest’s question about the status of this issue in the General Assembly, Dr. Atkinson stated that this has been an ongoing challenge for approximately five to six years; it has died in Committee for the most part. She shared that, in fact, there are at least 10-15 calendar bills introduced school district by school district that are now in a committee, but she doubted they would ever see the light of day during this session. She also talked briefly about the pushbacks, noting that, historically, the two major objections have been a “Save our summers” group that feels summers should be used for family vacations, etc., and the Travel and Tourism Industry feels that having a different calendar would reduce travel and tourism in North Carolina as well as the workers available to work in Travel and Tourism.

Returning to the presentation, Dr. Pitre-Martin noted that she included an additional slide on Foundational Skills for K-3 for a deeper dive. She drew attention to the first bullet, which states that students must demonstrate the understanding of the organization and basic features of print; soon to be an addition of cursive writing. In addition, students must demonstrate understanding of spoken words, syllables, and sounds (phonemes). They must know and apply grade-level phonics and word analysis skills in decoding words. And finally, students must be able to read with sufficient accuracy and fluency to support comprehension.

The next portion of the presentation focused on writing. Dr. Pitre-Martin described the anchor standards and provided a high-level overview by grade level (in teacher language) of exactly what each teacher is seeing as they look at the content standards.

A brief discussion occurred about when writing is explicitly assessed. Dr. Pitre-Martin explained that throughout the assessments there are several constructed responses where students need to be able to write their responses. There is a large writing portion on the ACT and the 11th grade test. Constructed responses have also been included in multiple content areas to address the need for students to write. In response to the possibility of having a second-grade writing assessment, Dr. Pitre-Martin explained that there is an online writing system that begins in kindergarten and will now be housed in Home Base. She stated that, locally, school districts can select writing prompts from all content areas that are used to assess writing, which begins in kindergarten. Dr. Oxendine expressed concern that there are many college-level students that cannot write, and she asked what can be done in the early grades of learning. Dr. Atkinson shared that, currently under the General Assembly mandate, we do not have a statewide writing test per se at any grade level other than what is assessed through ACT. For clarification purposes, she added that, under current policies, the writing assessments are left to the local school district to determine which assessments they will use for writing, the frequency, the when and how. A brief discussion ensued regarding current communication skills. Principal Cole stated that the focus should be on reading because in the 21st century, people write with computers. Teacher of the Year Dickerson addressed the writing issue, sharing that as an English teacher, this is her first year with the English 10 EOC, which includes a written component. She shared that she likes that written component more than the previous English 10 writing test. She explained and described why she felt that it assessed critical thinking skills much more than the previous test. In addition, she stated that there is a

writing portion in the Common Exams as well as in the Reading 3D program where there is a short writing portion based on what the students read to assess their understanding and comprehensive skills.

Dr. Pitre-Martin provided a couple of screen shots from the actual Appendix of the Common Core to share some of the recommended reading materials for students K-5. In addition, she noted within the Appendix there is a clear definition of text complexity that describes the three things teachers should look at when selecting reading material, which include qualitative and quantitative measures, as well as matching the reader to the text and task (based on interest level).

Stressing the importance of a thorough presentation and discussion, Chairman Cobey suggested that, without objection, he would like to hold the next portion of this presentation, which focuses on the Common Core State Standards for Mathematics until the August State Board meeting. There were no objections.

In response to Vice Chairman Collins’s question about where grammar is implemented in K-3, Dr. Pitre-Martin stated that grammar is implemented in grades K-12 and is assessed in all EOG and EOC tests. Grammar is part of the ACT for 11th graders as well. He asked where cursive writing comes into play. Dr. Pitre-Martin explained that in previous writing assessments, they were looking at grammar, content, capitalization, etc., but not necessarily making a judgment on the quality of writing, other than legibility in order to be graded. A brief discussion ensued about technique, etc. Dr. Pitre-Martin explained that the Department will bring a proposed policy to the Board in August to address cursive writing that will extend over multiple years. She stated that there are resources that teachers have used in the past related to uniformity of the letters, etc. The conversation then moved to DIBELS, which looks at phonemic awareness as well as the comprehension and fluency in the flow of reading so a teacher can work with students in the use of proper grammar. Principal of the Year Advisor Cole stated that printing does an effective job in the assessment of writing. He stated that one of the ways to assess writing objectively is to have someone other than the teacher of the student grade the essay, because teachers tend to give the benefit of the doubt to their students. Everyone’s cursive looks very different, but everyone can read printing.

Referencing Dr. Atkinson’s comments earlier, Board member McDevitt shared that the State Board was exploring using the Graduation Projects to assess writing skills (back mapping all the way back to kindergarten). He agreed with Dr. Atkinson’s suggestion for another look as an opportunity to use authentic assessments. Dr. Pitre-Martin shared that the Regional Accountability staff has collected the data about how many school districts are still engaged in Graduation Projects, and she would be glad to provide that number to the Board.

A brief discussion ensued about stress for teachers as the standards change. While the content is the same, there is a difference on how teachers present the material, according to Dr. Pitre-Martin. At the request of Dr. Atkinson, Dr. Pitre-Martin provided an example using Lincoln’s Gettysburg Address and how the level of rigor has increased.

Board member Oxendine shared that over the past several months she has been conducting research about the Common Core. She expressed concern that she cannot find much mention about child growth and development, theories of learning, developmentally appropriate practices, etc. in any of the literature. She is looking at the standards to see if they address, in the framework, child growth and

development; she felt this was a missing piece to the model. Dr. Pitre-Martin explained that those types of practices within the standards were not included because we wanted them to be just that – standards. Much of what is described with instructional practices would come in the curriculum side and how it is actually implemented. But the Department can certainly do some research on the state’s end to present that developmentally appropriate information to add to the standards, according to Dr. Pitre-Martin.

Data Systems for Learning

- **Instructional Technology Plan – Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services) and Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support)**

Mr. Price prefaced his presentation by explaining the purpose of Home Base, which is a statewide instructional improvement and student information system for teachers, students, parents and administrators. Teachers will be able to use Home Base to access student data and teaching and learning resources. Students will be able to access their schoolwork, grades, and learning activities. Parents will be able to view their child’s attendance and progress; and administrators can monitor data on students, teachers and schools. He explained that this initiative was funded by Race to the Top, which enabled the Department to move forward with this technology without asking the General Assembly for funding during an economic downturn.

Mr. Price shared that the Instructional Technology Plan addresses the purpose and use of Home Base. Setting the context, Mr. Price spoke briefly about the guiding principles for one statewide technology platform, which is consolidated, flexible, data centric, and secure. He shared that the Department implemented a state-of-the-art system called PowerSchool, which is currently in operation in Wake County.

Using a PowerPoint presentation, Mr. Price provided a comprehensive overview of the IT Plan goals, which are to improve student outcomes, simplify administration for schools and LEAs, streamline and modernize DPI’s technical infrastructure, and improve management and accountability with data. The Department has taken 30 various applications/systems and placed them into PowerSchool, changing our management plan and how we provide user support in one technology platform. Mr. Price also shared noteworthy strengths of the IT Plan explaining that it is 1) Responsive: driven by challenges and opportunities facing NC public schools; 2) Visionary: incorporates the latest advances in technology; 3) Collaborative: encourages and facilitates sharing of pedagogical knowledge and tools; 4) Guiding: provides a blueprint for the creation of one technology platform that is: trustworthy, robust and expandable, and powerful and reliable.

In addition to Wake County Schools, three additional school districts are implementing Home Base this week (Craven, Henderson and McDowell). In August, statewide implementation is scheduled to occur. The key was that PowerSchool needed to be implemented successfully to gather the data that would feed the Home Base/Instructional Improvement System (IIS)/Evaluation System to enable us to do all that the State Board has asked for.

In response to the Lt. Governor's question, Mr. Price explained that currently this system is subscription based. PowerSchool was implemented with General Assembly appropriations called Uniform Education Reporting Systems (UERS), which are funds specified to develop and implement systems and to pay for them on a recurring basis. PowerSchool replaces the state-run system NCWISE. Race to the Top funding was not used for this initiative. He explained further that the development for the IIS and the Evaluation feature was paid for through RttT funds; however, the recurring footprint is funded by UERS funds. Annually, the Department is appropriated approximately \$15 million. The contract was successfully negotiated to stay within that appropriation. There is a subscription fee in addition (\$4 for ADM), which converts to approximately \$6 million per year. The General Assembly has authorized LEAs to use their appropriations to help cover the subscription and/or use local funds. As a recap, Mr. Price shared that the total annual footprint is approximately \$21.4 million, appropriated funds are \$16.9 million; the differential is the receipt support coming from the LEAs, which offset the cost of the content. Mr. Price explained that this system has been structured in such a way that if we run into a cost uptick, it will not be impossible to pull out the piece that is causing the financial hardship and plug in a different product. Noting that people in his school district have a great deal of concern at the long-term cost of the unfunded requirements of Home Base, Vice Chairman Collins requested that the Department provide Board members with a spreadsheet analysis of the cost-savings in order to share it at the local level. The Department has maintained control of support to ensure that this product has a knowledge base within the state of all of the products that have been created, and we would have the expertise, if necessary, to migrate to something else. The support feature is in house, while the subscription is outsourced to companies. Superintendent Atkinson provided an example of a product that most school districts are using that costs \$7 per ADM; that particular component is included in the \$4 per ADM cost, which provides cost savings for LEAs. Brief discussions occurred regarding efficiencies of deliverables, resources for professional development, and long-term expenses for LEAs in low-wealth counties, and TIMMS (with respect to cost and service, etc.).

At this time, Mr. Price recognized Dr. Angela Quick to provide the Home Base demonstration.

➤ **Home Base Demo**

Dr. Quick prefaced this demonstration by responding to Principal of the Year Advisor Cole's comments earlier. Dr. Quick explained that this system was created with the idea of balancing the playing field for all districts. This system will offer a product that technically only existed in systems that had funding to do that in the past. The platform was created for teachers to save time in doing daily tasks, etc.

She explained that Home Base is a simpler, better information system to replace the student information system called NC WISE. She explained that Home Base provides tools for information and data and tools for teaching and learning. Home Base improves teacher effectiveness by providing tools aligned to NC's Standard Course of Study that promote efficiency by connecting grade books, lessons, instructional resources, and assessments. It ensures daily parent access to student grades and assignments, and provides time-saving tools that give ongoing data, results, and recommendations to teachers and students.

Products being integrated to create Home Base include PowerSchool (Student Information); Schoolnet (Instructional Tools and Assessment); OpenClass (Collaboration); Test Nav (Summative Assessment); and Truenorthlogic (Evaluation and Professional Development). In response to a question, Dr. Quick

provided a high-level explanation about content, some of which is purchased from outside vendors, some provided by the Home Base Resource Consortium, which is comprised of approximately 50 LEAs, and a process that tags the content to the standards. She provided an example of how a teacher can pull resources for a photosynthesis biology lab from the system, all of which are aligned and tagged to the specific content standards. The required functionalities of Home Base are provided for districts free of charge, but the Instructional Improvement Tools are optional, according to Dr. Quick. We believe districts will find value in these tools to improve instruction. Districts will have the 2013-14 school year to use all of Home Base cost-free.

Dr. Quick shared that it is important to note that vendors are currently selling instructional content where the price per student is different based on which LEA is asked. She stated that the state may want to entertain a consortium or state purchase for our platform to reduce the charge for that option and make it available for the LEAs that could not afford that content in the past. Additional discussion occurred regarding this possibility.

Dr. Quick reviewed the timeline for Home Base implementation. She indicated that the program went live on July 8. Approximately 800 teacher leaders from across the state are participating in the Summer Institute and are learning about and taking orientation sessions about Home Base.

Dr. Quick demonstrated for Board members the use of several of the features in the Home Base system, noting the various options that can be accessed by educators from the starting page including daily announcements, grade books, reports, lesson plans, assessments, and dashboards, etc. Diving deeper, Dr. Quick demonstrated how the system provides instantaneous student data on performance, providing class schedule, demographic information, parent contact information, attendance and disciplinary incidents. In response to Mr. Cole's question, Dr. Quick explained that the historical record for disciplinary incidents is not automatic within the system, but it is available if it has been included in NC WISE in the past. Dr. Quick also demonstrated that teachers can view all of the particular classes in which a student is currently enrolled to see the grades in other courses. Another feature shows how a student is performing on the ELA assessment, Mathematics, and Writing, etc. In addition, resources, lesson plans, assessments, supplemental material could be differentiated for the student. In response to a question, Dr. Quick stated that there is a Student Profile, which allows teachers to coordinate according to a student's mastery of content. Teachers will have reporting data at their fingertips, which will allow them to sort their student information data in a variety of ways to figure out if there are mitigating factors or issues that would be important to helping their students achieve.

In response to Mr. Tate's question about monitoring whether or not a teacher is using this system, Dr. Quick shared that Standard 4 in the teacher evaluation instrument speaks to the use of facilitating learning through technology. In addition, during this Legislative Session, Representative Craig Horn sponsored legislation around ensuring that teachers and leaders are ready to move to this type of learning in the classroom, etc.

Leveraging the power of social media has the most potential for improving teacher practices, according to Mr. Cole. He asked if merit pay would have any impact on sharing resources and plans through a platform like Home Base. Dr. Quick stated that sharing information is going to help teacher effectiveness in general. She provided the example of a school with only one physics teacher who does

not have a thought partner. She explained that within this platform, a teacher in the west could share information with a teacher in the eastern part of the state and be specific about the population, etc.

Prior to beginning the Board Committee work, Chairman Cobey called for a lunch recess.

RECONVENE IN OPEN SESSION

After the Board Committees concluded their work, Chairman Bill Cobey reconvened the State Board of Education meeting in Open Session and the following members were present:

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

Also present were:

June St. Clair Atkinson, State Superintendent	Dale Cole, Principal of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of the Ethics Statement that was read earlier and remains in effect. There were no conflicts of interest communicated at this time.

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. Patricia Willoughby, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: *NC Learns, Inc v. NC State Board of Education*; and *Arapahoe Charter School v. 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 Ms. Olivia Oxendine, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to recess the State Board of Education meeting until Thursday, July 11, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
July 11, 2013**

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
Janet Cowell, State Treasurer	John Tate
Gregory Alcorn	Rebecca Taylor
Kevin Howell	Patricia Willoughby
Reginald Kenan	

Also present were:

June St. Clair Atkinson, State Superintendent	Dale Cole, Principal of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the July 2013 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.

Prior to beginning the work of the Board, Chairman Cobey noted the absence of Teacher of the Year Advisor Darcy Grimes who is in Washington, DC, attending the National Teacher of the Year conference.

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.

Board member Greg Alcorn 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 June 5-6, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. Kevin Howell made a motion to approve the minutes of the June 5-6, 2013, State Board of Education meetings. Seconded by Mr. John Tate, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS – INCOMING STATE BOARD OF EDUCATION ADVISORS

- **Ms. Karyn Dickerson, 2013-14 Burroughs Wellcome North Carolina Teacher of the Year**
- **Mr. Dale Cole, 2013-14 Wells Fargo North Carolina Principal of the Year**
- **Dr. Mark Edwards, State Board of Education Superintendent Advisor**

Chairman Cobey explained that each year at this time the Board welcomes its new advisors. The Chairman asked Board members to welcome Ms. Karyn Dickerson to the Board as the new Teacher of the Year Advisor. He explained that Ms. Dickerson is North Carolina's 2013-14 Burroughs Wellcome Fund Teacher of the Year. She most recently taught English for six years at Grimsley High School in Guilford County. Before that, she taught reading remediation in Rockingham County. She graduated Phi Beta Kappa from UNC Chapel Hill with a degree in English and holds a master's degree from the University of Glasgow in Scotland. In 2011-12, Ms. Dickerson was awarded the NC High School Athletic Association 4-A Women's Tennis State Championship Coach of the Year.

Next, Chairman Cobey welcomed Mr. Dale Cole who is currently the principal at Chocowinity Middle School in Beaufort County. He noted that Mr. Cole was recently named the 2013-14 Wells Fargo Principal of the Year. A graduate of East Carolina University with both bachelor's and master's degrees, Mr. Cole has been a teacher, an assistant principal, and a principal. He has taught English and has served as a football and baseball coach. While an assistant principal, Mr. Cole implemented one of the first Positive Behavior Intervention and Support programs in a high school. He also supervised the creation of a 9th grade academy in his school.

Also welcomed to the Board as the new Superintendent Advisor was Dr. Mark Edwards, Superintendent of the Mooresville Graded School District. Dr. Edwards has distinguished himself not only in North Carolina as the Superintendent of the Year, but also as the 2013 National Superintendent of the Year from the American Association of School Administrators. Dr. Edwards has accomplished remarkable results during his five-plus years in Mooresville. The school system ranked 110 of 115 among LEAs in per pupil funding. Under Dr. Edward's leadership, however, the LEA ranks third in graduation rate and second in academic composite. Every 4th -12th grader has a laptop for their 24/7 use, and every K-3 student has a laptop at school. He has instituted the professional development opportunities to create

and sustain progress. His “Every student, every day” culture in Mooresville Graded Schools promotes caring and respect for all students and has engaged teachers and the community in unprecedented ways.

The new advisors were presented with SBE plaques, brief cases, and pins. The presentations were photographed.

Following the presentations, State Superintendent Atkinson presented, on behalf of Governor Pat McCrory, the Order of the Long Leaf Pine Award to Dr. Mark Edwards in recognition of his leadership as Superintendent in the Mooresville Graded Public School District. The presentation was photographed.

KEY INITIATIVES REPORTS AND DISCUSSION

➤ Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program) Review of Race to the Top Budget and Proposed Amendment

Mr. Levinson prefaced this presentation by directing Board members to the materials and binder located at their places. He set the context by speaking about the new partnership between the Governor’s Office and the NC Department of Public Instruction. Using a PowerPoint presentation, Mr. Levinson began by explaining that RttT funding is enabling North Carolina to remodel its system of public schools through the READY initiative. He shared the READY Project Map, which is focused on the teacher-student relationship and the school leader. Mr. Levinson framed the presentation by providing an overview of the RttT grant program and also spoke about broad collaboration and participation by stakeholders on a statewide level.

As it relates to progress, Mr. Levinson stated that North Carolina is now in Year 4 of the four-year grant period. He reported that North Carolina was cited in February 2013 by Secretary Duncan as one of three states that have “overcome significant challenges and stayed right on track.” He noted that there have been several delays, some intentional and purposeful, i.e., changes to the Educator Evaluation System. He also talked about delays due to problems such as a slow information technology procurement process, which caused condensed implementation times in several cases.

Mr. Levinson spent some time talking about other broad challenges, specifically, fiscal climate and goals, ambition of the RttT plan, scale (NC is a large, diverse state; RttT is statewide), and communication.

Accomplishments include:

- READY Communications Work recognized by *Partnership for 21st Century Skills (P21)*:
 - NC given the Educational Support Systems and Intentional Design Award (for the READY Outreach Meetings: 15 three-hour sessions in eight regions across the state between Feb. 28 and March 23, 2012)
- Professional development valued by field
- Turnaround of Lowest-Achieving Schools work yielding promising results
- Notable absence of negatives seen in some other RttT states:

- No “high risk status” label from USED
- No scandals
- All school districts and most charters still participating
- Ongoing engagement and collaboration with many North Carolina stakeholders (“doing with, not to”)
- Evaluation helping us to refine, improve our plan

At this point, Mr. Levinson fielded questions from Board members. In response to Board member Oxendine’s request for additional information about the Regional Leadership Academies, Mr. Levinson shared that he would connect her to the subject matter expert who can provide comprehensive information about the program. A discussion ensued concerning this initiative.

In addition, concern was shared about the sustainability of RttT programs. Mr. Levinson explained that the Department has been thinking about this issue since the beginning, and districts and charter schools with local funding, hopefully, have designed initiatives to create capacity beyond the grant period. At the state level, all of the initiatives are designed to go away; however, some of them could be extended. For example, districts have asked the Department to extend the professional development structure and the turnaround for lowest-achieving schools initiative, which doubled in size with RttT funding. He added that the impact of not extending those RttT initiatives would not be that the NC Department of Public Instruction would no longer provide professional development support or District and School Transformation services to the field; the funding decision would simply affect the scale and depth of the services the Department could provide.

In response to Vice Chairman Collins, a brief discussion ensued about grant expenditures, specifically evaluation and performance reports. Mr. Levinson noted that all of the reports are posted on the website. Adjustments/amendments to the Detailed Scope of Work (DSW) have occurred as a result of the evaluation reports. Mr. Hill stated that he would provide a link for Board members to the formative and summative evaluation reports and executive summaries of various RttT activities.

Chairman Cobey interjected that on Wednesday, the Governor sent a letter to the U.S. Department of Education’s Secretary Arne Duncan. Chairman Cobey read in part:

Dear Secretary Duncan:

I have asked Mr. Eric Guckian, my Senior Education Advisor, to lead the team responsible for overseeing and implementing the Race to the Top (RttT) initiatives. Mr. Guckian, in collaboration with the NC State Board of Education and the Department of Public Instruction, will examine performance and progress to date and recommend whether to continue or modify current activities based on feedback from educators in the field and based on whether we are effectively achieving the goals enumerated in the RttT application.

Mr. Guckian will serve as the new RttT contact and the authorized representative from the Governor’s Office.

Relative to the sustainability conversation, Board member Tate shared that he didn't believe anyone anticipated that the RttT initiatives would all be add-on programs at the conclusion of the grant. In his opinion, the grant has allowed North Carolina to explore some initiatives that were worth exploration, but will need to be evaluated in terms of continuation. Vice Chairman Collins expressed concern about the outcomes vs. expenditures. Specifically, he asserted "Some of the outcomes beg the question, is that the right use of the money?" Board member Willoughby shared that the reports made to the General Assembly would be helpful for Board members to review. Mr. Hill stated that he would provide Board members with a link to the report. In addition, he reported that in October, the RttT evaluation team is coming to present a status report on their findings and promising activities moving forward. State Superintendent Atkinson interjected that one of the challenges in RttT is that some of the seeds that are being planted will not flourish until after the grant period is over where some will grow at a much more rapid pace.

Noting that her district has many low-performing schools, Board member Oxendine stated that it is not going to satisfy her to hear that the superintendents in District 4 are placing the Leadership Academy program completers at the head of the hiring line. In addition, she does not believe that the candidates completing these Leadership Academies take a principal's exam, which is another issue. In consideration of time, Chairman Cobey asked staff to continue this conversation with Dr. Oxendine after the Board meeting. Board member Tate explained that "the Leadership Academies were carefully vetted and nobody said this initiative was going to be cheap. We were looking at an investment that would yield good fruit for students over the long time with a particular focus on turnaround." He stated that Dr. Ashley can tell you that turnaround is not an overnight proposition. One must consider the Leadership Academies, its graduates and their impacts, and the measurable outcomes borne out by student achievement and gains of student achievement. Anecdotal evidence must also be considered, which we've gotten relative to the quality of the candidates in the eyes of the superintendents." Further feedback will come when the completers are placed in the field, according to Board member Tate. "This initiative is about building bench strength for a district, not about immediately placing graduates in a principal's position," he said.

Diving deeper into the nuts and bolts of RttT, Mr. Levinson provided "RttT 101" for Board members: an overview of the application and its parameters, development of the application, and stakeholder collaboration, which included briefing local superintendents at a statewide meeting and offered them the opportunity to review the draft application and suggest edits. Mr. Levinson shared that all North Carolina superintendents signed standard Memoranda of Understanding (MOU) attesting to support of the application and agreeing to meet various implementation requirements if North Carolina received the award. He also spoke about the submission process and the application phases. As it relates to the award, Mr. Levinson spent time reviewing the allocation of funds and the terms of the grant. In addition, he spoke about implementation, specifically management structure, the DSW, program management by the Department, approval of the plan by USED, initial local DSWs, and mechanisms for supporting LEAs and charter schools. Finally, Mr. Levinson spoke about oversight, which included the general environment; oversight by USED, the State Board, the Governor, the NC General Assembly, and the NC Department of Public Instruction (of LEAs/Charters).

In the interest of time, Mr. Levinson briefly walked through the notebooks that Board members could review at their convenience. Of interest, he noted a multi-state comparison showing how North Carolina ranks in terms of spending the RttT funds. Mr. Levinson also directed Board members to the

At-a-Glance section, which provides a high-level summary of RttT by initiative and a sheet with up-to-date information on budget and expenditures. In addition, he pointed out resources on the website with links to substantive information about key initiatives, the state plan, the budget, monitoring, etc.

At this time the floor was opened for questions and discussion. At the request of Chairman Cobey, Mr. Levinson explained the process for submitting amendments, which includes omnibus budget amendments (there is no automatic carry-forward of unspent funds across fiscal years as there is typically in federal grant programs, such as Title I). Mr. Levinson clarified that the State Board does not have to approve the amendments, as they deal primarily with adjustments to mechanics of implementation, rather than changes to policy, but the Board has previously approved any elements within the amendments that relate to RttT goals and targets (since they have been one and the same with the Board's goals and targets). He also shared that the Department anticipates additional amendments and provided several specific examples. A brief discussion ensued about policy implications for the amendments. State Superintendent Atkinson explained that it has been the Department's guiding principle as we work through amendments, that if there is a policy implication, the item will come before the State Board; she provided an example. She asked Board members to trust that the Department will bring items to the Board if there is a policy implication; however, if something is routine in nature, then it is not the best utilization of the State Board's time. Of course, the amendments are always available for review by Board members, according to Dr. Atkinson.

Mr. Guckian recognized Mr. Levinson for his leadership and the transparency through the process. He agreed that the focus needs to be on kids and results. He reiterated that the Governor has asked him to look at testing, particularly the implementation of the MSLs and RttT. He believes there is an incredible amount of good work going on and the goals are sound; however, Mr. Guckian also believes that if there are ways to get to those goals faster, then we ought to look for those ways. A positive approach must be taken to leverage resources in partnership with DPI and the State Board to move the achievement forward.

Referencing policy implications, Superintendent Advisor Edwards stated that if superintendents across the state were surveyed, you would find great consternation over the schedule of the Common Exam deployment. He begged to differ with a comment yesterday that Common Exams are not high stakes. He stated that when a teacher's livelihood is on the line related to teacher effectiveness assessment criteria, it is extremely high stakes for the teacher and his/her family. He suggested that the application needs to be reframed to ask for an extension to ensure that all teachers have a fair chance to understand the content, curriculum, methodology, resources and professional development to guide the instructional process, etc. He suggested slowing down the implementation of the Common Exams to provide due diligence and ensure that teachers feel confident. Dr. Edwards also shared that as he understood it, RttT was to be an augmentation to the state's efforts; a catalyst to innovation – not the driver of education in North Carolina or in any other state. Candidly, Dr. Edwards stated that RttT plays a very small part in what is being done in the Mooresville Graded School District. He expressed concern of the matchup of RttT, Common Core State Standards, and Common Exams, for the teachers on the ground level there are more regulatory requirements. According to Dr. Edwards, in general, the scope of assessments required at the state and federal levels are beyond the bounds of reason.

State Superintendent Atkinson reiterated that people across the nation have talked with Secretary of Education Arne Duncan to request a delay to ensure that there is a very deliberate quality process. She shared that as a member of the Council of Chief State School Officers (CCSSO), the State Superintendents have said the same thing. She sees it as a positive that Secretary Duncan sent the letter that would allow a delay of the consequence as it relates to teacher effectiveness. According to Dr. Atkinson, that will be an important policy decision for the State Board. She encouraged Board members to read the recommendations provided by Dr. Garland on Wednesday regarding the MSLs. Both the amendment for RttT and for ESEA are intertwined. She shared that the Department is scheduled to meet with superintendents next week and will be talking with focus groups of teachers in July to gather feedback, which will be shared with the State Board.

Board member McDevitt reiterated that he would like more information on a sustainability plan. Moving forward, he would like to have an analysis of the ongoing/sustainability costs, promising practices based on anecdotal results (for now), how much data is needed before the data is valid, testimony, etc. State Superintendent Atkinson stated that if it pleases the Board, staff could bring the framework for the sustainability plan to the Board during its October planning session, which would tie into the State Board's legislative agenda. Chairman Cobey felt this would be an appropriate exercise.

Mr. Levinson emphasized that the proposed Amendment 14 is DPI's first effort to refine the Year 4 budget and there is a sense of urgency to move forward so that implementation can continue without interruption or delay. Mr. Levinson reiterated that the Board would not need to review and approve the amendment, since its content (other than the changes to the goals and targets already approved in a separate action by the Board) relates to implementation and not policy. In addition, State Superintendent Atkinson added that as a result of the policy decision the Board will make concerning MSLs, the Department anticipates it will have to file other amendments both for the ESEA waiver and RttT. Chairman Cobey clarified that he will expect Mr. Levinson and Mr. Guckian to work together to file Amendment 14. Mr. Guckian shared that the Governor's Office is currently reviewing the amendment.

STATE SUPERINTENDENT'S REPORT

Give Five –Read Five

Summer Reading Program Results Announced

Students across the state will be reading new books at home this summer thanks to the NC Department of Public Instruction's "Give Five – Read Five" campaign.

The initiative was launched in the spring to encourage parents, business leaders and community members to drop off new or gently used books to their local elementary schools.

Over the next few months, donations poured in and elementary schools were able to send 123,152 books home with students at the end of the school year.

Three schools will receive one-year licenses to online literacy programs for collecting the most books in their size category. The winning schools are

- Under 300 Students: West Hoke Elementary School (Hoke County Schools), 2,675 books collected;
- 300-500 Students: Whitnel Elementary School (Caldwell County Schools), 4,147 books collected; and
- Over 500 students: Winterfield Elementary School (Charlotte-Mecklenburg Schools), 7,186 books collected.

For more information, including a list of all the schools that participated in the campaign and their book donation totals, visit <http://www.ncpublicschools.org/give5read5/>

READY Initiative Wins National Recognition

The NC Department of Public Instruction has been recognized with the Golden Achievement Award by the National School Public Relations Association for its READY initiative. The award recognizes outstanding achievement in the four steps of a public relations program:

- Analysis of need
- Planning to meet the need
- Execution and communication of the program, and
- Formal evaluation

The READY initiative represents the department's branding of its comprehensive efforts to remodel public education in North Carolina.

STEM Day

Teachers Get Hands-on Experience in the Workplace During STEM Day Visits to Triangle Employers June 24

More than 150 teachers from STEM-focused secondary schools saw the 21st century workplace in action June 24 during behind-the-scenes visits to a dozen Triangle employers that depend on workers with strong skills in science, technology, engineering and math, or STEM in shorthand.

STEM Day was a prelude to NC New Schools' annual three-day Summer Institute where more than 800 educators from innovative schools across the state shared highly effective practices they're applying in their schools, districts and regions.

The teachers participating in the visits were from schools that are partners with NC New Schools and part of statewide networks of schools with a particular career theme: health and life sciences, energy and sustainability, biotechnology and agriscience and aerospace, advanced manufacturing and security.

The employers hosting the STEM Day visits span all four of the STEM-school themes:

- LORD Corporation
- NIH/National Institute of Environmental Health Sciences
- Syngenta
- GlaxoSmithKline
- Environmental Protection Agency
- SAS
- Caterpillar Inc.

- Interfaith Food Shuttle
- Veterans Affairs Medical Center - Durham
- Bayer Crop Science
- Duke Energy
- BASF

Educators from these schools participated:

School	District
Bertie County Early College High School	Bertie County Schools
Bertie County High School	Bertie County Schools
Brunswick County Early College High School	Brunswick County Schools
Caldwell Early College	Caldwell County Schools
City of Medicine Academy	Durham Public Schools
Davie High School	Davie County Schools
Duplin Early College High School	Duplin County Schools
Early College EAST (Craven)	Craven County Schools
East Columbus High School	Columbus County Schools
East Duplin High School	Duplin County Schools
Edgecombe Early College High School	Edgecombe County Schools
Hillside New Technology High School	Durham Public Schools
James Kenan High School	Duplin County Schools
Middle College at GTCC - Jamestown	Guilford County Schools
Middle College at UNC-G	Guilford County Schools
Nash-Rocky Mount Early College High School	Nash-Rocky Mount Schools
North Duplin High School	Duplin County Schools
Northeast Regional School of Biotechnology and Agriscience	Beaufort, Martin, Pitt, Tyrrell, and Washington school districts
South Columbus High School	Columbus County Schools
Southern High School	Durham Public Schools
Southern School of Engineering	Durham Public Schools
STEM Early College at NC A&T State University	Wake County Schools
Surry Central High School	Surry County Schools
Yadkin Valley Regional Career Academy	Davidson County Schools
Wallace-Rose Hill High School	Duplin County Schools
West Columbus High School	Columbus County Schools

Special Honors and Recognitions

North Carolina Students Recognized at International DECA Conference

Seven North Carolina DECA students earned the organization's highest honors at DECA's 67th Annual International Career Development Conference, which was held April 24-27 in Anaheim, Calif.

Students who participate in DECA gain valuable presentation, leadership and marketing skills that will help them succeed in higher education, work and citizenship. Students receiving recognition were

- William Henriques, Charlotte-Mecklenburg Schools, 2nd Place, Human Resources
- Rose Jackson, Charlotte-Mecklenburg Schools, 3rd Place, Restaurant & Food Service Management
- David Snedecor, Charlotte-Mecklenburg Schools, 5th Place, Buying & Merchandising
- Craig Amasya, Charlotte-Mecklenburg Schools, 5th Place, Buying & Merchandising
- Michael Barquero, Charlotte-Mecklenburg Schools, 5th Place, Sports & Entertainment Marketing
- Aiden Blake, Chapel Hill-Carrboro Schools, 9th Place, Principles of Finance
- Camden Van Pelt, Gaston County Schools, \$1,000 National Tech. Honor Scholarship

North Carolina's delegation of 425 students collected 44 medals in exam, role play/presentation and top 15 honors. Seventy-five percent of the state's delegation attained the Platinum Seal of Excellence. North Carolina DECA also was recognized for posting a 13 percent increase in membership. North Carolina DECA currently has 6,504 members.

Microsoft Office Specialist Champions Recognized

Nina Joseph and Alex Bainbridge, students at Green Hope High School (Wake County Public Schools) earned gold medals as they were named U.S. Certiport MOS Champions in Excel 2010 and Word 2010, respectively, at the 2013 Microsoft Office Specialist U.S. National Championship in Park City, Utah.

Their classmates, Sean Kelly and Ali Khan, brought home bronze medals in the Excel and PowerPoint 2010 competitions.

Jorge Perla, a student at Durham School of the Arts (Durham Public Schools), earned a silver medal in PowerPoint 2010.

- These students were among 140,000 in the U.S. to enter the 2013 Microsoft Office Specialist U.S. National Championship by earning qualifying scores on certification exams.
- From this group of students, 28 were selected to travel to the championship in Utah to compete in timed exams in Microsoft Word®, Microsoft Excel® and Microsoft PowerPoint® versions 2007 and 2010. Of the 28 competitors from across the nation, 11 were from North Carolina and seven were from Green Hope High School.
- North Carolina high school students who entered the competition have used the state's Microsoft IT Academy program to learn computer applications skills and earn industry-recognized certifications and high school course credit.
- The statewide program, which was the first of its kind in the nation and is now in its third year, has enabled students and teachers in North Carolina to earn more than 98,000 professional certifications.

Because they were the top winners in their categories at the national competition, Joseph and Bainbridge will now travel to Washington, D.C. to compete with students from 50 other countries in the 2013 Microsoft Office Specialist Worldwide Championship to be held July 31-Aug. 3.

Common Core Cost Update

Direct Costs of Implementing 2010 Standard Course of Study

Regardless of whether a state adopts the Common Core State Standards or other standards, standards must be revised and revisited periodically, and revising standards carries similar costs.

Three major direct costs in implementing any new standards, including the Common Core State Standards, are

- Professional development
- New tests
- New textbooks, digital materials and instructional resources

Costs for Standard Course of Study Implementation (including Common Core) adopted in 2010

- Professional development
 - Two years ago the General Assembly passed legislation requiring that all students go to school 185 days rather than 180 days. The legislation allowed school districts to get a waiver for the extra five days if they could attest that another use of those days would result in improved student achievement. Most school districts asked that those days be used for professional development related to the Common Core State Standards plus the other state standards that had been developed. These requests were repeated in the following year.
 - Outcome—all teachers who were in the classroom two years ago have received 10 plus days of professional development about the new standard course of study.
 - There was no extra cost to the state because those 10 days over a two-year period were included in the existing teacher contracts.
- Tests
 - State funds were used to develop new statewide tests to align with the Standard Course of Study in
 - Grades 3-8 reading and math
 - Algebra I
 - English 10

These tests are to be administered in multiple years.

- Textbooks

Expenditures for math/ELA textbooks from 2008-2012 are

- 2008: \$ 7,562,819
- 2009: \$40,418,053
- 2010: \$15,997,144
- 2011: \$24,977,806
- 2012: \$11,770,894

Appropriations for textbooks and supplies vary depending on fiscal conditions and other factors.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- NC Business Committee for Education Annual Meeting, Raleigh
- Piedmont-Triad Leadership Academy graduation ceremony, Greensboro, NC
- Lee County Schools Superintendent Jeff Moss's retirement reception, Sanford, NC
- Editorial board meetings in Fayetteville (*Fayetteville Observer*), Raleigh (*News & Observer*) and Asheville (*Asheville Citizen*)

Education Building, Raleigh	Thursday, July 11, 2013	Board Room, 9:00 AM
------------------------------------	--------------------------------	----------------------------

- Governor’s Education Cabinet (distributed Inter-Agency Coordination report to Cabinet members), Raleigh, NC
- VIF staff and board member retreat, Chapel Hill, NC
- Superintendents’ Quarterly, Asheville, NC
- NC Summer Leadership Conference, Asheville, NC

RttT Monthly Highlights of Activities Completed

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

- Provided monthly RttT status report to State Board of Education (State Board) meeting on June 6
- Completed a draft omnibus amendment (proposed Amendment 14) to realign the year four initiative budgets and handle carry forward from FY 2011-12; NC OSBM and the Governor’s Office are currently reviewing the draft
- Began series of regular meetings with Governor McCrory’s new education advisor to brief him on the RttT initiatives and their progress to date
- Continued approval of Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 62 amended DSWs this month, as of June 27 (have approved 230 LEA/Charter School amended DSWs since July 1, 2012)
- Continued work on production of UC-TV program to be broadcast statewide in September 2013 (working title is "NC Parent Open House") to inform parents about the READY initiative; shot video for pre-taped vignettes to use during the segments, and began working with the PTA and Chamber of Commerce to find audience members for the live taping
- Launched survey of superintendents, principals, and LEA and charter school RttT coordinators to gather feedback on the spring READY meetings and assess district and school needs for the 2013-14 READY meetings
- Identified online modules to provide customer service training for DPI staff in order to implement the concierge service model described in the state’s DSW
- Continued work on messaging around Educator Effectiveness and the new Accountability model:
 - Worked with Accountability Services to design school report cards website that will be easy to use and informative for stakeholders
 - Drafted briefing materials related to the accountability model, though these cannot be finalized until the General Assembly decides on the final make-up of the model

Standards & Assessments:

- Continued to collect Social Studies Concept-Based Unit Exemplars from LEAs for review and posting in Home Base
- Continued the process of identifying a “State Network of Educators” team to review and select resources aligned to the new NC Math & English Language Arts learning standards for inclusion in the Smarter Balanced Digital Library
- Completed training with two additional teacher cohorts on the Equip rubric (formerly the Tri-state rubric) for use in evaluating materials related to the new NC Math & English Language Arts learning standards
- Conducted training for teams from lowest achieving school districts on personal financial literacy curriculum, which included work with the new NC Math, English Language Arts, and Social Studies learning standards
- Conducted trainings on the new NC Health and Physical Education learning standards for health and physical education teachers from across the state

- Completed a review of two vendor created online courses for high school math to determine their alignment with the new NC Math & English Language Arts learning standards
- Met with Accountability Division to review the joint efforts required of the Curriculum and Instruction Division and Accountability Division in developing high quality assessments aligned to the new *NC Standard Course of Study*
- Finalized preparation for the sessions at the July Summer Institutes that will provide continued support for LEAs on implementation of the new *NC Standard Course of Study*

Data Systems to Improve Instruction:

- Continued work to deliver the curriculum and instruction functions, classroom and benchmark assessment functions, and teacher evaluation functions by start of 2013-14 school year
- Completed import of items out of Center for Urban Affairs and Community Services (CUACS) into the NC Learning Object Repository (LOR) and into Home Base; tested and confirmed federated search capability between Home Base and the NCLOR
- Loaded North West East Alliance items and ClassScape items into Home Base; loaded Online Learning Exchange metadata into the LOR
- Completed eight regional Home Base implementation planning workshops
- Continued work on 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
- Completed certification training for 30 DPI trainers for both the Core Instructional Improvement System (IIS) functionality related to Classroom Instruction/Assessment and Educator Evaluation components of Home Base; completed technical/support staff training for the Core IIS and Educator Evaluation components.
- Began eight regional trainings on both the Core IIS functionality and the Educator Evaluation components
- Continued staffing and process development for the Home Base Support Center to ensure that users in the field get swift, courteous, and accurate answers to their questions

Great Teachers & Principals:

- Completed initial Analysis of Student Work pilot implementation and related data collection; 100 teachers in three content areas (Arts Education, Healthful Living, and World Languages) participated
- Completed K-2 Literacy pilot and related data collection with 13 experimental and 35 control districts
- Received State Board approval of optional evaluation rubrics and processes for school nurses, occupational therapists, and physical therapists
- Completed data collection for field test of required evaluation rubrics and processes for instructional technology facilitators, social workers, school psychologists, library media coordinators, and school counselors
- Completed administration of the spring 2013 Common Exams (Measures of Student Learning)
- Completed testing and finalized new Truenorthlogic platform for NC Educator Evaluation System
- Received State Board approval for two Lateral Entry Licensure Programs for teachers; one will be conducted by the Guilford County Schools and focus on teachers for classes about health occupations, and the other will be conducted by TEACH Charlotte and focus on English as a Second Language (ESL) instructors
- Provided leadership training and mentoring for 20 Kenan Fellows working on curricular projects and professional development in three major areas related to implementation of the new *NC Standard Course of Study* (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows)

- Continued providing instructional coaching and mentor support for Cohorts I and II of the New Teacher Support Program (NTSP)
- Continued planning for eight, two-day regional trainings for first- year teachers in the NTSP program; the institutes will be conducted in Charlotte (two institutes), Roanoke Rapids, Durham, Greensboro, Wadesboro, Pembroke and Greenville
- Completed the recruitment and applicant interviews for Cohort II of the North Carolina Teacher Corps (NCTC); as of June 19, 205 completed applications had been received for consideration, and 105 potential corps members have been selected
- Continued providing instructional coaching and mentor support to NCTC Cohort I members through June 30; instructional coaching will be resumed when school reopens in the fall
- Reviewed competitive bids from six institutions of higher education (IHE) to provide licensure coursework for NCTC members
- Conducted a one-day professional development session on the topic of effective teacher interviewing strategies for 70 current and potential NCTC members on June 1
- Completed planning for the summer intensive training for Cohort III of the Piedmont Triad Leadership Academy (PTLA) and the Sandhills Leadership Academy (SLA)
- Continued providing administrative coaching for members of Cohort II of the SLA and PTLA; internships will be completed by June 30
- Continued executive leadership training for members of Northeast Regional Leadership Academy (NELA) Cohort III
- Graduated 62 Regional Leadership Academy (RLA) administrative interns from NELA, PTLA and SLA; graduates are currently interviewing for leadership positions in high-needs school districts
- Completed scheduled events on the Professional Development (PD) calendar for FY 2012-13, and began to establish events for the 2013-14 PD calendar
- Continued planning for Summer Institutes 2013 with agency-wide collaborative teams
- Launched ten new Phase III Online Modules at the end of June

NC Virtual Public Schools:

- Held Virtual STEM Workshop June 20-21 covering topics such as the roles and responsibilities of virtual and face-to-face teachers, adjustments to courses, Virtual Response To Intervention Model, and The Fizz Model of instruction; the workshop was attended by all district liaisons and new virtual teachers, and by $\frac{3}{4}$ of face-to-face teachers
- Began development of a “Getting Started” training module to address deficiencies in student technology gaps and understanding of Project Based Learning (PBL); the training module is designed to walk students through the use of course environments on a desktop/laptop, iPad/mobile environment, and using course material in the iBook format
- Transitioned the “Virtual STEM Professional Learning” material into a Moodle Learning Environment, and introduced a year-long training module for virtual and face-to-face teachers that includes sessions on Pedagogy (PBL, Grand Challenges, Unrealistic Teaching, Blended Teaching and Learning); future sessions will focus on additional types of pedagogy and curricula; virtual teachers will attend additional professional development specific to NCVPS bi-weekly

Turning Around the Lowest-Achieving Schools (TALAS):

- Conducted Comprehensive Needs Assessment (CNA) “unpackings” with three TALAS schools in Edgecombe County: Patillo Elementary, Princeville Elementary and Coker-Wimberly Elementary

- Conducted CNA “unpacking” with one Priority School: Mountain Youth, an alternative school in Cherokee County
- 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)
- Held three separate days of “Professional Development for School Leaders” (session 11) focused on examining the correlation between teacher evaluations, performance composite data, and EVAAS growth data

NC Education Cloud:

- Continued finalizing development of the technical implementation plan for the Identity and Access Management (IAM) project
- Continued to work with MCNC to finalize the scope of work for the service management functions needed for the IAM project
- Continued to work with MCNC to finalize the role of Service Manager for the NC LOR project; service management function is critical to ongoing sustainability of the project
- Completed analysis of a statewide survey of wireless networking and 1:1 computing and used results to inform the Home Base roll out
- Continued 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

Science, Technology, Engineering & Math (STEM):

- Continued development of STEM courses (through North Carolina School of Science and Mathematics):
 - Completed the first draft of Level II courses in Biotechnology & Agriscience, Aerospace, Security, Automation, Energy & Sustainably, and Health and Life Sciences and began soliciting feedback
 - Continued updating content on Moodle for Level I and II courses
 - Continued development of multimedia content and copyright clearance efforts for Level II courses
 - Began development of content for Level III courses
- Continued providing coaching to STEM Anchor and Affinity Network schools (through NC New Schools):
 - Provided one day of Leadership Coaching for the principal at Surry Central High school
 - Provided 1.5 days of Instructional Coaching at two Anchor Schools (0.5 days at Early College EAST and one day at the Northeast Regional School of Biotechnology and Agriscience), and 13.5 days of instructional coaching at seven of the 16 Affinity Network schools
 - Provided a Summer Institute Conference with sessions that highlighted innovative practices for supporting stakeholders and planning time for teams to reflect on the sessions and revise School Action Plans using the information; principals from all twenty Anchor and Affinity Network schools and thirty-five teachers from Anchor Schools and 136 teachers from the Affinity Network Schools attended
- Met with schools that participated in the STEM recognition pilot process to gather feedback on their experience; using the feedback to improve and finalize the application process for schools to use in fall 2013

Evaluation:

- Completed internal drafts of reports on statewide Strategic Staffing, NCTC, and Virtual STEM and plan to submit these to NCDPI for review by July 3
- Continued planning for FY 2013-14 data collection for Professional Development, Teacher and Leader Effectiveness, and Local Spending reports

- Began developing the analysis plan for the overall cost-effectiveness evaluation at the initiative level
- Continued work preparing student accountability datasets and began building analysis files for examinations of the data at the LEA, school, personnel, and student levels

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 State Board website.

Key Education Bills

1. HB 998 – Tax Reduction Act
2. Budget Issues for Public Schools
 - a. Teacher Salaries, including masters pay
 - b. Elimination/Reduction of Discretionary Cut
 - c. Textbooks and Instructional Supplies
 - d. Adequate core funding for increased student population
3. [HB 250](#) Charter School Enrollment & Charter Revisions
4. [SB 337](#) NC Charter School Advisory Board
5. [HB 935](#) & Pre---K Eligibility Definitions
6. A---F School Performance Grades

Superintendent Advisor Mark Edwards provided a personal example of his daughter's beginning salary in Tennessee where she will be making \$10k more than her counterparts in North Carolina. He spoke about the importance of recognizing competitiveness with compensation or we will see a migration of quality teachers out of this state.

Mr. Alcorn asked about the status of the possibility of exempting teachers from state income tax. State Superintendent Atkinson explained that the intent of that suggestion was to continue in the forefront of our state that teachers need a liveable wage and to bring attention to the need to address teacher salaries.

In response to Board member McDevitt's request, Ms. Beaulieu provided a status report on HB 944.

In closing comments, Ms. Beaulieu invited Board members to the Governor's School East Chorus/Performance today in Education Lobby beginning at 12:15 p.m.

Rules Review Council Update

Superintendent Atkinson recognized Ms. Katie Cornetto to provide the Rules Review Council Update.

Using a PowerPoint presentation, Ms. Cornetto provided a status update of the rulemaking process. She reported that the SBE policy on the READY accountability model has been certified as a rule by the Rules Review Commission to begin the process of rulemaking. However, the Department cannot move forward until receiving approval from the Office of State Budget Management (OSBM) on the fiscal note. She added

that as it relates to the Read to Achieve and READY rules, the Department is standing ready to begin the rulemaking process, which takes about 180 days. Ms. Cornetto also reported that she was contacted by the legislative research staff to help with the Read to Achieve rule. She explained that efforts have been made to try to put the Read to Achieve rule in Session Law, which would require statutory change.

The Rules Review Commission has said that as the law currently reads, the State Board is required to go through the rulemaking process. In closing comments, Ms. Cornetto reported that she has been told that there will not be an exemption from rulemaking during this Legislative session for the State Board of Education.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

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 6 – State Hearing Review Officers.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. John Tate, the Board voted unanimously to approve TCS 6 – State Hearing Review Officers as presented.

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

CONSENT

TCS 6 – 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 Program)

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 accept the State Hearing Review Officers at its July 2013 meeting.

ACTION AND DISCUSSION AGENDA

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

DISCUSSION

LFI 1 – Recommendations for Enrollment Request for New Charter Schools/Policy

Implications: General Statute § 115C-238.29D(d); SBE Policy # TCS-U-014

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.

One group, Summerfield Academy, has sent information to the Department requesting to add more students to their enrollments. The charter school is slated to open in August 2013 and is partnering with a management company – National Heritage Academies. The charter school is requesting to increase their Year One student enrollment numbers by 13 students.

The charter school, due to high demand in the enrollment phase, shifted seats from 6th grade to add extra seats in kindergarten, thereby, meeting the unexpected demand. However, the charter school performed an analysis and realized that a demand for those shifted 6th grade seats, in fact, existed. At that point, the charter school board made a decision to enroll those 13 students above their selected projections in the approved charter application. The charter school has already performed their lottery, offered enrollment to all of these students, and will now have full classes at the 6th grade level.

Since the charter school board decided to accept these additional students, the charter school will receive local funds for those students but not the State funding. In attempting to revise their enrollment figures, the charter school wishes to receive State funding for the additional students they accepted of their own accord.

The State Board of Education, in the past, held a standard that the approved numbers in the first year are the enrollment numbers granted to the charter school. In continuing with that past precedent, the State Board, this year, did not permit enrollment growth before schools have opened their doors for the first time. This precedent involved three charter schools that requested growth beyond 20%. The key consideration for the State Board is the future implication of permitting these smaller types of modification prior to the first day of operation.

If the State Board decides to approve this request, the Office of Charter Schools recommends that the 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 Summerfield Academy due to the recent approval of the school’s implementation plan (their application), the school’s action prior to inquiring of the Department of Public Instruction, previous precedent established by the State Board, and the future implications of such a decision.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor reported a thorough discussion of this item during the LFI Committee meeting on Wednesday. She explained that this year, the State Board has not permitted enrollment growth prior to a charter school’s opening; this precedent involved three charter schools. Key consideration for the State Board is the future implication of permitting these smaller types of modifications prior to the first day of operation.
- Chair Taylor shared that this item is out for discussion and feedback for 30 days and will come back to the Board in August for action.
- There was no further discussion.

This item is presented for discussion in July and will be presented for action in August. (See Attachment LFI 1)

DISCUSSION

LFI 2 – Revisions to NCVPS Vendor Approval Process for Virtual Courses

Policy Implications: SBE Policy # GCS-M-001 and TCS-D-002; Session Law 2011-145 SECTION 7.22 (h).(2)

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

Description:

Language in Session Law 2011-145 SECTION 7.22 (h).(2) requires local education agencies and charter schools to obtain permission from NCVPS before offering any virtual course for credit other than ones administered through NCVPS. Therefore, it is not legal to offer non-NCVPS courses to any public school student without written permission from NCVPS. The State Board of Education at its December 2011 meeting approved standards for Online Courses, and at January 2012 meeting approved an approval process.

Since that time, the iNACOL and SREB standards for online course and online teacher quality have been revised. Therefore, NCVPS needs to revise the Vendor Approval Standards to reflect the newest standards on course and teacher quality. Additionally, during the first year of the approval process, much has been learned about how to streamline the process to reduce staff time to review the courses and to complete the process in a more timely fashion. It is the recommendation that the Vendor Approval process be revised so that:

- Online vendors must first show that their courses are aligned to the *NC Standard Course of Study* or the College Board Standards for AP courses before the rest of the course will be evaluated for quality.
- Vendors that have already had one course approved can go through an abbreviated review process on additional courses to expedite the process
- The rubric used to evaluate be revised so that a high score reflects a high quality course rather than a low score.

Recommendations:

The State Board of Education is asked to approve the revised standards and process for the Online Course Vendor Approval Process.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of the revised standards and revisions to the online vendor approval process during the LFI Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for discussion in July 2013 and for action in August 2013. (See Attachment LFI 2)

NEW BUSINESS

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

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

ACTION

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): Dr. 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 Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the policy amendments governing services for children with disabilities as presented. (See Attachment GCS 1)

DISCUSSION

GCS 2 – Future-Ready Occupational Course of Study: Proposed Temporary Waiver of Paid Employment Graduation Requirement

Policy Implications: SBE Policy # GCS-N-004; 16 NCAC 6d.0503

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

Description:

The Future-Ready Occupational Course of Study (FR-OCS) is one of two Future-Ready Courses of Study that students with disabilities may complete to receive a North Carolina diploma. Currently, students participating in the FR-OCS are required to complete 300 hours of supervised school-based vocational training, 240 hours of community-based vocational training, and 360 hours of paid employment in an integrated employment setting. The students must be compensated at or above the federal minimum hourly wage. Students must complete the vocational training and competitive employment hours, in addition to completing all required state and local course credits and Individualized Education Program (IEP) goals which outline the computer/technology skills to be mastered.

The Department of Public Instruction recommends that the paid employment graduation requirement for the FR-OCS continue to be amended to allow participating students in the graduating classes for the 2013-14 school year to substitute 360 hours of additional unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours for the 360 hours of paid employment hours if unable to secure paid employment in an integrated employment setting due to local job market conditions. Any community rehabilitation facility used must be considered an affirmative employer by the North Carolina Division of Vocational Rehabilitation. This recommendation means that students in the FR-OCS will still be required to complete a total of 900 hours of vocational training and/or employment in order to receive a North

Carolina Diploma. All paid employment, unpaid vocational training hours, internship hours, volunteer and/or community service hours will be conducted in accordance with the Fair Labor Standards Act and applicable state and federal child labor laws. In addition, LEAs will be required to maintain documentation of their attempts to help the student secure paid employment through referrals to the North Carolina Division of Vocational Rehabilitation, Division of Services for the Blind, Workforce Investment Act (WIA), funded youth employment programs and other appropriate adult employment service agencies. Evidence of interagency collaboration and referral(s) must be documented on the student's transition component of their IEP.

Recommendations:

The Department of Public Instruction recommends that the paid employment graduation requirement for the FR-OCS be continued to allow participating students in the graduating classes of the 2013-2014 school year to substitute 360 hours of additional unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours for the 360 hours of paid employment hours if unable to secure paid employment in an integrated employment setting due to local job market conditions. This waiver would remain in effect until the unemployment rate for North Carolina reaches 6% or less.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She explained that the recommendation of the Department is to renew the waiver to allow participating students in OCS to substitute the 360 hours of paid employment with 360 hours unpaid vocational training, internships, volunteer hours, etc. until the unemployment rate for North Carolina reaches 6% or less.
- There was no further discussion.

This item is presented for discussion in July 2013 and will return for action in August 2013. (See Attachment GCS 2)

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

DISCUSSION

TCP 1 – Non-teaching Experience Credit

Policy Implications: SBE Policy # TCP-A-006

Presenter(s): Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services)
Mrs. Susan Ruiz (Director, Licensure)

Description:

This policy change will allow non-teaching work experience, which has been added to a relevant licensure area, to apply to any additional teaching or student services areas that are added to the license for a teacher. Currently, a teacher with a restricted license who has been credited with relevant non-teaching experience loses that experience when they move to another certified position (such as to a non-restricted teaching position for which they are certified or a guidance counselor position). This

policy change would allow the non-teaching work experience to be applied to any certified position for which they qualify.

Recommendations:

That the State Board consider approval of this policy change.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. Post discussion, there was additional discussion about moving this item from Discussion to Action on First Reading. However, further discussion about litigation implications caused the Committee to rethink its decision to move this item forward. She recognized Ms. Katie Cornetto to continue that discussion at this time.
- Prior to Ms. Cornetto's comments, and as a point of reference, State Superintendent Atkinson explained that the policy recommended to the Board was in place in North Carolina for many years. It was only within the last few years that the changes were included in a larger packet of materials by the Department.
- In response to Mr. Howell's question, Dr. Atkinson explained that any teacher, either lateral entry or through another avenue to get a clear license, is eligible to receive the increase in salary steps based on work experience.
- Ms. Cornetto stated that legal is currently defending routine litigation over the policy, and changes at this point that were recommended needed to be adjusted slightly and discussed further. Therefore, staff needs additional time to vet the policy. The item should be ready for the Board's consideration in August, according to Ms. Cornetto.
- In addition, Chair Oxendine shared that the TCP Committee will spend additional time discussing and rephrasing the policy change and talking more with State Superintendent Atkinson.
- There was no further discussion.

This item is presented for discussion in July 2013 and will be presented for action at the State Board's August meeting. The policy, if approved, would be retroactively effective as of July 1, 2013. (See Attachment TCP 1)

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine shared that on Wednesday, the TCP Committee briefly discussed the NC Foundations of Reading and General Curriculum Tests for Elementary and Special Education: General Curriculum Licensure, and received an update on Educator Effectiveness: Measures of Student Learning Implementation.

A brief discussion occurred regarding the timeline for recommendations of the MSLs (Measures of Student). Dr. Garland stated that the Board may need to act prior to September in order to change the way the process is being done. Her reasoning is the measure for third grade where third grade students would take a pre-test using one form of the end-of-grade as the pre-test and the post-test would be another form of assessment. If we do that, then there are implications for year-round schools, according to Dr. Garland. She added that if we are not going to do that, there are implications as well. If we are going to administer the pre-test, we cannot wait until September to do that for the students beginning school in July because the growth metrics for teachers involved in the process would not be the same as

the typical teacher who would have a full year to demonstrate growth. She noted that staff would like to bring the recommendation to the Board in August for a decision.

Board member Tate encouraged everyone to reach out to constituents to hear and communicate this information. State Superintendent Atkinson invited Board members to come to the July 25 Superintendent's Quarterly to meet in regional groups with their superintendents. She asked Board members to let Mr. Hill know if they plan to attend in order for staff to make arrangements for the small group meetings.

Mr. Guckian suggested and offered that if Board members would put together small focus groups from their districts, he would be willing to come and listen to their feedback around MSLs and the implementation process.

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

ACTION

TCS 1 – Revise NC Virtual Public School (NCVPS) Non-Public Pricing for In-state Students Policy Implications: S.L. 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 fall 2013 Block and 2013-14 Year-Long Courses.

Recommendations:

It is recommended that the State Board of Education approve the proposed revisions to the in-state Non-Public Pricing for NCVPS courses.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn reported that the TCS Committee received detailed information about proposed revisions to the in-state non-public pricing for NCVPS courses during its meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the proposed revisions to the In-State Non-Public Pricing for NCVPS courses as presented. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Approval of Grant – 21st Century Community Learning Center Grants

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 – 21st Century Community Learning Center Grant

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn explained that this item was tabled until the August Board meeting for additional discussion. He invited all Board members to send him any questions they may have about these grants and/or the grant process.
- There was no further discussion.

This item was tabled in July and will return for action at the August 2013 meeting. (See Attachment TCS 4)

ACTION ON FIRST READING

TCS 3 – Science Safety Checklist Revisions

Policy Implications: General Statute § 115C-521(cl); SBE Policy # TCS-P-005

Presenter(s): Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services), Dr. Ben Matthews (Director, School Support Division), and Mr. Johnny Clark (Engineer, School Planning Section)

Description:

A major change in the Science Facilities plan review process was implemented due to a 2009 General Statute requirement. As a result of this legislation, in its March 2010 meeting, the N.C. State Board of Education approved the “Middle and High School Science Safety Standards” (Appendix “A”) also known as the "Science Safety Checklist." This State Board policy (TCS-P-005) requires that DPI, School Planning review and approve all Middle and High School Science projects for safety.

The requirements were developed and based upon information from the DPI science curricula staff and the National Science Teachers Association resources and were published in April 2010.

Because of feedback from LEAs and designers, School Planning staff re-examined the requirements and further analyzed them in concert with DPI Science Curricula staff.

Consensus established that four items should be revised:

- a. As a clarification, under item C (3), it is now stated that lips on shelves are only required where chemicals are stored.
- b. Under item C (6), the original checklist required that chemistry labs have a "laboratory grade dishwasher" (which is resistant to acids). We have now learned that this equipment is very costly; \$8,000-\$10,000. This revision now only calls for a regular grade dishwasher (\$500) and a placard informing users to thoroughly rinse acid containing items prior to placing in the dishwasher. The sink for rinsing already is required to have acid resistant piping and is piped to an acid dilution tank.
- c. Under Item C (7), requirements for refrigerators have been clarified. Refrigerators are now not required; but if provided, they shall be spark free. It was learned that ether, which is sometimes used in biology, can be highly flammable and must be refrigerated.
- d. Under Item D (7), Material Data Safety Sheets (MSDS) has been updated to reflect the new nomenclature of Safety Data Sheets (SDS)

Recommendations:

The State Board of Education is asked to approve and adopt these revisions to the Science Safety Checklist.

Discussion/Comments:

- TCS Committee Chair Gregory 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 Mr. John Tate, the State Board of Education voted unanimously to adopt the revisions to the Science Safety Checklist as presented. (See Attachment TCS 3)

DISCUSSION

TCS 4 – Master Teacher

Policy Implications: SBE Policy # TCS-M-003

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, business and Technology Services) and Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Description:

Currently, there is not a coding structure that identifies a teacher as a Master Teacher. A Master Teacher is one that serves in a key peer support role to other classroom teachers. Duties include in-class modeling, supporting colleagues, implementing effective teaching strategies, understanding content standards, and recognizing how various components of the curriculum link together. Master Teachers facilitate professional learning opportunities by helping other classroom teachers master the North Carolina Professional Teaching Standards, by demonstrating lessons, co-teaching, or by giving feedback.

The State Board is being asked to include in the “Chart-of-Accounts” an object code that will enable school districts to properly identify Master Teachers.

Recommendations:

The State Board of Education is being asked to include in the “Chart-of-Accounts” an object code that will enable school districts to properly identify Master Teachers.

Discussion/Comments:

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

This item is presented for discussion in July and will return for action at the August 2013 meeting. (See Attachment TCS 4)

DISCUSSION

TCS 5 – State Board of Education Policy Establishing an Advisory Council for Each Residential School for the Deaf and the Blind

Policy Implications: SBE Policy # TCS-B-007

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 State Board of Education establishes three (3) Advisory Councils, one (1) at each of the Residential Schools for the Deaf and the Blind. These Advisory Councils should meet in each of the school communities they serve and advise the State Board of Education regarding all aspects of residential school operations including timelines, standards, criteria and other matters as designated by the State Board of Education.

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn explained that this item was tabled until the August meeting.
- There was no further discussion.

This item was tabled in July and will return for discussion at the August 2013 meeting. (See Attachment TCS 5)

CHAIRMAN'S REMARKS**Announcements**

Chairman Cobey reminded Board members that the August meeting will not be a first Thursday, in an effort not to have only three weeks between meetings. The next meeting is scheduled for August 7-8.

In addition, Chairman Cobey reminded Board members to hold September 30-October 1 on their calendars for the Board's Planning and Work Session.

OLD BUSINESS

No old business was brought before the Board.

NEW BUSINESS

Chairman Cobey drew attention to the proposed schedule of State Board meeting dates for 2014, which Board members received via email and is also posted on the eBoard. He explained that if a month is not a first-Thursday meeting, notably January and July, it is due to holidays. Hearing no questions or objections, Chairman Cobey first asked for a motion to suspend the Board's Rules of Procedure indicating that the Board will meet on the first Thursday each month.

Proposed 2014 Meeting Schedule

January 8-9	July 9-10
February 5-6	August 6-7
March 5-6	September 3-4
April 2-3	October 1-2
April 30-May 1	November 5-6
June 4-5	December 3-4

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to suspend the Board's Rules of Procedure indicating that the Board will meet on the first Thursday of each month.

Next, Chairman Cobey asked for a motion to adopt the proposed State Board of Education meeting schedule for 2014.

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to adopt the proposed State Board of Education meeting schedule for 2014.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate, and seconded by Dr. Olivia Oxendine, Board members voted unanimously to adjourn the July 10-11, 2013, meeting of the State Board of Education.