

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

The North Carolina State Board of Education met to receive Issues Session presentations, and the following members were present:

William Cobey, Chairman	Olivia Oxendine
A.L. "Buddy" Collins, Vice Chairman	Marcella Savage
Dan Forest, Lt. Governor	John Tate
Gregory Alcorn	Rebecca Taylor
Kevin Howell	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	Darcy Grimes, Teacher of the Year Advisor
Mark Edward, Superintendent Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the August 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. As Chairman of the Board of a private school in Chapel Hill, Chairman Cobey explained that he would abstain from discussion and voting on TCS 2. Counsel agreed. 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.

ISSUES SESSION PRESENTATIONS:**➤ How North Carolina's Public Schools Are Funded – Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services)**

Mr. Price provided an in-depth presentation about how public schools are funded. He prefaced the presentation by noting the state's responsibilities. He shared that Article IX, Section 2 of the NC Constitution requires that the General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools. In addition, G.S. § 115C-408 is to insure a quality education for every child in North Carolina, and to assure that the necessary resources are provided; it is the policy of the State of North Carolina to provide from state revenue sources the instructional expenses for current operations of the public school system as defined in the standard course of study. Furthermore, it is the policy of the State of North Carolina that the facilities' requirements for a public education system will be met by county governments.

Using a PowerPoint presentation, Mr. Price reviewed key facts about average daily membership (ADM), students, and student dollars. Mr. Price shared that the ADM has consistently increased over time with an additional 17,000 students this year than in the previous year. ADM is the foundation of public school funding, which is based on projections of the first two months of school, i.e., the projected number or actual number, whichever is higher. Mr. Price spoke briefly about the process for projecting ADM using historical trends, migration patterns and birth rates; noting that the accuracy level of the formula is very good. Of 1.5 million ADM, last year's number was missed by only 200+ students. A clarifying discussion occurred about Free and Reduced Lunch. Free Lunch is 185% of the poverty level (family income of \$30,615 for a household of four) and Reduced Lunch is 130% of the poverty level (family income of \$43,568 for a household of four). Worth noting, in 2012-13, the National Education Association (NEA) estimates North Carolina's per pupil expenditure to rank 49th among the states.

Mr. Price stated that the *Highlights of NC Public School Budget*, which was distributed to Board members in June, has been updated over the years; historical data beginning in 2004 is available on the Department's website. He explained that this report presents charts and tables, which describe how state and federal funds are distributed to North Carolina's public schools. It also reviews the growth in ADM, the ABC's Financial Flexibility, and the effects of charter schools.

Stating that education is funded in three ways, Mr. Price provided a comprehensive explanation about position allotments, dollar allotments, and categorical allotments (supplemental programs and services). Board member Tate asked Mr. Price to send a graph that includes Medicaid to Board members. In addition, Lt. Governor Forest requested a graph showing actual expenditures in dollars as opposed to percentages. The requests were noted.

Mr. Price shared that the Source of Expenditures is located on pages 6-8, which shows the appropriation of funds for fiscal year 2012-13. Important to note, when developing funding formulas, the State Board has consistently requested that the Department ensure that the funding formula is stable, equitable, and the variables are self contained (cannot be manipulated by information being presented for the formula). He explained that the General Assembly chose an all-inclusive head count and not a weighted head count in the 1980's. He noted that State Board members will experience funding formulas in the coming months for Summer School funding under the Excellent Public Schools Act, and explained that there are

25 different allotment categories with different formulas. He drew attention to examples of allotment formulas located on page 7. Board member McDevitt recommended a workshop that could allow Board members to continue to expand their knowledge in order to speak to constituents about public school funding. In addition, he suggestion a focus on the vision, mission and the goals connecting back every dollar to one of the Board's goals or as required by law. Superintendent Advisor Edwards suggested including a couple of local district CFOs in that workshop. Using his own school district as an example, Dr. Edwards explained that while Mooresville Graded School District's funding increased, the dollars in the classroom went down. He stated that for local districts to reconcile the budget, it is important to understand the macro budget at the local level. Another challenge, according to Vice Chairman Collins, is high-wealth districts and low-wealth districts as it relates to supplemental funding. Lt. Governor Forest suggested adding a discussion about capital expenditures at the local level in the work session. Mr. Price noted that the "Highlights" document also speaks to capital expenditures. In response to Dr. Oxendine's question about restrictions on salary schedules, a brief clarifying explanation was given by Mr. Price.

Mr. Price explained that, in addition to the General Fund appropriations, funding for public schools also comes from receipts through fines and forfeitures, lottery funds, sales tax refunds, etc., at 5.6 percent.

In summary, Mr. Price emphasized the importance of understanding guaranteed allotments, and dollar and categorical allotments. The main driver of state funding is in positions with guaranteed salaries and benefits. The most important issues for the Department are calculating ADM correctly, understanding the numbers, and calculating accurate average salaries. As it relates to charter school funding, every single state allotment is converted into dollars, plus those not distributed, included in the calculation, which becomes the dollars per ADM. This is then distributed to charter schools based on where that student was to go to school. They receive additional funding for LEP students and students with disabilities. Mr. Price explained that Board members need to understand that charter schools are funded based on the average salary for teachers in that school district as opposed to a guaranteed allotment that a school district receives for a teacher. As the average salary has been declining, that converts to a lower dollar per ADM that goes to a charter school. Average salary changes have a more negative impact on charter schools than on school districts.

In response to Board member McDevitt's question about guidance from the Office of State Budget Management for the next round of budget requests, Mr. Price noted that Ms. Elizabeth Grovenstein, who was present in the audience, indicated that there has not been a designated timeframe provided to date. He shared that he is anticipating a January timeframe for adjustments or recommendations for the next year.

In response to Board member Alcorn's question about flexibility in reallocating allotments, Mr. Price explained that some flexibility is afforded to school districts to decide the best way to use their resources. He provided several examples of flexibility including at-risk funds, DSSF funds, and low-wealth funds, and noted that there is limited flexibility for students with special needs and LEP. The state does not dictate where teachers are placed or where funding is used other than the basic rules of class size in K-3, and there is a Chart of Accounts that school systems use for guidance.

Chairman Cobey directed Mr. Hill to send the link to the documents referenced in this session to Board members.

➤ **Common Core (4-5 – English/Language Arts and K-5 Math) – Dr. Maria Pitre-Martin (Director, K-12 Curriculum and Instruction)**

Prior to Dr. Pitre-Martin's presentation, Chairman Cobey announced and congratulated Dr. Pitre-Martin, on behalf of the Board, on being named Superintendent of Thomasville City Schools. State Superintendent Atkinson publicly thanked Dr. Pitre-Martin for her work and leadership within the Department.

Dr. Pitre-Martin prefaced this presentation by explaining that this presentation is a continuation of the discussion that began several months ago with the focus on elementary standards. Today's focus will be on Grades 4 and 5 English/Language Arts and the premise behind the Common Core State Standards as well as K-5 Mathematics. She reminded Board members that several months ago they received the Quick Reference Guide for all of the *NC Standard Course of Study*.

Using a PowerPoint presentation, Dr. Pitre-Martin noted that there are three major changes in the Common Core State Standards for grades 4-5.

1. Students will continue reading and writing, but in addition to stories and literature, they will read more texts that provide background knowledge in areas including science and social studies.
2. Students will read more challenging texts and be asked more questions that will ask them to refer back to what they have read.
3. There is an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

Drilling further down, Dr. Pitre-Martin shared what students will be required to do in grade 4 including specific activities that we would expect fourth grades would be able to do. She provided a sample standard example in reading (Literature and Informational). Dr. Pitre-Martin explained that as students progress through the grade levels they will be asked more questions that require them to cite details or information from increasingly challenging texts, i.e., a reading staircase of complexity for all grades). The reading staircase will encourage students to become observant and analytical readers. In addition, she provided standard examples in Writing, Speaking and Listening, and Language. In summary, Dr. Pitre-Martin explained that students will continue to learn about the world as well as build vocabulary skills by reading stories that are more complicated and poems from different cultures and a range of books on history, science, or art, and music. Fourth grade students will also make important strides in their ability to explain plainly and in detail what a book says –both explicitly and what is implied from its details. By fourth grade, students will be writing effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

Dr. Pitre-Martin explained that as students transition to fifth grade, it is important to see the connection with what students are learning in kindergarten through fourth grade. Important skills for students should be to understand and clearly summarize what they have learned from reading and classroom discussions, not only writing and speaking about their opinions, thoughts and ideas, but the skill of summarizing. In addition, writing often and regularly should become a critical part of classroom activities to develop the ability to gather information, organize, interpret and present it in the written form. Dr. Pitre-Martin reviewed some of the activities that could be used in Grade 5. In addition, she reviewed the anchor standards of Reading, Writing, Speaking and Listening, and Language and shared some of the sample standards in those content areas.

Dr. Pitre-Martin highlighted the tool, which was created by the English/Language Arts consultants in partnership with the Educator Effectiveness Division that allows teachers and administrators to get to the content standards quickly. The tool has become so popular that other states are using it as well. She explained that there are certain portions of the tool that an individual can click and highlight to see how the standards have common threads as students move from grade to grade.

The link is located at: <http://rt3nc.org/objects/standards/cclitmap/ela.html>.

Referencing the Scope and Sequence that teachers use to determine when it is appropriate to teach certain concepts, Dr. Oxendine asked if such a document still exists. Dr. Pitre-Martin shared that within the Common Core State Standards, concepts are presented by grade level and it is clear when things should be introduced. She noted that North Carolina no longer has a Scope of Sequence or Pacing Guide for several reasons. She explained that school districts are different in size, capacity and resources. One of the things that the Department has attempted to do is to work with LEAs as it relates to resources, student population, areas of strengths and weaknesses. This is where Home Base comes in, according to Dr. Pitre-Martin. School districts have presented pacing guides, curriculum maps, and scope and sequences that have already been vetted that will be tagged in HomeBase. Therefore, there will be recommended shared pacing guides and curriculum maps, etc. that will be available for review and school systems can use them as they so determine.

In response to Vice Chairman Collins's question about resources for teachers since textbooks are out of date, Dr. Pitre-Martin noted that with HomeBase being unveiled, digital teaching and learning will be a resource. In addition, staff members have found free resources that have been tagged by content standard and have been incorporated into HomeBase. With a click of a button, teachers will have multiple resources readily available. In addition, during face-to-face trainings, school districts are invited to bring resources and textbooks that they currently have and the Department will take them through a process to match them to the standards. She stated that the good thing about HomeBase is that resources are added on a continual basis.

Superintendent Advisor Edwards noted that the Common Core conceptual framework, by content area and by grade level, is a good model. Inherent challenges include the detail and the link to digital resources. While a proponent of the Common Core, Dr. Edwards stated that North Carolina is still struggling with having a level of detail related to assessment and to resources, which is still under construction, so there is a lack of confidence from teachers. Teachers do not need a broad framework, they need more information. The mechanism of Home Base will be a big step in addressing the challenges described by Dr. Edwards, according to State Superintendent Atkinson. She elaborated that more than 40 school districts statewide are working in partnership with the Department to get to that level of detail mentioned by Dr. Edwards. Teachers will also feel more confident because the resources are being provided by other teachers.

Principal Advisor Cole stated that the great thing about the Common Core is that we now have a nation of teachers sharing resources for free on social media. From a practitioners view, Teacher of the Year Advisor Darcy Grimes echoed Principal Cole's statement and reiterated that teachers will do whatever it takes to be successful in and outside of the classroom. Dr. Edwards stated that as Home Base evolves, some of the critical questions include the timeframe for implementation and the associated costs for districts, available resources, what is incumbent upon a district to use HomeBase effectively, etc. In addition, a key element is assessment, i.e., consistency statewide, accountability frameworks, etc.

He stated that North Carolina is moving from a rote-based instructional model to a cognitive science. The Common Core enables students to think deeper, broader, and richer, and teachers to think deeper, broader and richer. While much work has been done to switch to this way of teaching and learning, much work is left to do. Having consistent reference materials for all teachers in all districts should be a requisite that the State Board and the Department wants for every school, every student, and every day. Superintendent Atkinson shared that with Home Base, all of the components mentioned by Dr. Edwards will be addressed. She added that this conversation is not new because anytime new standards are adopted the Department has these very important questions to address. There are always ways to improve the standards and that is why the Common Core State Standards is a living document. Home Base will be one of the deliverables that will address consistency, help with materials, and get North Carolina to a better place as we strive to ensure that every child is career and college ready.

Lt. Governor Forest stated that one of the differences is the significant paradigm shift in technology and the delivery of technology. The devices need to be in the hands of the teachers. If teachers are obtaining much of their teaching material from social media, they need to be able to do that with high-speed broadband connection. There are fundamental questions that need to be addressed related to connectivity, costs, associated maintenance costs, etc. to be successful. Another paradigm shift, according to Principal Advisor Cole, is that now the evaluations are tied to student scores and that is why teachers need the resources now. Dr. Atkinson shared that the Department recognizes how important that is and that is one of the reasons for the blitz in working with the 40 districts to provide the resources.

Noting the importance of this discussion, Chairman Cobey asked that the conversation of the Mathematics Standards be delayed another month so that this conversation can continue within the allotted time frame. Dr. Martin agreed that the discussion can be continued later.

Board member Tate shared that as we move forward in asking more of our teachers and districts to use cognitive development versus rote learning, that we cannot rely on the professional development of the past. He spoke about the need to offer more pathways with respect to helping teachers move through the continuum toward leadership.

A lengthy discussion occurred regarding internet access at school and at home. Referencing an article, shared by Mr. Tate, about all of the schools in South Korea and Uruguay having high-speed internet, Chairman Cobey stated that he wants an update about why some of our rural districts do not have internet access in the 21st century. Dr. Edwards noted that some foundational work has been done with NCREN. Elaborating, he explained that there is a proposal on the table regarding eRate funding and bipartisan support in the realignment of eRate funding to push broadband out to 95 percent or higher. He added that North Carolina is actually ahead of many other states, but still falls short of providing that foundational resource to everyone in the state.

Board member Oxendine stated that it is prudent for the State Board and the Department to know where low wealth, low-performing districts and schools are in terms of being digitally ready to implement the Common Core State Standards, i.e., teaching the Common Core.

State Superintendent Atkinson suggested that it would be important to hear a presentation from Mr. Freddoso of MCNC to explain the connectivity plan. She added that, in her Superintendent's Report this month, she is providing a high-level status report about connectivity across the state. In addition, the Department has a printout that shows the access points for each school in the state. The Department is currently analyzing this lengthy report. This issue is bigger than education, according to Dr. Atkinson. She stated that she is hopeful that, as head of the eLearning Commission, the Lt. Governor can help us get to a better place. Board member Willoughby agreed that this is a utility and that this is a sad conversation. This is not a discussion when recruiting businesses, according to Ms. Willoughby, so why is it a discussion for our schools. She encouraged a partnership between Commerce, the eLearning Commission, et.al. Board member Savage questioned why North Carolina is not partnering with Google and Lenovo on this issue. Superintendent Atkinson provided some examples of generosity by these companies that have helped school districts with local initiatives, and shared that North Carolina needs to continue to look at every avenue and aspect for moving forward. Dr. Edwards stated that he was encouraged by the discussion and looked forward to sharing what Mooresville Graded School District has done in this area. He shared that we have the human infrastructure bandwidth know how to get it done, and districts all over the state are making great strides, but if we are going to compete with other countries, we need to step up our game, according to Dr. Edwards.

➤ **North Carolina General Assembly's Read to Achieve – Dr. Angela Quick (Deputy Chief Academic Officer) and Ms. Carolyn Guthrie (Director, K-3 Literacy)**

Ms. Guthrie prefaced this presentation by referring Board members to the pre-reading materials and narrated PowerPoint sent to them prior to the meeting. In addition, she drew attention to the Read to Achieve Guide Book that was located at their places. Working from those materials, Ms. Guthrie provided an overview of the North Carolina General Assembly's Read to Achieve Program focusing on key points about Read to Achieve. She noted that the goal of the state is to ensure that every student read at or above grade level by the end of third grade. Using a PowerPoint graphic, Ms. Guthrie spoke briefly about the main components and timeline for the plan below:

- Comprehensive Reading Plan
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Notification to Parents/Guardians and LEA Accountability
- Facilitating Early Grades Reading Proficiency

A brief discussion occurred about social promotion and the requirement of showing proficiency by taking a Read to Achieve assessment or by having a complete portfolio at the end of Summer Camp to be promoted; enrollment in Summer Camp is the decision of the parent. Ms. Guthrie explained that NC TOPS is developing the portfolio system, which will be consistent across the state. Teachers can begin working on a portfolio mid-third grade. The portfolio follows the student to Summer Camp and/or to the mid-year promotion period. Students whose parents choose not to send their children to Summer Reading Camp will physically be retained in the third grade. Children who attend Summer Reading Camp will be placed in a third/fourth grade transitional class or an accelerated class the following year. She elaborated further that these classes can only be taught by teachers who have shown positive results in EVAAS. There are very specific guidelines including 90 minutes of uninterrupted research-based instruction each day, and a chance mid-year to show proficiency either by portfolio or by taking the

Read to Achieve test. In response to Board member Tate’s question about the child who does not get the benefit of Summer Camp, Ms. Guthrie stated that the law does not address this issue. Board member Tate suggested a game plan for these students. Several Board members agreed that emphasis needs to be placed on these students. A retention and dropout discussion occurred. In response to Board member Oxendine’s question, Ms. Guthrie explained that the portfolio is not required for all students; however, it is a district’s decision. A brief discussion occurred about all K-3 teachers having the responsibility for getting every student through third grade. Vice Chairman Collins asked if there was any way to discover IEP status earlier than what is already occurring. Ms. Guthrie shared that she would hope that as this diagnostic system is rolled out across the state that it will send up red flags earlier for students needing an IEP. She explained that this system should show the difficulties and gaps in these student’s foundational reading skills. Superintendent Advisor Edwards shared that, if we are using a Response to Instruction, i.e., early identification, which we are doing, then we should have that information at pre-K. He spoke briefly about the psychological consequences and the adverse effects of retention on students. He stressed that districts should use early intervention and avoid retention if at all possible because children learn at different rates. Principal Advisor Cole stated that the best people to solve a problem are the people closest to the problem. He stated that teachers and principals need to continue to have the ability to make decisions in the best interest of students. He added that all of the research shows that if a child is retained twice, K-4, there is a 90 percent chance that the student will drop out of school, and regardless of what is done at the high school level, retention in the early grades will impact the graduation rate. He also noted that Reading 3D has completely changed the way we do reading instruction; it is a wonderful program with good data. Board member McDevitt echoed Mr. Cole’s comments about the value of Reading 3D.

In response to Board Member McDevitt’s questions about back-mapping skills to pre-K, data relative to class size, and teacher assistants as relates to reading success, Ms. Guthrie explained that the Department has provided three sessions with Institutions of Higher Education (IHEs) on teaching Reading 3D, the assessment system, and how they can teach it to their pre-service students so they will be familiar with the assessment feature of the instructional cycle when they are in the schools.

Board member Tate talked briefly about the importance of investing in education and addressing a student’s inability to read early on.

Lt. Governor Forest recommended that this issue be added to the agenda during the State Board’s workshop in October. He referenced Superintendent Atkinson’s comments about the system being antiquated and the importance of customizing education.

Ms. Guthrie stated that, in the interest of time, the Reading 3D demonstration would need to be presented at a later date. In summary, she shared that she was encouraged by the fact that, if you look at the flow chart, the children who do go to Summer Camp are not actually retained and are in fourth grade transitional classrooms and have the opportunity of mid-year promotion. She hoped that the comprehensive reading plan will provide real suggestions to teachers using the 3D results about what they need to be doing across the board, not just in those special transitional classes in fourth grade.

➤ **North Carolina Public Charter Schools Program – Dr. Joel Medley (Director, Office of Charter Schools)**

In his presentation, Dr. Medley focused on the law and its relation to the work of the State Board of Education. Using a PowerPoint presentation, he provided a historical overview of the charter school program, which included enrollment growth since the 1996-97 school year. Dr. Medley stated that, while there has been significant growth since that first year, 35 charter schools have closed and 11 never opened. In 2012, a charter school was closed purely for academics for the first time. Finance issues are the number one reason charters close, and the average duration of a charter is 5.3 years. He also noted that since instituting the mandatory planning year, not a single charter school that has gone through that planning year has closed, and this will be the first year that a charter school that has gone through the planning year has not opened on time, according to Dr. Medley.

Dr. Medley reviewed the major legislative changes impacting charter schools including the sibling law, which has now been defined; expanded enrollment preferences; softened requirements of reflecting LEA demographics, etc.

In addition, Dr. Medley spoke about charter and LEA differences and similarities related to salary and benefits, and licensure. He emphasized charter schools are not LEAs, explaining further that charter schools are hybrid entities, and a non-profit board holds the charter from the State Board of Education. He added that, technically, charter schools are employees of the non-profit board. Dr. Medley also spoke briefly about funding, evaluation requirements, and renewal terms. He pointed out one similarity, however, which was a change in statute, concerning criminal history. Dr. Medley stated that, previously, if a person was going to be handling money, an SBI background check was required. Now, the law states that the charter school's policy must mirror that of the LEA.

Dr. Medley also shared future issues for the State Board, which include setting the application and renewal fee; considering waivers for enrollment; developing a competitive bid process for academically inadequate charters, defining parameters for the new Advisory Board, appointing a Charter School Advisory Board member, and revising TCS-U policies related to charter schools due to state law changes. He did note that, while state law no longer mandates an LEA Impact Statement, the State Board could require one. Dr. Medley spoke briefly about each of these issues.

In response to Board member Alcorn's question about the impact of charter schools on added costs to the state's overall education budget, Mr. Price explained that the initial theory was that it would be cost neutral. Charter schools account for approximately three percent of the state's budget. Mr. Price explained that there is a cost due to legislation that was changed after several years recognizing that students don't come out of LEAs in equal numbers, which affects teaching positions. Therefore, the funding formula was adjusted to include a base funding. Additional costs occur within the Office of Charter Schools and throughout the Department as the need for services increase as the number of charter schools increase. A brief discussion occurred about trends and future growth of charter schools. In addition, conversation occurred related to students with disabilities. Comments were also made about socio-economic segregation.

Following a brief discussion about the new Charter School Advisory Board, Chairman Cobey shared that he asked the State Board Office to develop a resolution of the Board's appreciation of the Charter School Advisory Board members from the recently abolished advisory council. Mr. Hill noted that the resolution, prepared by Ms. Betsy West, will be presented during the Board meeting on Thursday during the Chairman's remarks.

Prior to beginning the next Issues Session, Chairman Cobey called for a lunch recess.

Calling the Issues Session to order, Chairman Cobey recognized Drs. Atkinson and Fabrizio to present the Elementary and Secondary Education Act (ESEA) Waiver recommendation to the Board.

➤ **Elementary and Secondary Education Act (ESEA) Waiver – Dr. June St. Clair Atkinson (State Superintendent) and Dr. Louis Fabrizio (Director, Data Research and Federal Policy)**

Setting the context for this presentation, State Superintendent Atkinson shared that, several months ago, the Department had the opportunity to submit an ESEA waiver for No Child Left Behind (NCLB). She directed Board members to the document, which was submitted to the U.S. Department of Education (USED). Dr. Atkinson recognized Dr. Fabrizio, who worked with other staff members to develop the waiver, to provide an overview of the waiver and the submission process.

Dr. Fabrizio provided background information concerning the waiver process. He reminded Board members that NCLB is now six or seven years past due for reauthorization, and on September 23, 2011, Secretary Duncan offered states flexibility for ESEA. North Carolina applied in Round 2. The North Carolina application utilized the required template of 25 pages of specific issues that had to be addressed. The final application was 301 total pages, 156 pages of attachments, and was submitted on Feb. 28, 2012. There were six subsequent conference calls with USED for revisions, and approval by USED was granted on May 29, 2012. Dr. Fabrizio spoke briefly about the application development, which builds on the State Board of Education's plan and the work done with Race to the Top. Superintendent Atkinson explained that, prior to submitting the waiver to the State Board, the Department had discussions with our teacher advisory committee, principal advisory committee, as well as all of the superintendents across the state. She shared that, to her knowledge, no one said, please do not submit a waiver. Dr. Fabrizio added that stakeholder involvement had to be described in the application. He added further that this was a cross-divisional effort within the Department because the application had to address three principles: College-and Career Ready Expectations for All Students, State-Developed Differentiated Recognition, Accountability and Support, and Supporting Effective Instruction and Leadership.

Dr. Fabrizio explained the following implications of the ESEA: no longer include the "all or nothing" system of Adequate Yearly Progress (AYP); the state must now report on Annual Measurable Objectives (AMOs), sanctions are removed for schools in Title I School Improvement, and schools will

be identified as Priority, Focus and Reward Schools. In response to Board member Tate’s request, Dr. Fabrizio talked briefly about the AMOs and subgroups. Board member Oxendine asked which would be more rigorous, the AYP requirements or the AMO. Dr. Fabrizio shared that the AYP requirements were definitely more rigorous because of the all or nothing nature and because it established steps that eventually required 100% of students to be scoring proficient by the 2013-14 school year. Ultimately, if AYP had continued, 90 plus percent of the schools in North Carolina would be labeled as not meeting adequate yearly progress, according to Dr. Atkinson. In response to Dr. Oxendine’s question about subgroups, Dr. Fabrizio stated that with the AMOs we are still able to monitor the performance of the different subgroups.

Dr. Fabrizio drew attention to a letter from Drs. Garland and Quick to LEA superintendents and charter school directors dated June 13, 2012, which provides the nuts and bolts of the waiver.

A copy of the link to the ESEA waiver has been sent to Board members, according to Dr. Atkinson. She encouraged Board members to contact staff for additional information or clarifying conversation.

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
Dan Forest, Lt. Governor	John Tate
Gregory Alcorn	Rebecca Taylor
Kevin Howell	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	Darcy Grimes, Teacher of the Year Advisor
Mark Edwards, Superintendent 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. Marcella Savage, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: Hoke County, et. al. v. the State and NC State Board of Education, 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 Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the Board voted unanimously to recess the State Board of Education meeting until Thursday, August 8, at 9:00 a.m.

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North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 8, 2013**

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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
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CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the August 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 explained that the State Board participated in a farewell breakfast with the graduate school summer interns and looks forward to receiving reports on their projects in a few weeks.

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. Chairman Cobey recused himself from discussion and voting on LFI 2 due to his association

with charter schools. 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 Marcella Savage 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 July 10-11, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the July 10-11, 2013, State Board of Education meetings. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the minutes as presented.

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 set the context of this presentation by saying that he would be continuing the “RttT 101” conversation from the July Board meeting. Mr. Levinson said he would speak briefly about RttT past, present and future, and address any questions Board members might have after having reviewed the materials provided to them in July. He explained that there are no additional Board materials this month and that the materials shared last month are located on the eBoard site.

Mr. Levinson explained that Board members could find the June monthly report to USED highlighted in the Superintendent’s Report, and could find all prior monthly reports to USED cataloged on the Department’s RttT website. He also shared that there is a weekly newsletter that Board members should now be receiving that is distributed to more than 2,000 individuals across the state. Mr. Levinson asked if Board members had received the newsletter and indicated that they could be placed on the distribution list if they liked. Mr. Hill indicated he would ensure that Board members received the newsletter.

Mr. Levinson also spoke briefly about the Year 3 Progress Report that was received in draft form in July from the U.S. Department of Education (USED). Staff spent several weeks editing the Report and sent it back to USED. The Report is currently being finalized by USED, and will be made available upon receipt. Mr. Levinson shared that, bottom line, USED’s determination is that North Carolina is on track on all of its initiatives; either on track with high or good quality, or generally on track with a few things that need a little more attention. He stated that nothing in the Report indicated that anything was off track. Mr. Levinson shared that the Year 3 Report continues to build upon the Year 2 Report that stated

that North Carolina was one of three states that Secretary Duncan felt was “overcoming obstacles and staying on track.” He also noted that North Carolina was cited, in particular, for the way we were moving forward with our Educator Evaluation System.

Mr. Levinson shared that at this point in the RttT implementation, particularly related to the first statewide implementation of MSLs in spring 2012-13, even if there were not a Governor’s proposal for activities that may require modifying North Carolina’s RttT plan, the Department would be engaged in looking at lessons learned, determining what has worked and what has not worked, and making adjustments. He shared further that the Department is waiting to learn more about the Governor’s proposal and how it may modify the state’s plan. Chairman Cobey shared his observation that Mr. Levinson has been working closely with Mr. Guckian in the Governor’s Office to understand the Governor’s vision and how it might be incorporated into the existing RttT plan.

Lt. Governor Forest shared that it is his understanding that half of the RttT money went to the LEAs, and he asked Mr. Levinson to elaborate on how that money is being utilized. In response, Mr. Levinson reported that \$165 million flowed directly to LEAs to spend in accordance with their Local Scopes of Work, which can be accessed on the Department’s RttT website. Each district or charter school had the opportunity to detail how they would spend money in categories aligned with the state plan, but with a lot of flexibility, according to Mr. Levinson. He explained that the vast majority of the funding is being spent in two categories: (1) technology infrastructure, which includes training and developing human capacity around the use of technology; and (2) professional development, which cuts across the spectrum; however, a lot has been focused on understanding and addressing the new NC Standard Course of Study through Summer Institutes and related professional development. Mr. Levinson referred to a slide in the PowerPoint presentation from July that shows how the districts and charter schools budgeted their funding when they first submitted their plans. While the funding has not been spent exactly as planned, due to flexibility (the Department has approved nearly 500 amendments to those plans), he noted that the preponderance of funding was planned to be spent on technology and professional development.

Noting that the State Board’s goals and priorities drove the RttT grant and the initiatives included in the state plan, State Superintendent Atkinson drew attention to the State Board’s priority goals, which were developed prior to RttT. As an example, she specifically cited Goal 2.1, which states that every teacher will have the skills and the tools, and technology that guarantee student learning.

Board member McDevitt suggested that the Department should encourage LEAs to consider a refresh policy related to technology purchases. He also noted that he was not receiving the weekly update. Mr. Hill was asked to provide the updates directly to Board members.

In response to Chairman Cobey’s request, Mr. Levinson talked briefly about the focus of professional development, which has been primarily on helping teachers understand and prepare to teach the new Standard Course of Study. He elaborated about the Summer Institutes and listed several of the key session topics, including Home Base and developing leadership. Mr. Levinson also spoke briefly about a very popular Summer Institute feature, Facilitated Team Time, which is provided to local leadership teams to help them improve their plans for developing capacity. Dr. Atkinson added that the overarching principle of the RttT professional development plan is to help school districts build their capacity, and that the Department is working to promote the practice of embedding professional

development in the work of the teacher. She explained that in addition to the Summer Institutes, the Department holds close to 100 different professional development sessions throughout the school year.

Dr. Oxendine provided a “shout out” for the Summer Institute sessions held in her region. She stated that the participants were very engaged, and she was fascinated with the work of the school guidance program to connect the guidance standards with the English/language arts and mathematics standards. Superintendent Advisor Edwards talked about his district’s focus on building leadership capacity. He added that almost all of Mooresville Graded School District’s RttT funding was used for professional development, which also included a plan of preparation for the new standards and effective use of data. He shared that the funding has been extremely valuable. He also noted that if the Board looks at professional development over the past four years, the funding has been used for ongoing and developmental training for new teachers, new leaders, and new principals. He shared that Secretary Duncan’s Chief of Staff Jo Anne Weiss was visiting in Mooresville last spring and did a focus group with teachers to ask specifically how the resources were being used. Following that focus group session, Ms. Weiss commented that North Carolina’s preparation for the Common Core State Standards was advanced in comparison to other states. After interviewing students, she noted that students were able to articulate the difference between Common Core State Standards and the old curriculum. Principal Advisor Dale Cole shared that the RttT-sponsored professional development sessions provided through his district’s RESA were a tremendous opportunity for the teachers and principals where money is typically scarce for professional development. He elaborated on the importance and the value of those sessions for the districts. Board member McDevitt encouraged the Department to invite representatives from IHEs to participate as observers of the Summer Institutes.

Referencing the contracts for approval, and, in specific the McREL contract, Vice Chairman Collins asked if some were RttT contracts. Mr. Levinson stated that the McREL contract was indeed an RttT contract. Mr. Collins asked Mr. Levinson to elaborate on the amendments of that contract. Mr. Levinson explained that the McREL tool is going away in favor of a new tool called Truenorthlogic, which is NC’s online educator evaluation tool for 2013-14 and beyond. He added that in order to ensure a smooth transition of all of the historical data, the contract with McREL needed to be extended. Using the McREL contract as an example, Mr. Levinson spoke briefly about the standard State procurement processes by which an existing contract is amended. Mr. Price provided an overview of the procedural and approval process as well as how the Governor’s Office is made aware of RttT contract amendments.

In response to Board member Alcorn’s question, Mr. Levinson shared that while the Department intends to apply for the fifth year extension of RttT, it has not done so at this time. He shared that there have been delays primarily in the technology projects due to the ITS approval process, and that in order to finish those projects, the Department sees benefit in applying for the extra year. He also spoke briefly about sustainability of RttT. He explained that there is no obligation of the State to pick up the cost of most or all of these projects; however, the Department does believe there are opportunities for the State to invest wisely with fairly limited state dollars to continue some of the elements of RttT like the professional development structure and cycle, and the expanded District and School Transformation program. He also shared that in some cases, as with Home Base, the upfront costs, i.e., development, design, etc. has been paid for through RttT, but there is an ongoing cost for support and maintenance; the Department has already planned for meeting ongoing costs for Home Base through a combination of readjusting existing state funding, and through a cost-sharing model with the LEAs. He added that the

cost-sharing model provides technology tools to LEAs at a lower cost than what a district would pay for similar tools they would no longer have to contract for individually. Another RttT initiative, the NC Education Cloud, creates an ongoing savings for districts and charter schools who opt-in (all are eligible) for technology infrastructure. Dr. Edwards added a couple of key points: 1) the best laid plans with contracts result in delays; 2) some of the RttT funding was used to develop NC Cloud. Dr. Edwards shared that his school district transferred all of their filtering process over to NC Cloud and had an immediate \$40,000 per year residual savings; that filtering process was better than the previous one, and other districts are seeing some of that same return. In the scope of all that work, Dr. Edwards shared that there have been multiple advantages. He noted that Dr. Atkinson and staff communicated that, if they could put NC Cloud in place, the long-term value would be seen overtime. In his opinion, that was a wise investment of RttT funds.

SPECIAL PRESENTATION

➤ Mr. Eric Guckian (Senior Advisor on Education, Office of the Governor)

Mr. Guckian prefaced his comments by reviewing the Five Pathways presentation that he provided for the Board during its July meeting. He noted that he would be remiss if he did not recognize that North Carolina has a challenge with teacher compensation and teacher morale.

Using a PowerPoint presentation, Mr. Guckian summarized Governor McCrory's Call to Action, which was shared in his speech to the NC Chamber of Commerce on August 1. Mr. Guckian drew attention and elaborated on each of three major points: 1) Support for the Common Core State Standards, 2) Improved Implementation of Standards, and 3) the Education Innovation Fund. He explained that this \$30 million fund calls for collaboration and would involve reallocation/repurposing of some of the RttT dollars. A strategic plan is not yet available. Mr. Guckian shared that there is good news in that a lot of good work is already occurring with the RttT grant.

As it relates to the Master Teacher Corps, Mr. Guckian shared that there would be a rigorous selection of up to 1,000 Master Teachers to lead teams in their schools. The program will reward and invest in leadership by excellent teachers. The intent is for collaboration, not competition, according to Mr. Guckian. He spoke briefly about the selection process as well as the \$10,000 teacher compensation. In response to Mr. Guckian's comments on the teacher salary problem in North Carolina, State Treasurer Cowell added that teachers no longer have a retirement benefit unless they work ten years or more. She clarified that it is a total benefit compensation problem and not just a salary problem.

In response to Board member Tate's question about a timeline for the plan for non-traditional pathways for making additional compensation available to teachers, Mr. Guckian stated that the plan needs to be a bipartisan collaborative effort among the Governor's Office, State Board of Education, Department of Public Instruction, et. al. He suggested work beginning on the plan within a month.

Superintendent Advisor Edwards commended the efforts of trying to build capacity and the Governor's support of the Common Core State Standards. He was also pleased to hear that the Governor recognizes too much testing. As it relates to Master Teachers, Dr. Edwards suggested caution until basic compensation is addressed for teachers and public school employees. He referenced Chairman Cobey's comments that the future of North Carolina is dependent upon a foundation that a teacher can earn a

living where a husband and wife can raise a family and not have to be on free and reduced lunch. He added that the historical significance of public education in North Carolina needs to be maintained, strengthened and honored, and that it starts with honoring teachers, according to Dr. Edwards. In response, a lengthy discussion occurred about teacher compensation and the importance of elevating the profession. Principal Advisor Cole elaborated that he could envision the Master Teachers initiative as being a great idea. However, in his opinion, Mr. Cole does not believe that the timing is good for the Master Teachers' plan. He believes most teachers in his school would say "no" to this plan. Returning to the presentation, Mr. Guckian reiterated that the Master Teachers' plan is about collaboration, not competition. He added that it is not acceptable that the state has not given a raise for six years or for a teacher to work 15 years for \$40 thousand.

As it relates to Governor McCrory's testing recommendations, Mr. Guckian shared the following quote from Governor McCrory.

"We're turning our teachers into proctors... Every test needs to be valid, reliable, not duplicating other tests, and contribute to improving instruction."

Mr. Guckian spoke briefly about assessing students and teachers; ensuring tests are valid, reliable, and necessary as well as contributing to better instruction; building an assessment strategy that aligns with federal and local legislation; and blurring the lines between teaching and testing.

Mr. Guckian shared the following recommendations:

- Press pause/suspend MSLs for 2013-14 in order to ensure optimal implementation
- Continue to have End-of-Course and End-of-Grade tests that are aligned with Common Core State Standards
- Spend a year developing progression of our assessment program through field testing and validity analysis
 - Targeted analysis that emphasizes diversity of geography, race, and socio-economic status
- Expand "tripod surveys" stressing student feedback

In addition, Mr. Guckian shared a long-term, sustainable solution, which includes:

- Master Teacher Corps
 - Bring more teachers to the table
 - On-ramp for work on revamping pay structure
 - Improve support of teachers by teachers
- Assessment
 - Press pause for the MSLs for 2013-14
 - Go slow to go fast
 - Blur the lines between teaching and testing
- Recommendation: Reinstate teacher advisory council

Chairman Cobey publicly noted Mr. Guckian's willingness to listen to feedback. Board member Tate expressed agreement to offering alternative pathways to exercise leadership beyond administrative positions. As it relates to testing, Mr. Tate stated that, at the end of the day, testing is about assessing student learning and whether that child is progressing toward graduating ready for the 21st century globally competitive market. He added that testing is an inexact science subject to continuous

improvement, and finding that balance does not mean testing is bad. Board member Alcorn recommended using a name other than “Master Teacher” to alleviate confusion about teachers with Master’s degrees. Chairman Cobey suggested the possibility of a work session to address many of these issues. Board member Taylor stated that this initiative needs to be evaluated by a variety of stakeholders and the business community. While she believes something of this nature should happen, in her opinion, she does not believe offering \$10,000.00 or even \$1,000.00 is the answer.

STATE SUPERINTENDENT’S REPORT

Implementation of Career and College Ready Standards

Summer Institute

- Coordinated by DPI staff, ten regional institutes were held this summer with over 3,000 educators attending. Most participants agreed or strongly agreed that institutes will help them be more effective. See attachment 1.
- A report providing details about how the Common Core State Standards align with that which is assessed by ACT is found at: <http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf>

After one full year of implementation, school districts and DPI have begun the feedback loop about Career and College-Ready standards. Highlights from one school district, Orange County, found that

- A majority of teachers said they had comprehensive knowledge about the transition to the Common Core/Essential State Standards
- Nearly half said they refer to the Common Core/Essential State Standards on a daily basis
- More than 80 percent of teachers agreed or strongly agreed that the Common Core/Essential State Standards will lead to improved learning for a majority of students
- More than 60 percent said the Common Core/Essential State Standards are more demanding than previous standards

See the attached PowerPoint for more data on implementation of the Common Core/Essential Standards in the Orange County Schools.

Policy Development Mandate from 2013 General Assembly Session

As a result of the General Assembly’s 2013 session, the State Board of Education/Department of Public Instruction must adopt policies or address mandates for 26 items in the ratified budget bill, SB402. See attachment 2.

Other laws will require policy development and will be shared in the ensuing months.

Master’s Degree Pay

Session Law 2013-36, Senate Bill 402 states:

“Notwithstanding Section 35.11 of this act, no teachers or instructional support personnel, except for certified school nurses and instructional support personnel in positions for which a master’s degree is required for licensure, shall be paid on the “M” salary schedule or receive a salary supplement for academic preparation at the six-year degree level or at the doctoral degree level for the 2014-2015

school year, unless they were paid on that salary schedule or received that salary supplement prior to the 2014-2015 school year.”

Approval is requested to change existing State Board Policy about Master’s degrees and bring to the September State Board meeting “an action on first read” to change policy for those who will complete a Master’s degree by the end of the 2014 school year. A lengthy discussion ensued. Chairman Cobey expressed hope that if this can be approved, then hopefully, the Governor and legislature can address all of the individuals already involved in a Master’s program.

Teacher Effectiveness Requirement in General Statutes

Pay for Excellence Act, Section 9.5, requires teacher evaluation system, including student growth.

115C.83.11 School Performance Grades, A-F

Requires achievement growth and performance scores as well as inclusion of "all necessary data into the Education Value-Added Assessment System (EVAAS) in order to calculate school performance scores and grades.”

115C-325.3

Teacher multiple year contracts depend on a teacher showing "effectiveness as demonstrated by proficiency on the evaluation instrument..." (Teacher Evaluation Instrument has six standards, one of which is student growth.)

115C-325.4

Dismissal of teacher for inadequate performance "Inadequate performance for a teacher shall mean ("i") the failure to perform at the proficient level on any standard of the evaluation instrument or ("ii") otherwise performing in a manner that is below standard.

115C-333.1

Evaluation of teachers

"A local board shall use the performance standards and the criteria adopted by the State Board and may adopt additional evaluation criteria and standards."

115C-325.13, Section 9.6(g)

Beginning September 1, 2013, to June 30, 2014

"...all superintendents shall review the performance and evaluation of all teachers who have been employed by the local board of education for at least three consecutive years. Based on these reviews, the superintendent shall identify and recommend to the local board 25 percent of those teachers for four-year contracts . . . The superintendent shall not recommend . . . any teacher . . . unless that teacher has shown effectiveness as demonstrated by proficiency on the teacher evaluation instrument.”

S.L. 2012-77 SECTION 7.(a)

Consistent with Section 7.8 of S.L. 2010-31, to continue the State's progress in increasing student achievement, graduation rates, and students' career and college-readiness, by August 31, 2014, the State Board of Education shall implement the statewide education reform initiatives described in the State's successful Race to the Top application.

These initiatives shall include:

Full rollout and enhancement of the North Carolina Educator Evaluation System.

- The State Board shall continue to provide professional development designed to ensure that all teachers and principals are prepared to use the statewide Educator Evaluation System, which is being enhanced through a collaborative, multiyear development process to include formal, standard measures of the extent to which educators facilitate growth in student achievement.

Federal Government Requirements, ESEA waiver – RttT requirement

Definition of student growth for ESEA and RttT

Student Growth: “Student growth” is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means:

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Recommendation	Rationale/Plan
Eliminate six elective course final exams (MSLs).	Teachers of those subjects will have sufficient student growth measures in other classes they are teaching.
Eliminate the four transitional math end-of-course exams that school districts requested.	With one year of full implementation of the Common Core in mathematics, the transitional tests are no longer needed.
Eliminate the end-of-course tests administered to students seeking a diploma through the Occupational Course of Study, a diploma pathway for students with mild cognitive disabilities. Instead, use a portfolio approach.	The approach would align with other assessments used for students in this course of study.
Implement a two-year plan to move from end-of-grade tests in reading to a growth measure spanning the entire year. (Go from a snapshot to a motion picture with assessments and blur the differences between instruction and assessment.)	Purchase through innovative and RttT funds artificial intelligence reading software that has been piloted in NC and other states. Rollout software by using the skills of teachers identified to receive extra \$10,000.

ESEA Waiver 2

Assistant Secretary Deborah Delisle sent a letter to the chief state school officers giving more information about ESEA Waiver 2. See attachment 3.

Update on NCREN - K-12 Connectivity

MCNC President and CEO Joe Freddoso has provided detailed background on the bulk purchase of Internet bandwidth for all sectors of public education (K-20), most private education, select non-profit hospitals, public health agencies and research institutions that have connected to MCNC's backbone, North Carolina Research and Education Network (NCREN).

- Bulk purchase of Internet bandwidth by MCNC for the above entities has been on-going since 2009
- Bandwidth demand for K-12, which is about 17,500 megabytes (MG) per month, and hospitals and public health at 4,500 MG per month, costs about \$1,188,000 per year under the bulk buying model
- Internet bandwidth would have cost \$11,880,000 per year under the old model of letting individual contracts, so the net savings from buying in bulk is approximately \$6.7 million per year
- In total, entities served by NCREN double their bandwidth demand every two years, so the cost savings continue to grow

See attachment 4.

Special Recognitions

Undergraduates Serve as DPI Interns

UNC-Chapel Hill journalism majors Ms. Allison Turner and Ms. Olivia Hart have recently completed their internships with the NCDPI's Division of Communications and Information.

Mr. Jaalil Hart, an Elementary Education major at North Carolina A&T State University in Greensboro, will complete his internship in the State Superintendent's Office on Friday.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Education Cabinet Advisory Work Group Meeting, Raleigh
- Hollands United Methodist Church, Raleigh, NC
- Eastern NC Civic Group, Gates, NC
- NC Teachers Corps Summer Institute, Durham, NC
- NC Economic Development Board, Raleigh, NC
- DPI RttT Summer Institute, Research Triangle Park, NC
- North Carolina New Schools Pathways to Prosperity Meeting, Raleigh, NC
- Council of Chief State School Officers' Summer Institute, Kohler, WI
- FreedomWorks Meeting, Burlington, NC
- Chapel Hill-Carrboro Schools' Teacher Meeting about Testing, Chapel Hill, NC
- Morrisville Rotary Club, Cary, NC

☐ Visited

- Halifax County Schools' Central Office

RttT Monthly Highlights of Activities Completed

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

- Provided monthly RttT status report at State Board of Education meeting on June 11
- Continued series of 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 14 amended DSWs this month (as of July 23)
- Continued work on the production of UNC-TV program (titled “NC Schools and You: What Changes in Our Schools Mean for Parents and Students”) to be broadcast statewide on September 19 and September 27 in order to inform parents about the READY initiative; NCDPI continued working with the PTA and Chamber of Commerce to find audience members for the live taping
- Completed a 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; there were 550 responses (for a response rate of 20%) and initial results indicate that 82% of those attending at least one of the READY meetings report being more knowledgeable and prepared for school this year as a result
- Publicized Summer Institutes via social media and other avenues; communications staff also provided some on-site support for these sessions
- Completed a “refresh” of the Race to the Top website that provided tighter organization of information and easier navigation
- Purchased online modules to provide customer service training for DPI staff; rollout set for NCDPI “All Agency” meeting in September

Standards & Assessments:

- Partnered with NC New Schools to provide training and support to the LEAs and charters that purchased new curriculum materials for use in conjunction with the high school math standards in the revised *NC Standard Course of Study*
- Partnered with Meredith College to lead a series of trainings on the implementation of Math I, II, III standards in each region of the state; these trainings will continue through August
- Facilitated sessions during the statewide Summer Institutes to provide additional support for LEA/Charter teams in understanding and implementing the revised *NC Standard Course of Study*; these content specific sessions built on material from previous Summer Institutes and provide best practice instructional strategies for teaching the revised *NC Standard Course of Study*
- Attended a four-day workshop held by the Southern Regional Education Board (SREB) to receive training on courses and curricula designed (by SREB, NC, and 13 other states) to provide disciplinary literacy instruction in high school transitional courses aligned to the math and English/language arts components of the revised *NC Standard Course of Study*; at the workshop, participating NC teachers and NCDPI staff began designing an implementation plan for training other teachers in the curricula and for including the courses in high schools throughout the state
- Worked with staff of the NC Virtual Public School (NCVPS) on content standard alignment as part of the “Vendor Course Approval Process” for courses submitted to NCVPS
- Completed the review process for Supporting Alignment for Student Success mini-grants under the “Core to College Grant”; 23 Institutes of Higher Education (IHE’s) submitted proposals designed to increase knowledge among higher education faculty about the revised *NC Standard Course of Study*, promote collaboration between secondary and postsecondary faculty, and develop demonstration materials for secondary and postsecondary faculty to support the instructional shifts needed to implement new standards

Data Systems to Improve Instruction:

- Rolled out the curriculum and instruction functions, classroom and benchmark assessment functions, and teacher evaluation functions of Home Base to year-round schools across the state
- Completed three, three-hour design studios at the Summer Institutes that provided information to attendees about Home Base:
 - One session allowed participants to explore the demonstration site as teachers;
 - One session focused on building instructional capacity using Home Base;

- One session focused on the Open Education Resources rubric used to vet and align content that is included in Home Base.

Other sessions at the Summer Institutes included information on Home Base where appropriate (e.g., how to access specific resources).

- Hired a Project Manager to lead the LEA partnership work that will provide intensive state support for selected early adopters of Home Base and will enable NCDPI to learn strategies for supporting LEA/charter implementation statewide
- Completed the regional trainings for both the Core IIS functionality and the Educator Evaluation components; vendor product trainers led the sessions, with NCDPI officials present to answer questions about the Home Base platform as a whole and anything specific to North Carolina
- Launched the Home Base Support Center, which provides LEAs and charters with a single place to call for assistance on Home Base components

Great Teachers & Principals:

- Completed initial Analysis of Student Work pilot implementation, a finalized data analysis request to facilitate reporting on student results from the administration of the K-2 Literacy Pilot that covered 13 experimental and 35 control districts
- Received initial results of a survey of teachers and district officials about the K-2 Literacy Pilot
- Presented the proposed Analysis of Student Work Process at 2013 Summer Institutes and began analyzing feedback from those sessions
- Finalized the evaluation instruments and evaluation processes that will be required for school psychologists, school social workers, school counselors, school library media coordinators, and school instructional technology facilitators beginning in the 2013-14 school year
- Finalized the evaluation instruments and evaluation processes for school nurses, school-based occupational therapists, and school-based physical therapists that will be optional (the optional evaluation instrument for school-based speech language pathologists has been finalized since the spring of 2013)
- Completed scoring and scanning of the spring 2013 Common Exams
- Transitioned the NC Educator Evaluation System into the new Truenorthlogic (TNL) online platform in Home Base
- 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)
- Began conducting eight, two-day regional training programs in Charlotte (two institutes), Roanoke Rapids, Durham, Greensboro, Wadesboro, Pembroke, and Greenville for first-year teachers in the NTSP; trainings will be completed by August 8
- Began planning for three-day training in September for new teachers receiving support from NTSP
- Conducted summer training for 90 members of NC Teacher Corps' (NCTC) second cohort; cohort members receive training from NCDPI staff and work in classrooms in Durham and Cumberland County Schools through August 2

- Worked with corps members of the second NCTC cohort on job interviewing strategies, PRAXIS testing requirements, and admission requirements for completing licensure coursework; worked with partner districts to help find teaching positions for corps members
- Completed summer training for 185 new Teach for America Corps members in eastern NC by July 12; conducted regional orientation and content-specific trainings on the *NC Standard Course of Study*
- Conducted the summer intensive training for Cohort III of the Piedmont Triad Leadership Academy (PTLA) and the Sandhills Leadership Academy (SLA)
- Provided summer community internship experiences for members of Northeast Regional Leadership Academy (NELA) Cohort III; began planning for fall trainings for Cohort III
- Provided Summer Institute sessions for 2,329 participants (as of July 18) representing six of the eight education regions and 132 LEAs and charter schools; this includes teachers, LEA staff, principals, NCDPI staff, higher education staff, as well as other educational partners
- Conducted three out of six “Tuesday Technical Training” webinars to provide technical training on the NC Educator Evaluation System (NCEES) for personnel administering the system in LEAs/charters (though other interested personnel may participate); webinars include an hour for specific questions about training, system, and the overall process
- Provided (through TNL) training for 887 district trainers throughout all eight education regions in order to deploy the new NCEES Online tool (this is one of the two types of training described in bullet four under the “Data Systems to Improve Instruction” section)
- Hired three online PD contractors to convert selected developed modules into online facilitated courses in order to meet the demand for facilitated versions of the “Online Teacher Evaluation” course and the “21st Century Learner” course
- Worked to identify (through the NC Association of School Administrators and the Friday Institute) the first cohort of participants (35-50 individuals) for the Distinguished Leadership in Practice for Digital Learning (DLP-DL) program

NC Virtual Public Schools:

- Revised the Earth and Environmental Science course to align to current Essential Standards and Next Generation Science Standards, and revising the Math I course to align with the new *NC Standard Course of Study for Mathematics*
- Continued development of the Math II course (set for launch in the fall of 2013) and the Math III and Biotechnology and Agriscience I courses (set for launch in the spring of 2014)
- Worked with STEM officials at NCDPI to utilize the content and curricula they have developed through work with the North Carolina School of Science and Math in a blended course environment to offset delays in development of the Agriscience course that was to be launched this fall
- Continued 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
- Continued working through the NC ITS review process to be able to issue an RFP for mobile app development

Turning Around the Lowest-Achieving Schools (TALAS):

- Conducted Comprehensive Needs Assessment (CNA) “unpackings” for two TALAS schools in the Nash-Rocky Mount School System: DS Johnson Elementary and Williford Elementary
- Conducted CNA “unpackings” for two Focus schools in the Nash-Rocky Mount School System: Benvenue Elementary and Englewood Elementary
- Conducted CNA unpackings for two School Improvement Grant (SIG) schools in Warren County: Warren County High School and Northside Elementary
- Completed F.A.C.E. (Family and Community Engagement) training for Bertie County Schools
- Continued providing professional development and coaching for currently served schools/districts
- Continued collaboration and coordination with 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)
- Collaborated with NC Teacher Corps (NCTC) to provide training in the NCTC Summer Institute for Cohort II, focusing on “Effective Instructional Design” and “Creating a Positive Classroom”
- Collaborated with other NCDPI staff to support the work of the NCDPI Summer Institutes
- Began preparing a week of professional development for Halifax County Schools with an emphasis on Maximizing Student Engagement/Instruction Using best practices

NC Education Cloud:

- Completed the 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 Learning Objects Repository (LOR) project
- Continued the migration of AS/400 system while meeting with providers of the financial and transportation systems to prepare for a migration to the next generation of business platforms; also began developing cost models related to such migrations
- 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):

- Continued soliciting feedback and developing content for Level III courses in Biotechnology and Agriscience, Aerospace, Security and Automation, Energy and Sustainability, and Health and Life Sciences
- Continued updating content on Moodle for Level I and II courses
- Continued developing and refining multimedia content and copyright clearance efforts for Level II courses
- Provided (through NC New Schools) coaching and a series of professional development workshops (focused on themes such as sustainability and building a supportive coaching framework, fostering scientific disclosure/STEM focus, leadership skills to build collegial relationships, Core Plus Mathematics, and Project-based Learning) to the STEM Anchor and Affinity Network Schools
- Provided Summer Residency experiences from July 22-26 at New Technology High School in Napa, CA; principals and teachers from 12 of the 16 Affinity Schools attended the experience, which focused on creating a coherent STEM culture
- Continued refinement to the STEM Recognition application process for schools to use in fall 2013
- Began communicating the NC STEM Recognition Program to the 20 RttT Anchor and Affinity Network Schools and to other schools across NC

Evaluation:

- Conducted data analysis for reports related to *Teacher and Leader Effectiveness*; met with NCDPI project leads to discuss formative report and 2013-14 Scope of Work
- Continued data collection and analysis for reports related to the *Distribution of Teachers and Leaders*
 - Submitted reports to NCDPI on State Strategic Staffing Initiatives, NC Virtual Public Schools Blended Learning, and the NC Teacher Corps; review by NCDPI is currently underway
 - Baseline report on distribution of teacher quality is currently under review by NCDPI
- Continued data analysis and the report-writing process for Year 3 report for *Professional Development*; began collecting data from the 2013 Summer Institutes and completed data analysis and report write-up
- Completed the first draft of the Year 3 report for the STEM anchor and affinity schools initiative, as well as data analysis of the 2012-13 Omnibus survey data for the Year 3 District and School Transformation report
- Continued planning and research design for the fall 2013 on evaluation work related to local spending
- Continued developing analysis plan for overall cost-effectiveness evaluation at the initiative level in examining the overall impact of RttT work

Legislative Update

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

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

Key Education Bills

1. SB 402 – Appropriations Act of 2013/Session Law 2013-360 (not exhaustive list)
 - Section 8
 - a. Review of NC Center for the Advancement of Teaching
 - b. LEA Budgetary Flexibility

- c. Teach for America Expansion
- d. Elimination of Master's Pay after 2013-14
- e. Increased Participation in Advanced Courses & Career & Technical Education
- f. Opportunity Scholarships
- g. NC Educator Effectiveness and Compensation Task Force
- h. NC Education and Workforce Innovation Commission
- i. School Safety
- j. Virtual Charter Schools Study

Section 9 – The Excellent Public Schools Act

- a. Strengthen Teacher Licensure/Fees
- b. A-F/School Performance Grades: After August 1, 2014
- c. Pay for Excellence
“Section 9.5. When a robust evaluation instrument and process that accurately assesses and evaluates the effectiveness of teachers, especially in the area of student growth, is wholly implemented in North Carolina, it is the intent of the General Assembly that the evaluation instrument and process be utilized in the a plan of performance pay for teachers in this State.”
- d. Teacher Contracts

Section 12B.1.(a) – Pre-K Eligibility

- a. Not to exceed 75% of the state median income
- b. Up to 20% of children enrolled may have incomes in excess of 75% of median income if they have “other designated risk factors”

2. HB 250 – Charter School Enrollment & Charter Revisions
3. SB 337 – NC Charter School Advisory Board
4. HB 269 – Children with Disabilities Scholarship Grants

Board member Willoughby asked Ms. Beaulieu to provide her with a way to equate Pre-K Eligibility and the Opportunity Scholarship Eligibility with the poverty level. Ms. Beaulieu shared that for Pre-K Eligibility, the 75% of state median income for a family of four is roughly \$51,000. For reduced lunch eligibility it is 185% of the federal poverty level – for a family of four, it would be at or below \$43,568.00. For the Opportunity Scholarship Act, the first year of eligibility (2014-15) is 100% of the free and reduced lunch rate - \$43,568.00 for a family of four. In the second year of eligibility (2014-15) it is 133% of the free and reduced lunch rate - \$57,945.00.

In closing comments, Ms. Beaulieu offered to provide Board members a draft of the education bills that have passed during the break.

Rules Review Council Update

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

Ms. Cornetto explained that the Department is waiting for Office of State Budget and Management's approval on fiscal impact of the Read to Achieve, High School Accreditation and READY Accountability rules.

Ms. Cornetto reported that the Rules Review Commission is convening an Agency Roundtable for all of the rule makers of agencies across state government for the purpose of discussing the struggles and obstacles that are incident to rulemaking. Ms. Cornetto noted that she plans to participate in that Roundtable discussion and will communicate the Department's and State Board's concerns.

In other news, Board member Wayne McDevitt announced that, while reading the latest NASBE newsletter, he learned that Ms. Cornetto was named the President of the National Council of State Education Attorneys (NCOSEA).

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

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

INFORMATION

TCS 6 – Presentation on the Appropriations Act of 2013

Policy Implications: Senate Bill 402

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business and Technology Services)

Description:

The Board will receive a report and will hold discussions regarding the recently adopted Appropriations Act of 2013.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Gregory Alcorn recognized Mr. Price to present the information for this item.
- Mr. Price provided an overview of the recently adopted Appropriations Act of 2013. He explained that the first major process was to eliminate the negative reserve, which is most commonly referred to as the LEA Adjustment or Discretionary Reduction fund. He stated that, over time, the negative reserve has been a curse on public schools. He was pleased to report that this budget eliminates the \$376 million hole where funds were appropriated to school districts and they had to identify what to return, which created inequity across the state. The funding stream is now stable and the formulas in place are appropriated with no funds having to be returned, according to Mr. Price. In order to do this, the legislature reduced classroom teacher allotments and instructional support and materials by \$286 million. The reduction was based on the average return over the past three years, according to Mr. Price.

- As it relates to the class-size adjustment, Mr. Price shared that the allotment ratios to public schools were adjusted to accommodate the reduction of 5,200 teachers. Along the same line, there was a reduction of roughly five percent in instructional support. Mr. Price explained that supplies and materials are currently funded at \$29.02 per student; however, based on the BEP funding formulas currently in place, supplies and materials should have been funded at \$57 per student. Textbooks also saw a reduction in the continuation budget (digital textbooks and devices are included in this funding stream). According to the BEP, textbooks should be funded at \$68.58 per ADM, but is currently funded at \$14.26.
- Mr. Price reported that another reduction included teacher assistants at \$120 million. Mr. Price explained that this was a reduction in dollars per ADM, which is a dollar allotment. The school districts can use that funding to employ as many people as they can. He explained further that it did not change the ratio, which is based on K-3.
- Limited English Proficiency was reduced by \$3 million. In addition, a reduction occurred in Driver Education where the fee that school districts can now charge was increased from \$45 to \$55 per student. Mr. Price explained that Driver Education is funded from the Highway Fund and is receipt based.
- Increases in the budget include \$12 million in the lottery funds for digital learning; this is a new allotment category, according to Mr. Price. Information about this item will be brought to the State Board in September. He explained that this funding will be grant based for school districts and the Department needs to define the criteria for applying for those grants.
- Another item that will be presented for consideration in September falls under the School Safety provision in the budget. Funding was allocated to SROs, which requires a local match. Again, Mr. Price explained that the processes and procedures need to be developed. Mr. Price added that panic alarms are also required, which require a local match as well and a process that must be developed to determine how to distribute those resources.
- In addition, Mr. Price reported that there was an increase in the Excellent Public Schools Act for Summer Camps. The Department will bring to the Board over the next few months a formula for consideration on how best to distribute funding for the Summer Reading program.
- As it relates to budget salary and benefits, the budget did not contain a salary increase. However, it did include an increase for the retirement rate as well as a small increase in the hospitalization rate.
- In closing comments, Mr. Price explained that state employees and all school employees received five days of vacation, which ends June 30. He added that these five days do not carry over into the next fiscal year; however, if an employee leaves, they will be paid for those days.
- There was no further discussion.

This item is presented for information only during the August 2013 State Board of Education meeting. (See Attachment TCS 6)

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 three items 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 GCS 3 – Changes to Policy Delineating the Components of the READY Accountability Model Including Annual Measurable Objectives (AMOs), GCS 4 – Back to Basics Bill – Cursive Writing and the North Carolina Standard Course of Study, GCS 5 – Health Curriculum Relating to the Avoidance of Pre-Term Birth, and LFI 5 – Charter Amendments for Lincoln Charter School.

Upon motion by Mr. John Tate and seconded by Ms. Marcella Savage, the Board voted unanimously to approve GCS 3 – Changes to Policy Delineating the Components of the READY Accountability Model Including Annual Measurable Objectives (AMOs), GCS 4 – Back to Basics Bill – Cursive Writing and the North Carolina Standard Course of Study, GCS 5 – Health Curriculum Relating to the Avoidance of Pre-Term Birth, and LFI 5 – Charter Amendments for Lincoln Charter School as presented.

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

CONSENT

GCS 3 – Changes to Policy Delineating the Components of the READY Accountability Model Including Annual Measureable Objectives (AMOs)

Policy Implications: General Statute § 115C-105.20; SBE Policy # GCS-C-020; No Child Left Behind (NCLB)

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

Description:

In September 2012, the READY Accountability Model was approved by the State Board of Education. The model includes student performance on end-of-grade assessments in English language arts/reading and mathematics at grades 3–8 and in science at grades 5 and 8. For high schools, the components of the model include: (1) Math I, English II, and Biology end-of-course assessment results, (2) ACT results from a statewide administration of 11th grade students, (3) 4-year and 5-year graduation rates, (4) Math Course Rigor (successful completion of Algebra II/Integrated Mathematics III), (5) ACT WorkKeys results from an administration to Career and Technical Education Level II completers, and (6) as an option, implementation of a graduation project.

The Accountability Model will report the current year status, growth, and progress (targets over time). The federal Annual Measureable Objective targets for English language arts/reading and mathematics will be included in the progress report.

The policy specifies the components of the state accountability model and the inclusion of assessments in each report: Status, Growth, and Progress.

The updates presented for consent at the August SBE meeting include: 1) changing Algebra I/ Integrated Mathematics I to Math I and 2) specifying graduation cohort years for the 2013-14 school year.

Recommendations:

Board members are asked to approve the proposed changes to the Annual Measurable Objectives.

CONSENT

GCS 4 – Back to Basics Bill – Cursive Writing and the North Carolina Standard Course of Study

Policy Implications: HB 146; GCS-F-004

Presenter(s): Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Maria Pitre-Martin (Director, Division of K-12 Curriculum and Instruction)

Description:

Prior to the 2012-13 school year, cursive writing was included in the North Carolina Standard Course of Study as a component of the elementary grades content standards. The North Carolina Department of Public Instruction provided districts with the State Board of Education (SBE) approved Standard Course of Study in 2004. Students were expected to master the following handwriting objectives in grades 3-5:

- Grade 3: Create readable documents with legible handwriting (manuscript and cursive).
- Grade 4: Create readable documents through legible handwriting (cursive) and/or word processing.
- Grade 5: Create readable documents through legible handwriting (cursive) and word processing.

The SBE adopted the English/Language Arts Common Core State Standards in June 2010. The new standards addressed print concepts in the Foundational Skills. Given the overwhelming prevalence of technology in both work and personal lives, students' ability to compose on computers is most critical to ensuring that they are college and career ready – thus, keyboarding and other computer skills are emphasized. Therefore, the College and Career Anchor Standards for writing in the CCSS focused on the use of technology for publishing in kindergarten through grade 12. Students are expected to master the following writing objectives in grades 5-6:

Grade 5: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Grade 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. In fifth grade, this broad expectation becomes W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

It is also important to note that HB 146 also states that the Standard Course of Study shall include the requirement that students enrolled in public schools memorize multiplication tables to demonstrate competency in efficiently multiplying numbers. This requirement is already within the Standards Course of Study as written:

Grade 3: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Recommendations:

In light of HB 146, the Back to Basics Bill, which states, “The standard course of study shall include the requirement that the public schools provide instruction in cursive writing so that students create readable documents through legible cursive handwriting by the end of fifth grade” and since the current North Carolina Standard Course of Study only used the word “print” and not “cursive,” the North Carolina Department of Public Instruction is recommending to the SBE that the handwriting objectives from the 2004 Standard Course of Study be added to the 2010 adopted ELA standards within the Standard Course of Study (implemented in 2012-13). If approved at the August 2013 SBE meeting, the cursive writing standards would go into effect during the 2013-14 and beyond.

Rationale statements for the recommendation:

- North Carolina educators are familiar with these standards from the 2004 Standard Course of Study.
- These standards support the Common Core efforts to focus on technology for producing and publishing writing using technology.
- Previously used resources could support the teaching of these standards.
- Previously used resources could be used in Home Base.
- Best practices regarding these standards have been determined and could be shared with LEAs.

For additional information on the English/Language Arts Common Core State Standards and the NC Standard Course of Study, please visit www.ncpublicschools.org/curriculum/languagearts/.

No recommendation is needed for the requirement regarding the memorization of multiplication tables since this requirement is currently evidenced in the NC Standard Course of Study. For additional information on the Math Common Core State Standards and the NC Standard Course of Study, please visit <http://www.dpi.state.nc.us/curriculum/mathematics/>.

CONSENT

GCS 5 – Health Curriculum Related to the Avoidance of Pre-Term Birth

Policy Implications: Senate Bill 132; SBE Policy # GCS-F-007

Presenter(s): Dr. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Maria Pitre-Martin (Director, Division of K-12 Curriculum and Instruction)

Description:

The North Carolina General Assembly ratified SB 132: An act to include instruction in the School Health Education Program on the preventable causes of preterm birth, including induced abortion as a cause of preterm birth in subsequent pregnancies, and to provide such information to charter, nonpublic and home school students.

Each local school administrative unit shall provide a reproductive health and safety education program commencing in the seventh grade. This bill requires the inclusion of additional information in the original Healthy Youth Act regarding reproductive Health and Safety, specifically: Teaches about the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care. In order to meet age and grade appropriateness, an objective will be added to the high school essential standards (attached) which will read: Summarize the risks for preterm birth in subsequent pregnancies including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

Recommendations:

The State Board of Education is asked to approve the mandated health curriculum to be implemented by every LEA regarding reproductive health and safety education programs commencing in the seventh grade.

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

CONSENT

LFI 5 – Charter Amendments for Lincoln Charter School

Implications: General Statute § 115C-238.28G; 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:

The Charter Schools Act states that "a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education." In April 2012, the State Board adopted policy TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation. An amendment that results in "altering the mission" must be brought to the State Board for consideration.

Lincoln Charter serves approximately 1,560 students in grades K-12 and is located on two campuses in Denver and Lincolnton. They received their charter in 1998 and are mid-way through their ten-year charter term.

Lincoln Charter is seeking to make an amendment to their mission statement in which they shorten the mission statement significantly. The original mission enumerates principles based upon the six intended purposes stated in the charter school law. The brevity of the new mission statement focuses on academics and community values. Both versions of the mission statement are included as an attachment.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve these charter amendments for Lincoln Charter School as presented.

ACTION AND DISCUSSION AGENDA

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

ACTION

LFI 1 – Revisions to the Online Vendor Approval Process for Virtual Courses

Policy Implications: SBE Policy # GCS-M-001, TCS-D-002

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 virtual courses to any public school student without written permission from NCVPS. Standards for Online Courses were approved by the SBE at the December 2011 meeting, and an approval process was approved by the SBE at the January 2012 meeting; these standards were based on the iNACOL and SREB standards.

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:

- GCS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by <u>Ms. Rebecca Taylor</u> , and seconded by <u>Mr. Kevin Howell</u> , the State Board of Education voted unanimously to approve the revised standards and process for the Online Course Vendor Approval Process as recommended. (See Attachment LFI 1)

DISCUSSION MOVED TO ACTION ON FIRST READING

LFI 2 – Request for a Year Delay from the Howard and Lillian Lee Scholars Charter School

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

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

Description:

The Office of Charter Schools received sixty-three charter applicants ahead of the April 13, 2012, 12:00 PM deadline with the hope of opening and operating a charter school in August 2013. In utilizing the application review process, the Public Charter School Advisory Council recommended 24 applicants for final approval. In March 2013, the State Board of Education granted final approval to 24 charter applicants, one of which was The Howard and Lillian Lee Scholars Charter School.

Since that approval, the Office of Charter Schools has learned that The Howard and Lillian Lee Scholars Charter School has lost the partnership with its proposed Educational Management Company (EMO) – National Heritage Academies. That EMO was to provide curriculum, management, governance, and financial services as well as a facility. Without the partnership of the company, upon which the approved charter application was built, the charter school cannot open in August 2013.

On April 25, 2013, the Office of Charter Schools sent a letter to The Howard and Lillian Lee Scholars Charter School requesting an update as to their August 2013 opening. On June 14, 2013, the board chair of the proposed charter school provided a response indicating the following:

- National Heritage Academies was no longer a management partner with the proposed charter school.
- The board of the charter school wishes to receive a delayed opening until August 2014 to permit a continued search for facility options.
- Modification of the approved charter application will be needed to remove NHA in the appropriate sections related to curriculum, management, governance, facility, and finance.
- Some assurances that they believe they will be able to open in August 2014.

Unfortunately, this type of situation is not the first to be encountered by The Howard and Lillian Lee Scholars Charter School. The same group applied in November 2011 to be a “fast track” charter school that would open in August 2012. The State Board granted them a charter; however, the nonprofit board relinquished their “fast track” charter on May 16, 2012 due to facility issues. The board of the nonprofit applied in the “regular round” to give them additional time related to the acquisition and construction of their facility. The board now request a delay since it has no management company and no facility.

Because the applicant has been granted two charters and is yet to open as planned in either instance, the Office of Charter Schools is concerned with the precedent that this delay may establish for future applicants. Considering the significant amount of revision to the charter application that will be necessary, it is more prudent for the charter school to resubmit another charter application during the next round. Letters of Intent are due in September with the actual application due in December 2013. Thus, the Office of Charter Schools is inclined to recommend that the State Board of Education deny this requested delay.

If, however, the State Board decides to grant the one-year delay, several stipulations should be placed upon the applicant group as a condition of their delayed opening:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The Office of Charter Schools will report back to the State Board of Education at its December meeting the following information:
 - a. Status as to all modifications needed within the charter applications,
 - b. The presence of a viable facilities plan that will permit an opening in August 2014,
 - c. A draft contract with a new management company, and
 - d. Regular, monthly updates to the Office of Charter Schools no later than the last business day of each month through November.
3. If The Howard and Lillian Lee Scholars Charter School does not comply with the above expectations, the State Board of Education will initiate the revocation process of the charter in December 2013. Further, if the proposed charter school does not open its doors in August 2014, The Howard and Lillian Lee Scholars Charter School will immediately relinquish its charter to the State Board of Education.

Recommendations:

It is recommended that the State Board of Education, due to these recent developments, deny the extension of an additional planning year. Without such an extension, the charter for the Howard and Lillian Lee Scholars Charter School is no longer viable meaning that the applicant must submit a new application during the next application phase. The applicant has not been able to open as planned in either application round where they were granted a charter; so the applicant must take the necessary time to plan appropriately.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She explained that consensus of the Committee was to move this item to Action on First Reading.
- Chair Taylor summarized that this applicant, Howard and Lillian Lee Scholars Charter School, has been granted two charters and has yet to open.
- As a point of clarification, Board member Willoughby clarified that since there is a new management company the charter school would have to file a new application; while it is not punitive in any way it is to acknowledge a new partner. Chair Taylor concurred with Ms. Willoughby's comments.
- Chairman Bill Cobey recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Lt. Governor Dan Forest, the State Board of Education voted to deny the extension of an additional planning year for the Howard and Lillian Lee Charter School. Chairman Cobey recused himself from the vote. (See Attachment LFI 2)

DISCUSSION

LFI 3 – Public Charter School Advisory Council Charter Recommendations

Policy Implications: General Statute § 115C-238.29

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

Description:

The Office of Charter Schools received 156 Letters of Intent were submitted to the Office of Charter Schools which provided contact information for potential applicants. Eventually, seventy applicants submitted charter applications ahead of the March 1, 2013, 12:00 PM deadline with the hope of opening and operating a charter school in August 2014. The Office of Charter Schools reviewed all 70 of those applications to ensure they were complete; however, twenty-nine applications were found to be incomplete. One applicant decided to withdraw its application. Forty applications were then forwarded to the Public Charter School Advisory Council for subcommittee review.

The Council divided into subcommittees to review each of the 40 applications and submitted LEA impact statements. This level of review, which included the creation of a rubric for each applicant, was finalized by June 18. The full Council met on June 18 and 19 and July 1, 2013, to hear the subcommittee reports and to vote on which applicants to invite for an interview. At this time, the Council decided to review all 29 applications that were properly deemed incomplete; however, one applicant that was deemed incomplete did want wish to receive a review of its submission. After reviewing all of the submitted applications, 32 of the 69 applicants were granted interviews thereby advancing to the next stage.

The Council interviewed these 32 applicants on June 10 and 11 as well as July 15 and 16. Each applicant group was provided an opportunity to address the deficiencies or weaknesses identified on the rubrics, and the Council asked follow-up questions. After the interview with each applicant group, the Council deliberated and then voted to recommend the following 26 applicants, which are listed in alphabetical order, to receive a preliminary charter from the State Board of Education:

1. A.C.E. Academy
2. Anderson Creek Club Charter School
3. Bradford Preparatory School
4. Cardinal Charter
5. Carolina STEM Academy
6. Charlotte Charter High School
7. Charlotte Learning Academy
8. Concrete Roses STEM Academy
9. Dynamic Community Charter
10. Entrepreneur High School
11. Envision Science Academy
12. Heritage Collegiate Leadership Academy
13. Invest Collegiate-Buncombe
14. KIPP Halifax College Preparatory
15. Pioneer Spring Community Leadership Academy
16. Providence Charter High

17. Reaching All Minds Academy
18. South Brunswick School
19. The Capital Encore Academy
20. The Franklin School of Innovation
21. Thunderbird Preparatory
22. United Community School
23. Wake Forest Academy
24. Wayne Preparatory
25. West Charlotte High School
26. Wilson Preparatory

Applications rubrics and impact statements are located on the following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/resources/application/>.

If the State Board of Education grants these groups a preliminary charter, the applicants will initiate a year-long planning year, which includes detailed training from appropriate staff within the Department of Public Instruction. The State Board will consider granting final charters to these groups no later than January 2014.

Recommendations:

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

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a robust discussion of this item during the LFI Committee meeting on Wednesday.
- Lt. Governor Forest made a motion to add Lake Norman Preparatory School and Catawba Charter Academy to the list of charters for approval. Following the Lt. Governor's motion, Chair Taylor explained that this item is for discussion this month. Chairman Cobey asked legal staff to weigh in. Staff Attorney Katie Cornetto clarified that, as she understood the Lt. Governor's motion, he wants to add these two charters to the list for next month's approval. As such, that motion will need to be voted on during this meeting, according to Ms. Cornetto. She also noted that there was a motion on the floor without a second at this point. In order to continue the discussion, Vice Chairman Collins seconded the motion.
- In response to Vice Chairman Collins's question on the specific number of charter applicants interviewed but not approved, Chair Taylor noted that six were interviewed but not approved. Mr. Collins expressed concern that the issues the Lt. Governor brought up on Wednesday raise a number of concerns with respect to those that were interviewed and not approved. He wondered out loud if it would be appropriate to add those to the list for approval in order to investigate the concerns raised over the next month and to allow the same opportunity for consideration in September. He also noted for consideration that, if the State Board decides to reject any of those six, he would want those rejected charters to address the new Advisory Board without starting the process over. He asked the Lt. Governor if he would agree to amend his motion to add the remaining schools who were interviewed to the approval list for consideration. Lt. Governor Forest withdrew his motion to allow Vice Chairman Collins to make an amended motion. Following the amended motion, a brief clarifying discussion ensued about process.

- As a point of clarification, Board member McDevitt stated that the Department's recommendation is based on the Advisory Committee's recommendation, and asked if the motion would change the Department's recommendation. Dr. Atkinson stated that it would not change the Department's recommendation. A brief discussion occurred about the process for voting as it relates to dividing the groups. Ms. Cornetto clarified that the Department's recommendation would remain as is. The motion on the floor is for the Board to consider the additional six charters that had an interview, but were not recommended by the Council. Chairman Cobey asked how these six would get reconsidered. Mr. Collins noted that he did not see any other review that needs to take place, but that the Board needs to make a decision on whether they want to move forward with these six. Mr. Collins added that his biggest concern is that these recommendations were made by an advisory council that has been disbanded and there are some inconsistencies with respect to those that have been interviewed similar to the two raised by the Lt. Governor. Therefore, he believes the remaining four of the six interviewed but not recommended should have the same opportunity.
- State Superintendent Atkinson stated that, to enable the Board to make a decision, it would be helpful to the Department for the Board to identify that which they would need to review the six not recommended by the Council. Board member McDevitt noted that it would be helpful to have the rationale from the Advisory Council. Dr. Atkinson indicated that it may also be helpful to bring the budget and financial information to the Board as well. Mr. Hill stated that he would send Board members the link to the applications, scoring rubrics and minutes, which are online.
- Board member Alcorn stated that he wants to ensure that this process is specific to this case. A brief discussion occurred about setting precedence for the future. Mr. Collins emphasized that if the Advisory Board had not been disbanded, he would not be concerned. Board members concurred that this was a unique case and they do not want to set precedence.
- There was no further discussion.

Lt. Governor Dan Forest moved that Lake Norman Preparatory School and Catawba Charter Academy be added to the list for approval. The motion was seconded by Mr. A.L. Collins. After brief comments by Mr. Collins, the Lt. Governor withdrew his motion.

Upon motion by Mr. A.L. Collins, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the addition of the six applicants that were interviewed, but were recommended not approved to the list for further consideration (Catawba Charter Academy, Central Arts Charter, Lake Norman Preparatory School, Torrence-Lytle Charter School of Leaders, University Public Charter School, and Wisdom Academy). Board member John Tate voted in opposition of the motion. (See Attachment LFI 2)

DISCUSSION

LFI 4 – Request for a Charter Amendment by Phoenix Academy

Policy Implications: General Statute § 115C-238.29; 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:

The Charter Schools Act, in G.S.115C-238.29D(d), states that "a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education." In April 2012, the State Board adopted policy TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation. An amendment "employing or terminating a management company" must be brought to the State Board for consideration, and Phoenix Academy is seeking to partner with a brand-new charter management entity.

Phoenix Academy (High Point, NC) will serve approximately 750 students in grades K-6 during the 2013-14 academic year. The charter school opened its doors in 1998, and its next renewal date is 2015.

The academic results for the 2011-12 school year were as follows:

- 81.8% Performance Composite and made Expected Growth
- The school met all AMO targets and was considered a School of Distinction

Phoenix Academy is seeking to enter into a management contract with the 7 Degrees of Change Foundation. This request does not transfer the charter to this separate foundation; however, 7 Degrees would manage all day-to-day operational aspects of the charter school. The Phoenix Academy board of directors believes it is in the best interest of the charter school to select this particular organization for its operational management of the charter school and requests the State Board grant approval.

The Department of Public Instruction, in reviewing the documentation, has several concerns related to this proposed partnership. They are briefly summarized below:

1. Advantage to Phoenix Academy is unclear. The proposed management entity -- 7 Degrees of Change Foundation -- was formerly known as the Gail Norcross Trigueiro Foundation, created in 2010. The 7 Degrees of Change Foundation has no direct experience in managing charter schools. Its primary work has been in philanthropic ventures related to building and filling libraries in Asia and the Philippines. This does not show how "7 Degrees is particularly well-suited to managing" Phoenix Academy as it plans to expand facilities and student population (ADM projected to increase by 500% in the upcoming years).
2. This proposed contractual relationship between Phoenix Academy and 7 Degrees management entity is similar to that of other charter schools in North Carolina. However, of concern is that this proposed model has immediate family members across multiple aspects of management that raise significant real and perceived conflicts of interest. A current, sitting board member of Phoenix Academy is also the current chairman of the 7 Degrees of Change Foundation. The spouse of that member is the "Chief Education Officer" and "manages the 'Innovation in Education' unit of the Foundation which manages the operations" of Phoenix Academy. Further, a separate foundation -- the Phoenix Academy Foundation, Inc. -- is being formed to raise money and lease land. While the board members of Phoenix Academy Foundation are still to be determined, the Phoenix Academy board will appoint a majority of the Phoenix Academy Foundation members. It is unclear, at this time, who will serve on this other foundation board.
3. The Phoenix Academy board meets on a quarterly basis. With an anticipated student enrollment increase of 500%, the development of a multi-site, multi-program school, and a new inexperienced management entity, the board of directors will need a more regular meeting schedule to successfully

implement these ambitious goals and in order to ensure the management entity is accountable to the Phoenix Academy board. With significant growth, new issues often arise from parents that would need to be handled by the grievance process of the charter school's board of directors; and it is unclear how quarterly board meetings will be able to meet these needs.

Recommendations:

Due to the concerns raised by the Department of Public Instruction, it is recommended that the State Board of Education not approve the charter amendment of Phoenix Academy to enter into a management agreement with the 7 Degrees of Change Foundation.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. Committee consensus was to approve Phoenix Academy's request with specific conditions, which will be brought to the Board in September.
- There was no further discussion.

This item is presented for discussion in August 2013 and for action in September 2013. (See Attachment LFI 4)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that on Wednesday, the LFI Committee received an informative update about North Carolina Virtual Public School from Executive Director Tracy Weeks related to enrollments and projections for the 2013-14 school year as well as a funding discussion.

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

ACTION

GCS 1 – 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 waived 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 action 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 2013-14 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. 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.
- 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 adopt the Department's recommendation to allow participating FR-OCS students in the 2013-14 graduating class 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 will remain in effect until the unemployment rate for North Carolina reaches 6% or less. (See Attachment GCS 1)

Chair Savage explained that the presentation of GCS 2 - Cohort Graduation Rate for the 2012-13 School Year would be held at the end of the Board meeting.

NEW BUSINESS

Under New Business, GCS Committee Chair Marcella Savage shared that on Wednesday, the GCS Committee received an informative overview of the North Carolina General Assembly's School Performance Grades System.

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

DISCUSSION

TCP 1 – Measures of Student Learning Component for School Year 2013-14

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

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Description:

North Carolina's Race to the Top plan and waiver from the Elementary and Secondary Education Act require that each educator's evaluation include an explicit measure of student growth, which is the rating on the sixth standard. To measure student growth in the grades/subjects and courses without End of Course assessments, End of Grade assessments, or Career and Technical Education assessments, the Department of Public Instruction has partnered with teachers to design Measures of Student Learning.

In the past four months, the Department of Public Instruction has gathered extensive feedback from teachers, administrators, central office staff members, and superintendents on next steps for the Measures of Student Learning. Options include:

- **Continue with statewide use of the Measures of Student Learning.** The Department of Public Instruction would collaborate with school districts to improve the assessments and processes for administration. All school districts and participating charter schools would administer the Measures of Student Learning.
- **Develop measures for all non-tested grades/subjects and courses at the local level.** The Department of Public Instruction would no longer develop or administer the Measures of Student Learning. Each school district would develop its own system of measuring student growth according to the federal definition of student growth. Each district's process for determining validity and reliability would require approval by the State Board of Education, local board of education chair, local superintendent, and district teacher representative.
- **Use school-wide growth from state assessments to measure student growth for all teachers in non-tested grades/subjects and courses.** Teachers without individual student growth data would receive a sixth standard rating based on school-wide growth in End of Grade and End of Course assessments.

- **Allow each school district to combine Options 1, 2, and 3.** Each school district would create its own plan to provide a student growth value for teachers in non-tested grades/subjects and courses. Districts could use a mixture of the statewide Measures of Student Learning, locally developed and state-approved assessments, and school-wide growth.

Additionally, the United States Department of Education has extended additional flexibility to states with approved waivers from the Elementary and Secondary Education Act. This flexibility allows states to apply for a delay of the implementation of consequences of their educator effectiveness model until the 2016-17 school year. If North Carolina applies for, and receives, this additional flexibility, the following timeline would be in place for implementation of the North Carolina Educator Evaluation System:

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Adding Standard 6 (Development)	Standard 6 added, but data do not “count” and is not published (Development)	Proposal: MSL administered, but data do not count (Pilot)	Year 1	Year 2	Year 3 (First Status)

Options related to this potential delay include:

- **Request the additional flexibility from the United States Department of Education.** School year 2013-14 becomes the first of the three years of data required for an effectiveness status.
- **Continue the current implementation timeline for the educator effectiveness model.** School year 2012-13 serves as the first of the three years of data required for an effectiveness status.

Recommendations:

The State Board of Education direct the Department of Public Instruction to continue to provide Measures of Student Learning for statewide use and consider allowing local school districts to submit alternate plans that would meet state and federal requirements for State Board of Education approval.

The State Board of Education directs the Department of Public Instruction to request additional flexibility on consequences of the State’s educator effectiveness model.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a robust discussion of this item during the TCP Committee meeting on Wednesday. Chair Oxendine summarized the four options noting thorough discussions with and feedback gathered from stakeholders. She noted Mr. Guckian’s comments this morning about the Governor’s vision for testing. Chair Oxendine explained that the work regarding the MSLs will be reflective of all of the intentions and best thinking of stakeholders, which will be brought back in September for the Board’s consideration and approval.

- Dr. Garland stated that the Department looks forward to hearing the feedback from USED. She noted that particular concern is given to teachers who are unsure of what is happening this year. The Department is standing ready to go forth upon approval from USED and with direction from the State Board to make the MSLs better.
- There was no further discussion.

This item is presented for discussion in August 2013 and will be presented for action in September. (See Attachment TCP 1)

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

ACTION

TCS 1 – 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 in 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:

It is recommended that the State Board of Education approve the inclusion 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 reported that the TCS Committee held a thorough discussion of this item during its 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 approve the inclusion in the “Chart-of-Accounts” of an object code that will enable school districts to identify properly Master Teachers 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:

Action on First Reading is being recommended in order to distribute funding to school systems in a timely manner.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn explained that, on Wednesday during the TCS Committee meeting, discussion occurred about the selection process and specific recommendations made by DPI for issuing grants this school year. He directed Board members to additional details for this item located at their places.
- Chair Alcorn explained that, regarding the federal grant approval process and the concerns raised in yesterday's discussion, it is recommended that the grant approval process be discussed at the SBE planning session in October and any changes to that process be implemented consistently moving forward. He shared that, notably, 12 percent is the Title I cap on management oversight administration costs.
- Following Chair Alcorn's motion, Lt. Governor Forest asked for an amendment. He explained that there was discrepancy in the stated salary for several executive directors versus what actually shows up on the tax forms for their salaries.
- In addition, the Lt. Governor made a second motion to add The Bridge Down East for review. He explained that receipt of their application was confirmed by the Department, but was somehow lost in the process and the application was not reviewed. Board members asked the Department to address these concerns. Ms. Donna Brown explained that out of 259 applicants, The Bridge Down East, along with 18 other applicants, submitted an incomplete application. She explained that the rules were applied the same to all applicants in terms of the login and screening process for basic components as described in Board policy. After noting that he (the Lt. Governor) had the application packet inclusive of the CD ROM, etc., State Superintendent Atkinson shared that the Department has received calls from legislators who want this applicant to be funded; however, the Department has to ensure that we have received the applications on time. The date stamp does not necessarily mean that all of the components are included in the materials. That is not known until staff starts the review of the application. In fairness to the other applicants, according to the rubrics, missing components disqualify the application, according to Board policy. If the Board chooses that we do a review of The Bridge Down East, then it would only be fair to review the other 18 incomplete applications, according to Dr. Atkinson. A clarifying discussion ensued about the Lt. Governor's motion. Following that discussion, and comments from Board members about setting precedents, the amendment failed by unanimous vote. For clarification purposes, Board member

McDevitt stated that the Department received the application, but did not review it because it was incomplete. Ms. Brown stated that Mr. McDevitt's clarification statement was accurate.

- There was no further discussion.

Mr. Gregory Alcorn made a motion to adopt the recommendation of the Department to approve the 52 21st Century Community Learning Center Grants with the following restrictions: management oversight/administration, defined as costs associated with program oversight, clerical support and indirect costs shall not exceed 12 percent of the 21st Century grant expenditures annually. The motion was seconded by Mr. Kevin Howell. Lt. Governor Dan Forest asked for an amendment to the motion to add review of the tax documentation for the executive directors of these programs. The amended motion was seconded by Mr. Gregory Alcorn. The State Board voted unanimously to approve the motion as amended. (See Attachment TCS 2)

Lt. Governor Dan Forest made a motion to add full review of the application for The Bridge Down East that was not included in the process. Vice Chairman A.L. Collins seconded the motion. The motion failed.

ACTION ON FIRST READING

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

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

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives), and Mr. Greg Richardson, Executive Director, NC Commission on Indian Affairs)

Description:

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

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

Legislation requires that American Indian members of the Council be broadly representative of North Carolina Indian tribes and organizations, specifically, Coharie; the Eastern Band of Cherokee; Haliwa-Saponi; Lumbee; Meherrin; Occaneechi; Sappony; Waccamaw-Sioun; the Cumberland County

Association for Indian People, Inc.; the Guilford Native American Association, Inc.; the Metrolina Native American Association, and any other Indian tribe gaining state recognition in the future.

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University System;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs.
5. Indian members of the Council shall be broadly representative of North Carolina American Indian tribes, organizations and associations, specifically the Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony, Waccamaw-Sioun, Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, Triangle Native American Society and any other Indian tribe gaining state recognition in the future.

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

- Margo Howard, Parent, Meherrin, Hertford County, Region 1
- Alisa Hunt-Lowery, Parent, Lumbee, Johnston County, Region 3
- Kara Stewart, Sappony, Educator, Durham County, Region 3
- Sharon Williams, Parent, Cohari, Cumberland County, Region 4
- Kamiyo Lanning, Parent, Eastern Band of Cherokee, Region 8

Recommendations:

The State Board of Education is asked to approve the individuals recommended by the NC Commission of Indian Affairs for membership on the State Advisory Council on Indian Education.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of the membership recommendations for the State Advisory Council on Indian Education during the TCS Committee meeting on Wednesday.
- Chairman Cobey noted that Board member Olivia Oxendine is the Board's liaison to the State Advisory Council on Indian Education.
- Dr. Oxendine expressed appreciation to Ms. Debora Williams for her work with this Council. She drew attention to the annual report located at the Board members' places. She asked Board members to read and share this report with others across the state.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the individuals recommended by the NC Commission of Indian Affairs for membership on the State Advisory Council on Indian Education as presented. (See Attachment TCS 3)

DISCUSSION

TCS 4 – 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 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 at the August 2013 meeting and will return for action in September. (See Attachment TCS 4)

DISCUSSION

TCS 5 – North Carolina Driver Education Advisor Committee

Policy Implications: General Statute § 115C-215; SBE Policy # TCS-B-008

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division)

Description:

The creation of an Advisory Committee for Driver Education is included in the North Carolina Driver Education Strategic Plan as directed by the General Assembly in SL 2011-142 and approved by the State Board of Education in February 2013. This State Board of Education policy establishes the North Carolina Driver Education Advisory Committee and outlines specific roles and duties of the committee

in advising the State Board of Education on issues related to the implementation of the North Carolina Driver Education Strategic Plan and any other aspects of driver education and traffic safety.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the Advisory Committee for Driver Education as presented.

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 at the August 2013 meeting and will return for action in September. (See Attachment TCS 5)

UPDATE ON CONTRACTS

(See Attachment in book)

- TCS Committee Chair Greg Alcorn encouraged Board members to review the contracts listed for information in the Board book.

CHAIRMAN’S REMARKS

Announcements

Chairman Cobey prefaced his remarks by acknowledging the vast amount of work by staff and Board members in preparing for these monthly Board meetings.

Chairman Cobey noted that the new NC Charter School Advisory Board, passed by the 2013 General Assembly, authorizes the State Board of Education to appoint one member. He recognized Vice Chairman Collins for a motion. After commenting about concerns from the legislature about the State Board’s lack of involvement in the Board process, Mr. Collins made a motion to nominate Board member Rebecca Taylor which, as a result, some of the concerns and confusion that the Board may have with respect to the charter applications may be alleviated by her presence on the Council.

<i>Upon motion by <u>Mr. A.L. Collins</u>, and second by <u>Mr. Wayne McDevitt</u>, the State Board of Education voted unanimously to appoint Ms. Rebecca Taylor to serve on the NC Charter School Advisory Board.</i>
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Next, Chairman Cobey explained that the former NC Public Charter Schools Advisory Council worked countless hours to ensure that children and parents seeking an alternative to regular public schools had a viable alternative in a public charter school. He shared that he sent a letter of appreciation on the Board’s behalf earlier this month, but is now asking that the State Board adopt a proposed resolution thanking the Advisory Council members publicly. He asked Mr. Hill to read the resolution.

**NORTH CAROLINA STATE BOARD OF EDUCATION
A Resolution Thanking the North Carolina
Public Charter School Advisory Council Members for Their Service**

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who serve public education through Advisory bodies to the Board; and

WHEREAS, the members of the North Carolina Public Charter School Advisory Council have reflected these qualities in an exemplary manner during service as an advisory council to the State Board of Education; and

WHEREAS, the North Carolina State Board of Education recognizes that the public service of such citizens is essential to supporting the work of the Board; and

WHEREAS, the members and leaders of the Council have dedicated countless hours of meetings and meeting preparation for the work of the Council at a time when record numbers of charter applications have been received; and

WHEREAS, the Council worked diligently and with a sense of fairness to ensure that those charter school applicants receiving charters would be providing places of teaching and learning that would be worthy of the children and families enrolling there; now

THEREFORE, BE IT RESOLVED,

THAT the North Carolina State Board of Education thanks each member - Chairman John Betterton, Vice Chairman Timothy Markley, Jennie Adams, Alfred Dillon, Kate Alice Dunaway, Kwan Graham, Alan Hawkes, Richard Hooker, Robert Landry, Joseph Maimone, Aaron Means, Baker Mitchell, Paul Norcross, Rebecca Shore, and Cheryl Turner - of the North Carolina Public Charter School Advisory Council for the unselfish service to the State Board of Education and the Great State of North Carolina; and

THAT the Board expresses publicly its sincere appreciation and gratitude to these citizens who answered the call to participate in public service through this Council; and

THAT Board members direct the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education.

_____	<u>August 8, 2013</u>	_____
Chairman North Carolina State Board of Education	Date	State Superintendent North Carolina Department of Public Instruction

Chairman Cobey called for a motion to adopt the resolution. Board member McDevitt suggested that the resolution be made more personal by including each member’s name in the resolution, and that the chair and superintendent sign an original for each member. Without objection to the suggestion, Mr. Cobey explained that, in addition, the resolution will also include a personal letter signed jointly by Dr. Atkinson and him.

Upon motion by Mr. John Tate, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to adopt the resolution thanking the NC Public Charter School Advisory Council as presented with the addition of each Board member’s name on the resolution.

OLD BUSINESS

Mr. Collins asked to let the record show that he read the wrong motion for the Closed Session meeting on Wednesday afternoon. He read the motion and asked that without objection, the State Board allow the accurate motion to stand. There were no objections.

“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; Arapahoe Charter Schools v. NC State Board of Education; and Cameron Creek Charter School v. NC State Board of Education.”

NEW BUSINESS

No new business was brought before the Board.

ACTION ON FIRST READING

GCS 3 – Cohort Graduation Rate for 2012-13 School Year

Policy Implications: General Statute § 115C-105.20.40 (Article 8B); No Child Left Behind (NCLB) Act of 2001

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

Description:

The 2012-13 Cohort Graduation Rate is presented for approval. The summary results will be published electronically at <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> on August 8, 2013. The report includes both a 4-year and a 5-year cohort graduation rate for all schools and districts.

An overview of the cohort graduation rate will be presented at the meeting on Thursday.

Recommendations:

It is recommended that the State Board of Education approve the report of the cohort graduation rate for the 2012-13 school year.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Howard to present the cohort rates for the 2012-13 school year.
- Dr. Howard prefaced this presentation by directing Board members to a red folder containing the 2013-14 Cohort Graduation Rate report, which was printed on yellow paper.
- Dr. Howard announced that the 2013-14 Cohort Graduation Rate is 82.5 percent, which is a 2.1 percent increase from the 2012-13 Cohort Graduation Rate and a 14-point increase from the first year reporting of the four-year Cohort Graduation Rate in 2006. In 2006, the rate was 68.3 percent.
- Dr. Howard shared that in addition to the report, Board members can visit <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> where the graduation results are available by individual school and school district (LEA). There are also links to supplementary

documents that explain the calculations used for the four- and five-year cohort graduation rates. A longitudinal cohort graduation rate spreadsheet is available since the first year the state reported a four-year cohort graduation rate in 2006 to the most current results.

- Noteworthy, Dr. Howard shared that all of the subgroups had an increase with the exception of the Limited English Proficient (LEP) subgroup that tends to increase more with the five-year cohort graduation rate. She also pointed out that the gaps between the African American students and white students continue to close from 10 points difference in 2012 to 8.7 points in 2013.
- Dr. Howard shared that, for the first time, Academically Gifted rates are reported as a direct result of feedback from AG practitioners across the state. She pointed out that the report shows a graduation rate of greater than 95 percent, explaining that this reporting is to protect privacy in accordance with FERPA regulations. In addition, Dr. Howard stated that, even though this subgroup does not report a hard number, it tells us that we are getting the expected results from that population.
- Dr. Howard also reviewed the charts included in the materials by subgroups noting that the five-year cohort reporting lags one year behind the four-year cohort.
- 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 report of the cohort graduation rate for the 2012-13 school year as presented. (See Attachment GCS 3)

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate, and seconded by Mr. Kevin Howell, Board members voted unanimously to adjourn the August 7-8, 2013, meeting of the State Board of Education.