

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

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

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

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the November 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 current issues fully.

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

Prior to moving to the Issues Session presentations, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted that the times assigned on this agenda for these two days are a guideline and that, to the extent possible, the Board will honor the schedule. However, the Board does exercise flexibility on times when necessary. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for November 6 and 7, 2013.

Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for November 6 and 7, 2013, as presented.

ISSUES SESSION PRESENTATIONS:

➤ **Race to the Top Initiatives Evaluation Report – Dr. Gary Henry and Dr. Trip Stallings (Carolina Public Policy, UNC-CH, and Friday Institute for Educational Innovation, NCSU)**

Dr. Henry prefaced this presentation by explaining that Race to the Top (RttT) was designed to increase student success in school and beyond. He explained that there are four RttT pillars. Dr. Henry shared that, to date, the evaluation efforts have focused primarily on implementation. The next phase will focus on the extent to which the RttT initiatives, individually and collectively, have made positive impacts on students, teachers and schools.

Dr. Henry shared the most recent data available, which shows 2011-12 actual attainment and the targets. He used a PowerPoint slide to distinguish the role of the impact evaluation and what the Friday Institute will try to do in the next few years, which is to tease apart whether we achieve those targets or not, to what extent was RttT responsible for moving the state in that direction. Dr. Henry stated that there are many factors that influence the ability to hit those targets.

Dr. Henry provided contextual information about the evaluation including the goals and evaluation findings for the four pillars: Turning Around the Lowest-Achieving Schools, Great Teachers and Leaders, Standards and Assessments, and Data Systems to Support Instruction. He fielded questions from State Board members and provided clarifying information about the report, which is available on the eBoard.

A lengthy discussion occurred regarding teacher turnover. Board member Tate stated that it would be nice in the future, if we could see in the turnover report, some indication of the type of teachers we are losing relative to effectiveness in the classroom. Dr. Atkinson stated that the systems are in place to add this element to the report. Chairman Cobey commented that the Board needs to focus its attention on where it can help the most.

Due to time constraints, the majority of Dr. Henry's presentation focused on Great Teachers and Leaders and Turning Around the Lowest-Achieving Schools. Vice Chairman Collins asked that Dr. Henry provide his contact information to the Board so that if there are further questions about the Evaluation Report, Board members can contact him directly. Dr. Henry noted the request.

➤ **Department of Public Instruction Organization and Functions – Dr. June St. Clair Atkinson (State Superintendent)**

Dr. Atkinson prefaced her presentation by reminding Board members that, at its Planning and Work Session in Cullowhee, the Board requested that she provide an overview of the organization, functions and responsibilities of the Department of Public Instruction. She directed Board members to the eBoard for the four attachments associated with this presentation.

Noting three important points, Dr. Atkinson stated that the first is to remember that in the mid-2000's, the Boston Consulting Group, at no charge to the state, spent approximately nine months in the Department and with clients, customers, and stakeholders across the state, and made recommendations as to how the Department of Public Instruction should be organized, including the ideal state of staffing. For the most part, those recommendations were implemented with the exception of expanding District and School Transformation to a much larger number. That information was used when North Carolina was awarded the Race to the Top (RttT) grant to expand District and School Transformation.

Dr. Atkinson shared that the second important point to remember is that, with the exception of one function -- Troops to Teachers, every function and responsibility in the Department are directly related to the requirements of either federal, state or both and the implementation of the State Board of Education policies.

The third point is that there are two major functions in every division within the Department, which include professional development and customer service. Dr. Atkinson explained that even though the Department is organized by Division, staff members have worked diligently moving from cylinders of excellence to an integrated approach of delivery of services.

Along with carrying out the laws of the General Assembly and U.S. Congress, the Department receives three major federal grants – ESEA (No Child Left Behind), Career Technical Education (Perkins), and Exceptional Children. One of the Department's functions is to address and carry out the laws and to provide the leadership and services necessary for LEAs to implement State Board policy.

Using a PowerPoint presentation, Dr. Atkinson highlighted the major areas and divisions within the Department encapsulating the functions of each area. Academic Services and Instructional Support (Office of Early Learning, K-3 Literacy, K-12 Curriculum and Instruction, Career and Technical Education, Digital Teaching and Learning, Exceptional Children, Accountability Services, Federal Program Monitoring, District and School Transformation, Educator Effectiveness, and Residential Schools); Financial, Business, and Technology Services (School Business Administration, Financial Services, Safe and Healthy Schools Support, Learning Systems – Home Base, Virtual Public Schools, Charter Schools, Licensure, IT Infrastructure, Enterprise Application Development, IT Department Coordination and Data Management); Office of the State Superintendent (Race to the Top Program Management, Communications, Data Research and Federal Policy, Human Resources, Internal Auditor).

Dr. Atkinson stated that the Department will bring in the near future an organization that reflects the directive from the General Assembly during its last session, which says the Department will have a Chief Information Officer and division.

In response to Board member McDevitt's question, Dr. Atkinson shared that, in 1993, the Department had more than 1,600 employees. Currently, there are 789 full-time equivalents (approximately 455 are paid from state funds; 226 are paid from federal funds; 108 are paid from receipts). In addition, there are 371 Residential School, 22 NCVPS, and 46.5 NCCAT staff members. A brief discussion occurred about funding streams driving the Department's work. Sixty-six percent of funding comes from the state, 26 percent from federal, and 8 percent from receipts. Dr. Atkinson spoke briefly about the challenge of losing 124 time-limited positions at the conclusion of the Race to the Top grant period. She explained that an entity (free of charge) is going to help the Department look at the current functions provided by RttT to see where those functions can be sustained without the additional RttT staff support. A brief conversation occurred about outsourcing; Dr. Atkinson provided examples of outsourcing in IT and Career and Technical Education. In addition, Dr. Atkinson provided a breakdown of the number of positions that provide regional services. In response to comments made earlier by Board member McDevitt, Dr. Atkinson explained that the Department is at a point where it needs to go to another dimension of providing services to school districts through a regional approach. Dr. Atkinson stated that there are some efficiencies that could be gained by having regional delivery and support, so that staff will not be scattered throughout the state as they are currently.

In closing, Dr. Atkinson spoke about receipts-based funding in response to Vice Chairman Collins's question.

- **Regional Leadership Academies – Dr. Bonnie Fusarelli (Associate Professor at NC State University and Director of the Northeast Leadership Academy), Ms. Donna Peters (Sandhills Leadership Academy), Ms. Anna Brady (Piedmont-Triad Leadership Academy), Ms. Erin Swanson (Principal, Stocks Elementary School, Edgecombe County Schools), Ms. Shadonna Gunn (Principal, Grove Park Elementary, Alamance-Burlington Schools) and Ms. Pamela Lewis (Principal, Washington Park Elementary, Scotland County Schools)**

Dr. Fusarelli explained that the purpose of this presentation is to talk to the Board about an opportunity to reinvent the way leaders are prepared in North Carolina. An opportunity to invest strategically in a program that is well underway with impressive early results. She added that this leadership development strategy has been used by international competitors for quite some time to utilize strategic investments in potential leaders to build the very best leaders for their schools.

Using a PowerPoint presentation, Dr. Fusarelli spoke about the importance of the Leadership Academies partners, which include the NC Department of Public Instruction, the U.S. Department of Education, Institutions of Higher Education, professional organizations (NC PAPA, NCCAT, Center for Quality Teaching and Learning, et.al.), and LEAs. In addition, Dr. Fusarelli also provided a brief overview of the key elements of the Leadership Academies, which include: Rigorous recruitment and selection, Personalized Leadership Training, and Cohort-Based Experiences, Action Pedagogy: Inquiry-- action approach focused on solving real school problems, Full-time, year-long clinical residency experience, Contextual Leader Development, Intensive Executive Coaching, On-going induction and early career support, Dynamic feedback and improvement loops. Dr. Fusarelli also provided data about the acceptance rates and first-year placement of graduates.

Dr. Fusarelli introduced the panel of practitioners who are recent graduates of the Leadership Academies. Ms. Swanson, Ms. Gunn and Ms. Lewis each spoke about the positive impact of their experiences because of the Leadership Academies' key elements including internships and coaching support beyond the academy in their current roles as new principals.

Following the panel presentations, Board member Oxendine directed a question to Superintendent Rick Stout of Scotland County Schools about what he sees different about an Academy principal versus one who comes from the traditional two-year MSA program. Dr. Stout talked about the impressive nature of the model in terms of the workload, the experiences candidates are given through the internship, and collaboration with their cohort. In his opinion, the candidates are ready when they graduate from the Leadership Academy Program to lead a school.

Board members thanked the panel and Dr. Fusarelli for their presentation and commended the Leadership Academies for their work. Mr. Guckian shared that, while 19,000 MSA degrees have been granted, only a little over 6,000 of those are serving in leadership roles or in the central office. This program represents a more data-driven approach and a bigger return on investment, according to Mr. Guckian. A discussion ensued about sustainability and cost of the Leadership Academy. Dr. Fusarelli used a PowerPoint slide to illustrate the comparable costs for Regional Leadership Academies, New Leaders/NYCLA/REEP, Principal Fellows, and Traditional MSA (with cost of internship and both institution and student costs).

Board member McDevitt shared that he would be interested in receiving a syllabus. Dr. Fusarelli noted the request. As a result of Mr. McDevitt's question, the panel members spoke about the non-traditional skills that the Academies focus on such as communications, classroom management, strategic planning, etc.

Mr. McDevitt also asked if there is an action item associated with the Academies. Chairman Cobey shared that this is an issue that the Board will look at as it develops its legislative agenda.

In response to Board member Willoughby's question, the panel talked about the candidate's commitment following graduation from the program, which includes signing a contract to work in the district for three years. Depending on where the candidate starts out, the commitment could take as many as six years to complete.

After speaking briefly about the importance of assessments, Board member Oxendine asked if, in a one-year program, candidates would be ready for some type of summative assessment. The panel stated that they would be more prepared because of the internship.

Superintendent Advisor Edwards stated that, in the context of the accolades to the program, it is important to look at all of the areas on the map that show those areas not being served.

In closing comments, Dr. Fusarelli encouraged Board members to visit the website for all three Leadership Academies that have documents and artifacts that demonstrate proficiency on the standards and exams. Dr. Fusarelli asked the State Board to stay the course with the Leadership Academies as the

U.S. Department of Education has already fronted the big investment, and there are impressive early results.

Prior to the next presentation, Superintendent Atkinson recognized Mr. John Farrelly (Superintendent, Edgecombe County Schools) who was present in the audience.

➤ **Career and College Promise – Mr. Rob Hines (Director, LEA Projects)**

Using a PowerPoint presentation, Mr. Hines provided an overview of Career and College Promise (CCP), which is North Carolina’s current dual enrollment program for high school students whereby students are enrolled both in high school and in a participating college or university, and can earn college credit for a course and use the same course to meet high school graduation requirements. CCP is in response to Session Law 2011-142, Section 7.1A.

Mr. Hines explained that all North Carolina high school students who meet eligibility requirements can participate, including home school and private school students. CCP is available in partnership with community colleges and public and private universities across North Carolina. Most students participate through the NC Community College System. Mr. Hines noted that in the spring of 2012, 18,200 students enrolled in CCP and in the spring of 2013, enrollment grew to 18,500. Of that number, approximately 10 percent of the enrollees represent private and home school students. Mr. Hines added that the 18,500 student participation number represents a decrease in North Carolina’s old dual enrollment program under the Huskins’ Bill. He shared that the reason for this decrease can be attributed to the eligibility requirements in two of three pathways.

Mr. Hines spoke briefly about how CCP is structured to include three pathways: College Transfer (CT), Career and Technical Education, and Cooperative Innovative High Schools (early college, middle college, etc.). In addition to providing the key elements for each of the pathways, Mr. Hines spoke briefly about student eligibility requirements as well as the structure for each pathway. The salient points are below:

College Transfer

Every North Carolina high school can participate; no special status or application is required for the school to offer this pathway.

- High schools partner with a community college (or colleges) to provide course opportunities.
- Students may access courses face-to-face or online from any community college in the state.
- UNC system universities are *not* engaged in this pathway.
- Most college transfer courses earn students Honors weighting (one additional quality point).

Students must:

- Be a high school junior or senior, and
- Have a weighted 3.0 grade point average, and
- Demonstrate college readiness on an assessment/placement test, or
- Meet provisional eligibility criteria
- 3.5 GPA;
- 2 years HS English and Algebra II with a C or better;

- Written permission from HS principal and CC president.
- Provisional eligibility limits students to math and ELA courses until they establish college readiness by earning a C or better in those courses.

College Transfer Pathway Structure

Students select one of four Programs of Study:

- Engineering and Mathematics
- Humanities and Social Sciences
- Business and Economics
- Life and Health Sciences
- A complete program of study comprises about 30 hours of college coursework
- Designed to meet many general education requirements required by colleges/universities
- Provides some pre-major courses related to the specific program of study

The Career and Technical Education (CTE) Pathway

Like CT, all students can participate with no special status required for schools to offer the pathway.

- High schools partner with a community college (or colleges) to provide course opportunities.
- Students may participate in up to two CTE programs of study.
- Most CTE pathway courses earn standard weighting (no additional quality points).

CTE Pathway Eligibility

Students must:

- Be a high school junior or senior and
- Have a weighted 3.0 grade point average, or
- Have recommendation from the high school principal
- Students also must meet all prerequisites of the chosen career pathway

CTE Pathway Structure

- This pathway offers 16 programs of study that correspond to the current CTE Clusters
- Programs include: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, AV Technology & Communication; Business Management & Administration; Finance; Health Science; Hospitality; Government & Public Administration; Education & Training; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics (STEM); and Transportation, Distribution & Logistics

Maintaining CT/CTE Eligibility:

Students must maintain eligibility to continue in CCP:

- Must make progress toward high school graduation
- Must maintain a 2.0 GPA for college coursework
- GPA requirement effective with the second college course
- Principals can revoke eligibility at any time

Cooperative Innovative High Schools

- Originally authorized by the Innovative Education Initiatives Act (G.S. § 115C-238.50)

- School districts and IHE partners apply to create these schools; other partners are allowed as well
- Variety of models: early college, middle college, school-within-a-school, others
- Early colleges receive additional funding
- Allows students to take college courses as early as 9th grade; schools may extend to a 13th grade
 - No state eligibility requirements for students
 - Students may complete an associate's degree or up to two years of college coursework
- Limited to 100 students per grade level
- Must be located on a college/university campus (unless waived by IHE board)
- 2013-14 application process is underway; Joint Advisory Committee review occurring now
- SBE review/approval scheduled for December
- NC Board of Community Colleges/UNC Board of Governors review follows
- Funding requests go to the General Assembly on April 1, 2014

Board members talked about the growth and learning opportunities that this program provides for students and how programs like CCP and the early college programs have changed the high school experience.

Following this presentation, Chairman Cobey adjourned the meeting for lunch.

RECONVENE IN OPEN SESSION

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

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

Also present were:

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

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

CLOSED SESSION

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

Upon motion made by Mr. A.L. Collins, and seconded by Mr. John Tate, 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: Charter Day School and Roger Bacon Academy v. NC State Board of Education; and Hoke County v. NC State Board of Education.

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

Upon motion made by Ms. Marce Savage and seconded by Ms. Becky Taylor the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 6, at 9:00 a.m.

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

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Janet Cowell, State Treasurer	John Tate
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	Madison Bell, Student Advisor
Dale Cole, Principal of the Year Advisor	Shykeim Williams, Student Advisor

CALL TO ORDER AND INTRODUCTION

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

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

Prior to the Pledge of Allegiance, Chairman Cobey reminded Board members and the audience that the Board approved the November State Board of Education meeting agenda on Wednesday.

Board member Patricia Willoughby 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 October 3, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the October 3, 2013, State Board of Education meeting. Seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the minutes as presented.

SPECIAL PRESENTATION – UNION COUNTY SCHOOLS

➤ My Size Fits Me

Noting that Board member Marcella Savage is a member of the Union County School Board, Chairman Cobey recognized her to introduce the My Size Fits Me! presentation by Union County Schools.

Ms. Savage introduced Dr. Mary Ellis (Superintendent), Dr. Mike Webb (Deputy Superintendent, Instructional Technology and Operations), Dr. John Jones (Assistant Superintendent, Instructional Programs) and Mr. Tony Burrus (Chief Technology Officer) for the My Size Fits Me! presentation.

Dr. Ellis prefaced this presentation by providing demographic information about Union County Schools and sharing a video about the model of school being broken. Dr. Ellis explained that approximately five years ago, Union County Schools began its journey of changing the model of schools – One Size Fits All to prepare its students to succeed by tailoring for each uniquely successful future through My Size Fits Me! Dr. Ellis and the panel spoke about the development of that vision, which included talking with the students who had dropped out of school, and student surveys to ask students questions about their plans. Dr. Ellis noted that prior to Career and College Promise, Union County Schools began a collaborative partnership with the South Piedmont Community College. In addition, Union County Schools created conceptual thematic academies to meet student needs. Dr. Webb explained that as Union County Schools began to look at the interests of students, partnerships were developed with the business community to provide opportunities for internships and apprentice programs. Dr. Ellis explained that the Union County Board of Education aligned its public policy to enhance learning through technology for anywhere, anytime learning for children. This alignment also allowed Union County Schools to do a number of innovative programs such as the flex school program where students attend school when they are not working, which includes first shift, second shift and third shift schooling; an evening program option is provided in which students may complete select high school credits in order to fulfill high school graduation requirements under a My Size Fits Me! approach to learning; programs for those students who have been long-term suspended so that their education continues during that suspension period; and programs for pregnant and parenting students (last year of the 42 students in this program, 42 students

graduated on time). Dr. Ellis shared that the Union County Schools' graduation rate is now at 91.8 percent. These programs not only benefit the students, but the society as well, according to Dr. Ellis.

Dr. Ellis also spoke about students leveraging technology to engage in learning opportunities. Currently, every third through twelfth grade student in Union County has a device that they can use. Students in grades 6-12 can take their personal devices home and students in grades 3-5 leave their devices in school. She explained that while it was a feat to do this for 42,000 students, attendance has gone up. Dr. Ellis shared that Union County Schools saved its money for four years to afford this technology. Dr. Webb added that the technology is just a box. The most important thing we did was to provide teachers with 36 days of professional development on how to teach in a blended classroom, according to Dr. Webb. Mr. Burris spoke briefly about the infrastructure associated with supporting the devices.

Union County Schools was the first local education agency (LEA) in the state to leverage College and Career Promise. Between October and January, the Piedmont Community College awarded nearly 500 credits to Union County School seniors. She elaborated that the Certified Nursing Assistant program was available in five schools, and teacher academies were created in each of the schools. In addition, students in middle school can take Algebra 1, English 1, Spanish 1, and other courses so that students can enter ninth grade as a sophomore, which means students will be able to enroll in higher education courses while still in high school. She noted that there is a waiting list for their early college programs, and the Community College enrollment increased by more than 10 percent this year because of Union County Schools' student enrollments.

Dr. Ellis provided a list of the Conceptual Thematic Academies available in Union County Schools and spoke briefly about some of the academies, which are married with the Community College System and provide students with credit through the Career and Technical Education program toward graduation, certifications and internships for students in welding, fire and public safety, advanced manufacturing, etc. Dr. Webb also spoke briefly about the Bridges Academy, which was one of the first academies opened in a "broken school." Students are able to take electrical trades, plumbing, masonry, drafting, etc. The school remains full with a waiting list. In addition to working to create a second shift to accommodate student needs, Union County Schools is also looking at ways to open this school up to the adult population to take some of the courses to better their skills as well. Dr. Webb also announced that, in 2012-13, the Communication of Broadcasting – Green Technology opened at Parkwood High School with the state of the art focus on things like wind turbines and geo thermal among other things. Dr. Ellis stated that Union County Schools is a mirror of its communities with other academies such as health services, international language, banking and finance, etc. Academies for the future include culinary arts, which is funded through federal Career and Technical Education monies.

Following Mr. Burrus's overview of the technology infrastructure, Dr. Webb elaborated on the marriage between instructional staff and technology staff who work together to ensure that instruction matches the assessment and using technology to enhance the learning process.

Dr. Ellis shared that public policy, funding, equity and the Common Core (Union County began the Common Core a year early), have all played a role in Union County's success as it relates to test scores and EVAAS scores. However, Dr. Ellis stressed the need to reduce required testing.

Dr. Ellis stated that Union County Schools would not be where they are without the community, i.e., the partnerships with higher education and the business community. In addition, Dr. Ellis stated that it is all about personalization for students so that they are prepared to compete through globalization, innovation, and graduation, with the overriding mantra of My Size Fits Me!

Chairman Cobey commended the leadership of Union County Schools. Lt. Governor Forest also thanked Dr. Ellis and the panel for sharing their vision and innovation and for recognizing the problem and diving into the heart of the issues. Mr. Guckian expressed appreciation for Union County's leadership as a model for the state.

Prior to moving to the next presentation, Chairman Cobey recognized Board member Kevin Howell who shared that Board member Greg Alcorn is absent today because his brother unexpectedly passed away on Wednesday. Without objection, Board member Howell asked the Board and audience to observe a moment of silence.

KEY INITIATIVES REPORTS AND DISCUSSION

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

Mr. Levinson reminded Board members that they heard on Wednesday and will hear today a number of substantive discussions of different Race to the Top-funded initiatives. He explained that this presentation would focus on some aspects of overall project management to provide deeper understanding of some of the logistics that are being managed.

Mr. Levinson referenced Dr. Henry's presentation of formative findings of some of the different RttT initiatives. Since time did not allow Dr. Henry to review all of the findings, Mr. Levinson encouraged Board members to read the supporting document, which summarizes all of the findings and will providing understanding as to why the Department has made some of the modifications for different initiatives.

In addition, Mr. Levinson reminded Board members that a detailed monthly progress report is available in Dr. Atkinson's State Superintendent's Report. Information that is more detailed is also available on the website. He added that Dr. Atkinson would also highlight some of the key communication efforts over the last month.

Mr. Levinson reported that, at the end of September, the Department submitted all of the information required by the U.S. Department of Education (USED) to enable them to complete their annual evaluation of our RttT plan and implementation. Two reports, the Annual Performance Report and the State Specific Summary Report will be released in the early months of 2014, which provide the USED's perspective on how we are doing as a state and comparability with how North Carolina is doing relative to other states.

In addition, at the end of October, the Department submitted the request for flexibility in teacher evaluation as approved by the State Board of Education. While North Carolina met the deadline with time to spare, USED extended the deadline for an additional month.

Though not actually a part of the state RttT implementation, the Department helped LEAs applying for RttT district grants (a separate competition, which requires the state to review the district application prior to submission).

In closing comments, Mr. Levinson shared that, in partnership with the Governor's Office, the Department has spent time constructing a proposal for how North Carolina might amend RttT going forward in certain areas. Conversations have occurred with USED, and, currently, the Department is waiting for feedback from the USED team. Mr. Levinson stated that he anticipates a presentation about this issue during the December State Board meeting.

In response to Superintendent Advisor Mark Edwards's question about when RttT funding ends, Mr. Levinson shared that a notice was distributed yesterday explaining that the grant ends September 23, 2014. LEAs have until that time to spend or encumber all of the funding as detailed in their approved plans. The Department had said prior that they needed to expend their funds by the end of the fiscal year – June 30, 2014. That date was extended in recognition that many of the activities that districts want to fund in the final year are actually in July and related to summer trainings, etc. Therefore, September 23, 2014, is the last date by which districts can expend or encumber funds. There is a three-month period after the September 23 deadline to pay invoices.

SPECIAL PRESENTATION – REPORT TO THE STATE BOARD OF EDUCATION ON THE NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING

➤ Dr. Richard Thompson (Interim Executive Director, North Carolina Center for the Advancement of Teaching [NCCAT])

Dr. Thompson prefaced this presentation by sharing a historical timeline for NCCAT, which was established by the General Assembly in 1985. Its mission, as defined in General Statute, is to advance teaching as an art and as a profession. In 2007, the Eastern campus was added, which was a former U.S. Coast Guard station in Ocracoke. In 2009, G.S. § 115C-296.5 transferred NCCAT from the Board of Governors of the University of North Carolina to the State Board of Education. The Center was located administratively under the State Board of Education but exercises its powers and duties through its own board of trustees. The law requires NCCAT to provide an annual report.

Using a PowerPoint presentation, Dr. Thompson spoke briefly about its charge to respond to state initiatives, which includes legislative and State Board directives. He highlighted information included in the Annual Report for NCCAT including responding to initiatives such as Digital Learning and Early Grades Literacy. Dr. Thompson provided examples of fall/spring programs. In addition, Dr. Thompson talked about NCCAT's core values, provided data and several individual examples about NCCAT's statewide impact. He included a quote from Ms. Heddie Alston-Sommerville (Principal, Pinkston Street Elementary, Vance County Schools) who credits NCCAT for helping her school go from one of the

lowest performing schools in North Carolina to being recognized as a Reward School for consistently performing in the top ten percent of Title One schools.

Dr. Thompson shared an overview of NCCAT's financials for 2012-13 and spoke briefly about the recent budget challenges and its impact on NCCAT's capacity for programming. Dr. Thompson also spoke about the Development Foundation of NCCAT, which works to leverage state resources more effectively. This Foundation has enabled NCCAT to attain matching funds and to participate in cost-sharing programs with a host of entities, resulting in numerous partnerships with school systems, educational agencies, and public and private funders.

Dr. Thompson spoke about the Honored Educator Scholarship Program, which gives tribute to outstanding individuals and educators by providing scholarship funds. These forty scholarships make it possible for NCCAT to serve more teachers by supplementing the annual state budget.

After Dr. Thompson provided several examples of the upcoming programs for 2013-14, he extended an invitation to Board members to visit NCCAT during any of its programs. The Lt. Governor encouraged Dr. Thompson to extend that same invitation to General Assembly members so that they can see the tremendous impact and the positive experience that NCCAT has on the teaching workforce.

Board member McDevitt reminded the audience that NCCAT is the responsibility of the State Board of Education and the Chair is on that Board along with the State Superintendent. He shared that he believes that Dr. Thompson is the right person at the helm at the right time, and commended him for his leadership. He stated that NCCAT is in the precarious place of being funded in a non-recurring budget. He encouraged Board members to read the special provisions in the state budget bill, which specifically says that a review is intended to assist the General Assembly in determining whether to continue, reduce, or eliminate funding for the program. He noted that the law also requires the Annual Report to the Fiscal Research Division no later than February 1, 2014. Dr. Thompson shared that a team of individuals are working toward that date with intentions of completing the original document by January 1. NCCAT plans to hand deliver the report five days prior to the deadline, and will provide the State Board with a copy. Chairman Cobey stated that he has been encouraged by how Dr. Thompson and the Board have embraced the changes that have been asked by the General Assembly.

Teacher of Year Advisors Grimes and Dickerson spoke about the positive impact that NCCAT has had on their careers and how the teacher leader program empowers teachers. Board member Tate spoke about NCCAT as a shining example of how to lift the teaching profession by investing in the professional growth of teachers. Local Board Member Advisor Nelson added that, as a husband of a teacher who has been an NCCAT participant, he could vouch for the positive impact NCCAT has had on his own wife as being one of the highlights of her career.

STATE SUPERINTENDENT'S REPORT

Special Recognitions

Dr. Atkinson prefaced her report by recognizing the following individuals for contributions to education:

- Board member John Tate and his wife, Claire Tate were recognized on Wednesday evening as the Shining Star Award Recipients from the Action for Children organization.

- Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) will be inducted into the UNC-Chapel Hill's Educator Hall of Fame later this month.
- Ms. Karen Haynes' (Educator Effectiveness) son, Evan Haynes (Senior, Southwest Raleigh Magnet School), recently won first place in the state-level James F. Wertz Oratorical Competition this summer and will now compete at the national competition in Texas.

Goal: 125,000 Industry Certifications

NC Public Schools Pass 100,000 Mark in Certifications

Nearly three years after the launch of the nation's first statewide Microsoft IT Academy, North Carolina students and teachers have earned more than 100,000 professional certifications.

- The Microsoft IT Academy offers digital access to instructional curriculum and certifications that enable students to learn Microsoft computer programs such as Microsoft Word, PowerPoint, Excel and Access.
- Students earn certifications as a Microsoft Office Specialist (MOS) or a Microsoft Certified Professional (MCP) by completing the Microsoft IT Academy coursework and passing certification exams.
- Teachers also are able to obtain professional development and earn industry credentials through the program.

In November 2010, North Carolina became the first state in the nation to offer the Microsoft IT Academy in all of its high schools.

K-3 Assessment

Think-Tank Reports Early Learning Recommendations

Teachers need better tools to observe student strengths and support learning right from the start of kindergarten. This was one of a number of goals presented in the final report from the K-3 North Carolina Assessment Think Tank presented in early October.

The Think Tank, a group of 22 teachers and other education experts, has been working since February to consider the best plan for assessing the educational needs of students in grades K-3.

- The task force's report includes nine recommendations in support of 17 learning goals identified as critical for students in the earliest grades.
- Currently, formal statewide assessment of students begins in third grade, but by that point, many learning problems may have already caused difficulties for some children.
- The Think Tank was asked to consider ways to help teachers measure student performance earlier and in ways that are appropriate for young students.

The Think Tank's recommendations are focused on steps to establish a classroom formative assessment process that is appropriate for young students and to provide professional development to help educators use this process effectively in their classrooms.

Formative assessment is evaluation that happens within the day-to-day activities of the classroom as teachers and students use the tools to support instruction and learning. Formative assessment is not a test given at the end of the year for school accountability purposes.

The process highlighted in the Think Tank's recommendations depends on

- a design team to create the assessment tools
- the use of a pilot process in representative schools
- the inclusion of parents and educators in the process
- incorporation of appropriate technology
- and support for teachers including professional development, demonstration, practice and coaching.

NCVPS Recognized

Project Tomorrow Selects NCVPS as Speak Up 200 School

National education nonprofit Project Tomorrow has selected the NC Virtual Public School (NCVPS) as a Speak Up 200 school. Speak Up 200 schools are a collection of top K-12 schools that encourage and involve student, parent and teacher ideas and views in education planning and decision-making.

The NCVPS was selected from the 35,000 schools nationwide that have participated in the annual Speak Up surveys since 2003.

As a designated Speak Up 200 school, the NCVPS will

- be prominently featured on the Project Tomorrow website, http://www.tomorrow.org/speakup/speakup_200.html
- receive special recognition including a unique Speak Up 200 logo to use on its website
- be promoted to North Carolina's congressional representatives and governor to demonstrate the power of educational innovation at the local level

Superintendent's Small Group Meetings

Regional Meetings Address HomeBase, Four-Year Contracts and More

DPI staff conducted regional meetings with local superintendents in Burlington (October 21), Fayetteville (October 22), Washington (October 24) and Morganton (November 1).

Discussion topics included:

- four-year contracts
- ESEA Waivers
- NC Final Exams
- EOC and EOG Results
- Home Base Implementation
- The General Assembly's Read to Achieve Program

Internal Audit Function

Internal Audit Risk Assessment and Audit Plan

Internal Audit and Advisory Services provides unbiased, objective assessments of whether the resources of the Department of Public Instruction are responsibly and effectively managed to achieve intended results.

- Internal audit supports the Department of Public Instruction by providing independent oversight, insight, and foresight in the form of financial audits, operational audits, investigations, and advisory services. In order to meet the responsibilities and objectives as set forth in GS 143, Article 79, it is

necessary for Internal Audit and Advisory Services to perform reviews and audits of varying types depending on the circumstances and requests from management.

- Each fiscal year a flexible audit plan is developed based on a risk assessment methodology, as well as requests from management.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- NBC’s Focus on Education Summit, New York
- Stand Up for Students Education Summit, Smithfield, NC
- Southwest Education Alliance, Charlotte, NC
- Principal of the Year Summit, Research Triangle Park, NC
- Governor’s Education Cabinet, Raleigh, NC
- Shared Efficiencies and Effectiveness Committee, Raleigh, NC
- North Carolina Heritage Calendar reception, Raleigh, NC
- Governor’s Shared Efficiencies and Effectiveness Subcommittee, Raleigh, NC
- NC Economic Development Board, Education and Workforce Development Subcommittee, Raleigh, NC

RttT Monthly Highlights of Activities Completed

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

- Provided monthly RttT status report at State Board of Education (State Board) meeting on September 5, focusing on the increases in 2012-13 graduation rates at high schools served through the TALAS initiative
- Continued meeting with Governor McCrory’s education advisor to discuss the Governor’s proposals on testing and alternate use of RttT funds that may lead to amendments to current USED-approved Detailed Scope of Work (DSW) and Budget
- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 18 amended DSWs this month, as of October 22 (have approved 79 LEA/Charter School amended DSWs since July 1, 2013)
- Continued communicating around Home Base implementation and support for districts, schools and charters; communication vehicles included the Home Base Biweekly Update, an external stakeholders meeting, routine email updates (such as the superintendent and principal messages), and the addition, in September, of a daily report on known issues and resolutions
- Broadcast UNC-TV program (titled “NC Schools and You: What Changes in Our Schools Mean for Parents and Students”) statewide on September 19 and September 27 in order to inform parents about the READY initiative; the link to watch the show online (<http://video.unctv.org/video/2365082029>) was sent to superintendents, principals and teachers, and local school districts were given the show in a format through which they could present it via local cable access channels
- Continued messaging strategy for NC Educator Evaluation System (NCEES) and the NC Final Exams by meetings with contract PR firm, holding the second and last of three webinars to solicit “NC Final Exams” (formerly “Common Exams”) feedback from districts and charter schools, and beginning a redesign of the Educator Effectiveness Model website
- Developed messaging around new test scores (to be released on Nov. 7) that included: (1) background packets with information on the reason for the testing program, why the state created new standards, sample test questions and FAQs; (2) letters crafted for various audiences (parents,

business and association leaders, local school board members, legislators) explaining the new scores; (3) talking points for superintendents and local district communications directors; and (4) a webinar for communications and curriculum people in local districts, along with media, held on Oct. 25

- Created READY animation that encapsulates our remodeling efforts with Race to the Top for dissemination to all audiences (http://youtu.be/HcNYt5_K6CU)

Standards & Assessments:

- Met with Regional Education Service Alliances (RESA) over the past month to share information related to the implementation of the revised Standard Course of Study; since October 1, conducted nineteen sessions in the areas of ELA, math, social studies, and guidance
- Created and distributed a brochure describing the North Carolina math course sequence for high school students (Math I, Math II, and Math III) for parents and students
- Conducted four webinar trainings for 93 members of the State Network of Educators (SNE) for the online platform that allows educators to submit exemplar formative assessment materials/ resources aligned to the Common Core; the SNEs will submit resources for review and, if accepted, the resources will become part of the digital library
- Received approval from the State Board of Education at its October meeting for recommended cut scores that define the expected performance for students within each achievement level for the EOGs, EOCs, and NCEXTEND1 and NCEXTEND2 assessments

Data Systems to Improve Instruction:

- Conducted trainings for OpenClass (learning management system) and Curriculum Manager in Schoolnet and conducted the Schoolnet Certification trainings for partner sites and early users of Home Base
- Preparing to launch OpenClass, the Learning Management System (LMS) component of Home Base in early-mid November; this roll-out will be conducted in waves, with LEAs and charters being provisioned to use the system once they express interest in doing so
- Added SAS Curriculum Pathways resources into Schoolnet, bringing the total number of student resources for grades 6-12 in ELA, math, science, social studies and world languages to 1,137; continued curation and addition of content and assessment items from other sources into the Instructional Improvement System
- Continued working with Home Base partnership sites to discuss its current plans and strategize about implementations; for example, Rutherford County is working on migrating its LMS into Home Base and Avery County is working on benchmark assessment tools
- Continued meetings to plan implementation of the Professional Development tool that will provide a platform and professional development content for educators; began initial configuration for the system (target implementation for this component of Home Base is the spring of 2014)
- Held conversations with NCSU TOPS to configure existing professional development content (e.g., online modules) for migration into the TNL platform
- Launched the Principal Evaluation tool within Home Base on October 1 and continued efforts to support LEA's in use of the tool

Great Teachers & Principals:

- Released 2012-13 value-added data to district staff, principals, and teachers, along with new and updated resources to develop understanding of the reporting

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- Received approval from State Board of Education on the following policy changes to TCP-C-006 (SBE policy on educator effectiveness) and GCS-A-016 (SBE policy on assessments used in the educator effectiveness model) that will be included in the waiver request submitted to USED
- Greater standardization in the administration and use of the NC Final Exams, for example, districts must use the high school Final Exam as a minimum of 20 percent of a student's final grade for the course
- Flexibility for districts to petition the State Board of Education to use school-wide growth to determine the Standard 6 rating for groups of teachers, for example, all of the district's chemistry teachers
- Flexibility for districts to petition to use their own assessments and methods for measuring student growth to determine the Standard 6 rating for groups of teachers, for example, all of the district's seventh grade social studies teachers
- Use of the highest two of three years of student growth data from 2012-13, 2013-14, and 2014-15 to determine the first effectiveness status awarded in the fall of the 2015-16 school year
- Delay of any consequences for an effectiveness status of "in need of improvement" until the statuses awarded in the fall of the 2016-17 school year
- Completed validation studies for the new evaluation instruments for instructional technology facilitators, school library media coordinators, school social workers, school psychologists, and school counselors for use in the 2012-13 school year; the studies will be presented to the SBE in December 2013
- Completed production of the NC Final Exams for administration in fall 2013-14; districts have begun to place online orders for the exams, which will be shipped to them by NCDPI
- Received final report on the K-2 literacy pilot; NCDPI is using the results to determine the best method for assessment of student reading comprehension end-of-year administration (whether it should be administered by the teacher of record, other personnel, or a hybrid approach) for the 2013-14 school year
- Designed and finalized the Analysis of Student Work (ASW) "Intent to Participate" form; shared the participation form with superintendents, principals, curriculum leaders, and educators on October 11 to help recruit participants in the expanded ASW pilot (to date, NCDPI has received over 300 completed forms from educators interested in participating)
- Continued providing leadership training and mentoring for 20 Kenan Fellows working on curricular projects and professional development in three major areas related to implementation of the Mathematics and English/Language Arts components of the revised NC Standard Course of Study (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows); Fellows participated in a Leadership Institute in October, and presented their work to 2,700 educators and students at state and national conferences and LEA professional development sessions in September and October
- Completed the three-day New Teacher Support Program (NTSP) Fall Statewide Institute at the Friday Center for Continuing Education, UNC-Chapel Hill (September 21-23) for 233 NTSP participants who entered the program after completion of the summer trainings
- Provided instructional coaching and mentoring for 1,170 first- and second-year teachers in 120 schools in 29 school districts as of October 15, 2013, through the NTSP); NTSP university affiliated staff completed 6,176 instructional coaching and mentoring visits from August-September 30, 2013
- Conducted professional development on September 14, 2013, for 87 NC Teacher Corps (NCTC) Cohort I and II members. The primary topics were cultural responsiveness and participating in professional learning communities (PLCs) to foster student achievement
- Continued planning professional development for NCTC Cohort I and II members scheduled for November 16, 2013
- Provided on-site classroom observations and instructional coaching to 77 NCTC members (from cohort one and two) during the month of September 2013
- Provided job placement support for 106 NCTC Cohort I and II members; as of October 21, 2013, 96 corps members were employed as classroom teachers in local school districts (91%)
- Continued planning for the transition of NCTC from NCDPI to Teach for America in the 2013-14 school year as directed by the NC General Assembly in the 2013 biennial budget

- Provided job placement support for the Regional Leadership Academy (RLA) graduates from Northeast Leadership Academy (NELA), Piedmont Triad Leadership Academy (PTLA) and Sandhills Leadership Academy (SLA) who are currently interviewing for leadership positions in high needs school districts (95% SLA Cohort II graduates employed as educational leaders, 82% of PTLA Cohort II graduates are employed as educational leaders, and 90% of NELA Cohort II graduates are employed as educational leaders)
- Continued providing professional development to NELA, PTLA, and SLA Cohort III administrative interns
- Launched a new “READY Principals” initiative (funded by a separate grant) to develop the skills of school administrators in using the NC Educator Evaluation System to provide specific and constructive feedback to teachers; this initiative will include two rounds of regional meetings for principals, with the first taking place this fall (October-November), and the second taking place in the spring
- Planned to pilot a four-week course for teachers in the Professional Development System in Home Base entitled, Introduction to Universal Design for Learning (UDL); enrollment/registration period is scheduled to begin between October 30 and November 6; the plan is to offer two courses with a maximum participant load of 30 each
- Held a series of webinars each Tuesday in October designed to teach users about the Principal Observation tool and how to navigate the new system from superintendent, principal, and assistant principal’s perspectives
- Finalized and began delivering more than 60 Home Base sessions in the annual PD calendar to provide face-to-face support in each region to support the Home Base rollout
- Held Institute of Higher Education (IHE) Summer Institutes on August 23 and September 11 in Greenville for 143 IHE participants; this is in addition to the 100 that attended during the special IHE sessions held in July
- Held fall Fidelity Support sessions in October as a part of the annual PD calendar

NC Virtual Public Schools:

- Completed procurement of video streaming service and began adjusting the service to fit the NCVPS infrastructure for teacher use
- Continued revisions of first year courses; Earth and Environmental Science is complete and is going through the review process, while revisions for Math 2 and Math 1 are close to completion with the development team
- Initiated the development process for the Biotechnology and AgriScience course scheduled for piloting in the spring of 2014
- Received approval for the mobile application development RFP from NCDPI; the process is now waiting for approval from State Information Technology Services (ITS)
- Formed a STEM leadership group that holds weekly meetings to plan for and provide targeted school support related to blended STEM courses
- Planned professional development sessions for November focused on new science standards and engineering guidelines
- Completed a needs analysis with face-to-face teachers of blended courses and began to analyze results
- Met with online teachers about August and September professional development and progress in their courses

Turning Around the Lowest-Achieving Schools (TALAS):

- Completed Comprehensive Needs Assessment (CNA) visits for the following schools:
 - Anson County: Wadesboro ES, Anson MS (both TALAS)
 - Avery County: Crossnore Academy K-12 (SIG)
 - Anson County: Morven ES, Anson HS (both TALAS)
 - Charlotte-Mecklenberg County: Hawthorne HS (TALAS)
 - Chatham County: SAGE Academy, Alternative HS(SIG)
 - Guilford County: Fairview ES (TALAS)
 - Halifax County: Davie MS; Dawson ES; Everetts ES; Inborden ES (all TALAS)
 - Moore County: Pinckney Academy, Alternative (SIG)

- New Hanover County: A. H. Snipes ES (TALAS)
- Pitt County: Northwest ES (TALAS)
- Richmond County: Leak Street HS, Alternative (SIG)
- Washington County: Pines ES (TALAS)
- Scheduled F.A.C.E (Family and Community Engagement) trainings for two TALAS schools: Glenn Elementary School in Durham County and Dillard Middle School in Wayne County
- 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)
- Delivered professional development to 30 School Leaders “new” to TALAS schools; participants learned about the four USED reform models, RttT state initiatives, and received an overview from earlier PD sessions for school leaders regarding effectively using observations and feedback to measure and to increase the impact of instruction on student learning
- Planned Professional Development Session #12, which focuses on helping schools develop students’ reading literacy skills in elementary, middle, and high schools to approximately 200 school leaders; participants will actively engage with colleagues and leave with a clear understanding of how students learn to read, how to guide and support teachers in assisting students to overcome gaps in reading, and how to design and implement a strong school reading literacy plan

NC Education Cloud:

- Continued working with the Identity and Access Management (IAM) team to develop implementation strategies for each target service to be integrated with the IAM system
- Continued to hold meetings between the Business Systems team and LEAs regarding next generation HR and Finance systems
- Continued to hold meetings between the NCEdCloud team and several vendors regarding integration with the IAM service in a consistent way to offer new opportunities to LEAs to take advantage of this service
- Received word from State ITS that the Mobile Device Management (MDM) RFP will move forward
- Worked to develop implementation strategies for each target Science, Technology, Engineering & Math (STEM)
- Continued development of STEM courses (through North Carolina School of Science and Mathematics)
- Continued development, refinement, and revisions of multimedia content and copyright clearance efforts for Level I and II courses in response to reviewer feedback
- Continued development of Level III courses in Biotechnology and Agriscience, Aerospace, Security and Automation, Energy and Sustainability, and Health and Life Sciences
- Provided ongoing instructional and leadership coaching (through North Carolina New Schools)
- Provided 71 days of instructional coaching: 17.5 at Anchor schools and 53.5 at Affinity schools
- Provided 21 days of leadership coaching: five days at Anchor schools and 16 days at Affinity schools
- Provided PD to principals from 14 the Anchor/Affinity schools who attended the Early College HS Conference to explore the policies and practices prepare fragile learners and first generation college applicants for success beyond high school
- Provided PD to principals from all 20 Anchor/Affinity Schools in professional development sessions focused on developing individual leadership skills and in small regional groups as a professional community of learners focused on collaborative problem-solving and support

- Provided learning and networking opportunity for teachers at five Anchor/Affinity Schools to observe classrooms focused on powerful teaching and learning at the Learning Laboratory Initiative Schools (LLI) and held collaborative discussions with teachers and students at LLI focused on school culture and student engagement

Evaluation:

- Continued data collection and analysis related to Teacher and Leader Effectiveness
- Completed the revised draft Measures of Student Growth in the North Carolina Educator Evaluation System: Formative Evaluation Report which was approved by the State Board of Education in September
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders
- Continued revisions to the Distribution of Effective Teachers in North Carolina baseline report; the expectation is to complete revisions by the end of October
- Completed the revised draft report Teacher Performance Incentives in North Carolina which was approved by the State Board of Education in September; Information related to the report Teacher Performance Incentives in North Carolina will be presented to the State Board of Education during its December meeting
- Completed the revised draft report State Strategic Staffing: Recruitment Incentives for Lowest-Performing Schools: Race to the Top Formative Evaluation Report which was approved by the State Board of Education in September
- Completed the revised draft report North Carolina Virtual Public Schools Blended Learning STEM Courses: A Formative Assessment of Initial Implementation, Part II, which was approved by the State Board of Education in October
- Completed the revised draft reports North Carolina Teacher Corps: Year One Implementation Report, and Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report which are scheduled to be submitted to the State Board of Education in November
- Completed the revised drafts of the following reports: North Carolina Virtual Public Schools Blended Learning STEM Courses: A Formative Assessment of Initial Implementation, Part II, North Carolina Teacher Corps: Year One Implementation Report, and Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report
- Completed the draft Third Annual Race to the Top Professional Development Evaluation Report and submitted it to NCDPI for review; continued data collection and analysis for Year 4 statewide professional development evaluation
- Submitted the draft Race to the Top Evaluation: STEM Affinity Network: Third Year Report to NCDPI for review; finished analyzing Omnibus Survey data for Year 3 District and School Transformation report
- Completed planning and research design for fall 2013 on evaluation work related to local spending
- Finalized internal review and edits of overall cost-analysis report and began mapping data needs for overall summative report for overall impact of RtT
- Submitted draft 2013 overall formative findings memo to NCDPI for review; the revised draft memo and related evaluation information will be presented to the State Board of Education during their November meeting

Legislative Update

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

Ms. Beaulieu announced that some of the General Assembly members convened this week for the first Legislative Education Oversight Committee meeting. She highlighted some of the issues that the Education Oversight Committee will be vetting in the months ahead. Discussed on Tuesday were NCCAT, an update on Career and Technical Education (CTE) legislation, an update on teacher licensure changes and teacher preparation programs, and advanced courses and International Baccalaureate legislation. She noted that the legislature has appropriated funds in the 2014-15 school year to cover, to the extent funds are available, test fees to encourage and increase equal access to advanced courses across the state. Another issue to be studied is the Common Core State Standards. This Committee is dedicated to studying the Common Core State Standards’ cost benefits, etc. A final report is due to the General Assembly by December 2014. Dr. Atkinson shared that this is a welcome study as it is important for the legislators to understand some of the myths associated with the Common Core and to understand how the State Board spent many years vetting the Mathematics and English/Language Arts standards prior to adoption. She added that, by that time, schools will have gone through the implementation for about three years, and as with any adoption of standards, we always have ongoing feedback about what needs to be changed around the third and fourth year.

In coming months, the Department and State Board will be working on its legislative agenda for the short session in 2014.

Ms. Beaulieu encouraged Board members to reference the Legislative Update on the eBoard.

Rules Review Council Update

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

Ms. Cornetto provided a status update of the rulemaking process by sharing that the public comment period is ending on November 15 for the High School Accreditation Framework and the Read to Achieve rules. Public hearings were held over the last several weeks with one attendee at the Read to Achieve hearing and zero attendees at the High School Accreditation Framework hearing.

Ms. Cornetto stated that, in December, she will provide the Board with all of the comments received about both of these rules, and make recommendations to change the rules as written, if any. She explained that, if the State Board does not materially change the rules, then it’s likely that the Rules Review Commission would codify those two rules with approval in January 2014.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

INFORMATION

GCS 5 – Pathways to Prosperity Update

Policy Implications: N/A

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

In February 2011, the Harvard Graduate School of Education released the Pathways to Prosperity Report that called for a new way of thinking about success for students after high school and the belief that success can be achieved through many different pathways. In August 2012, Jobs for the Future invited North Carolina to participate in pilot work with about six other states related to developing successful pathways in Career and Technical Education. The pilot work is regionally based and centered around demonstrated economic/workforce needs. North Carolina selected four LEAs in the northeast (Halifax, Martin, Beaufort, and Washington) and three LEAs in the southwest (Cabarrus, Iredell-Statesville, and Rowan) as the pilot regions. The NC Community College System and NC New Schools have been primary partners in this pilot.

State-level and regional leadership teams have been working to develop a clear pathway for students in the Health Science cluster in the northeast and the Transportation cluster in the southwest. There are four levels of work included in the pilot: developing the pathway, engaging employers, identifying intermediaries, and creating quality work-based learning opportunities for students.

The purpose of this item is to provide an update on the progress to date and to make connections between this work and the overall mission of CTE in North Carolina.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Ms. Jo Anne Honeycutt to present this item.
- Using a PowerPoint presentation, Ms. Honeycutt set the context by providing historical data about this initiative. In response to the 2011, Harvard Graduate School of Education report *Pathways to Prosperity*, which called for a new way of thinking about success for students after high school and the belief that success can be achieved through many different pathways. Coupled with that report, there have been proposed changes to the Perkins Blueprint, which governs the NC Career and Technical Education State Plan. The proposed changes caused the Department to begin to envision

CTE differently in NC. Ms. Honeycutt shared that the General Assembly has been interested in how workforce development agencies are working together in the state and sector strategy development.

- In August 2012, Jobs for the Future invited North Carolina to participate in pilot work with about six other states related to developing successful pathways in Career and Technical Education. The pilot work is regionally based and centered around demonstrated economic/workforce needs. North Carolina selected four LEAs in the northeast (Halifax, Martin, Beaufort, and Washington) and three LEAs in the southwest (Cabarrus, Iredell-Statesville, and Rowan) as the pilot regions. The NC Community College System and NC New Schools have been primary partners in this pilot.
- Ms. Honeycutt provided the pathways framework overview with four key implementation levers: engaged employers offering work-based learning and internships; intermediary links between education and employers; early, sustained career counseling and information; committed state leaders; and favorable policy environment. North Carolina added effective and innovative teaching as the fifth key implementation lever.
- Ms. Honeycutt reviewed the timeline for this initiative. She also talked about the Methodology: Asset Mapping Process as well as the two pathways regions (Northeast and Southwest) in North Carolina. Ms. Honeycutt stated that she would share more detailed information regarding the pathways regions in a Friday Update.
- Noting that there is still work to be done, Ms. Honeycutt provided the following next steps for this initiative:
 - Adjusting process documents from the pilots
 - Acknowledging that tight connection to the community college is vital to success and includes fully utilizing Career and College Promise opportunities
 - Confirming that Business and Industry partners are key
 - Exploring opportunities for additional ways to articulate credit to the community college
 - Work-based learning is a critical component and work needs to be done to increase opportunities, remove barriers, and streamline processes.
 - Will begin scaling in the 2013-14 school year with expectation that all districts will develop at least one pathway
 - Begin work on innovative teaching strategies including professional development.
- In closing comments, Ms. Honeycutt referenced three documents included in the Board materials on eBoard, which provide examples of pathways out of the Northeast region. She drew attention to the courses colored in light blue, which are courses available to students under the Career and College Promise legislation. In addition to the articulated credit, students are earning dual enrollment credit as well.
- There was no further discussion.

This item is presented for information only. (See Attachment GCS 5)

INFORMATION

GCS 6 – Southern Regional Education Board (SREB) College and Career Readiness Transitional Course Project

Policy Implications: N/A

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Robin McCoy (Race to the Top Program Administrator, Standards and Assessment)

Description:

Over the past three years, NC DPI has been working with the Southern Regional Education Board (SREB) and fourteen other states on a grant-funded project to develop college readiness transition courses. The SREB College and Career Readiness Transitional Course Project is intended to provide rigorous courses aligned to the Common Core that support students in their transition to college and eliminate the need for college remediation courses. Teams of national experts and over 300 state and local educators and policy-makers, representing K-12, universities, community colleges and technical colleges have been working with SREB to assist in the development of these transitional courses. North Carolina was one of the original five partner states on this project. We saw this effort as an opportunity to provide our districts with actionable options to support students once academic needs are identified. These courses will provide an option to districts to support those students whose test scores and school performance indicate a need for additional knowledge and skill development for college level success. The courses are not meant for students who need remedial help in high school but are meant to support those students whose ACT scores and other performance indicators suggest that they are not fully college ready. The courses are meant to provide additional support to students in order to avoid college remedial courses or failure in first level college courses.

In addition to North Carolina, other state partners in this work currently include Arkansas, Colorado, Florida, Georgia, Indiana, Kentucky, Louisiana, Maryland, Mississippi, New York, Ohio, Oklahoma and Tennessee. The states have worked together to develop the high school transitional courses in mathematics and disciplinary literacy aligned with the Common Core Anchor Readiness Standards. During the development of the courses, revisions have been made based on field-testing and input from teachers. The courses are called SREB Readiness Courses: Transitioning to College and Careers. The math course is titled *Math Ready: Ready for College-Level Math*, and the disciplinary literacy course is titled *Literacy Ready: Ready for Reading in All Disciplines*. The courses include complete teacher and student materials needed to support the course curricula. By late October, the final version of the courses will be ready for use by states.

Literacy Ready consists of six units: two each in social science, English, and science. The content of the discipline is at the forefront of the curriculum, while the disciplinary literacy skills are emphasized with reading and writing assignments based on the content. The courses focus on understanding how to read and interpret the text of the discipline on a college level. The literacy units are designed to be used as stepping stones, with the second module in each subject more rigorous than the first unit in that subject. *Math Ready* focuses on the key standards and the eight Standards of Mathematical Practices needed for students to be ready to undertake postsecondary academic or career preparation in non-STEM fields or majors. The course addresses standards throughout high school and even earlier, including Algebra I, Statistics and Geometry, and the Algebra II standards. The math course consists of seven modules including exponentials, quadratics, equations, measurements, number operations, systems, linear functions, and one optional module in statistics. While this course covers the basics in math practices and certainly reviews the procedural steps needed to be successful in math, the course is designed to be taught in an engaging way and based heavily on conceptual teaching and learning. In preparation for making these courses available to districts, a team was sent to training last summer and another team will be attending a training session in December. Funding for the trainings is covered through the SREB grant. Those teachers involved in the training will assist NCDPI in providing professional development to additional North Carolina teachers this spring and summer.

Information about the courses is being shared with school leaders, including guidelines for identifying students and scheduling options to maximize the impact of the courses on student success. During the spring of 2014, NCDPI will engage with districts interested in implementing the courses in the 2014-15 school year to provide support in teacher training, course materials and guidance in student selection criteria.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Drs. Garland and McCoy to present this item.
- Dr. Garland set the context for this presentation by speaking briefly about the historical aspect of this item. She explained that five years ago, the State Board of Education adopted a college and career ready agenda, and all of the standards and assessment work is coming to fruition this month. She added that the other part of that initiative was administering and using the ACT as North Carolina's high school college readiness assessment for juniors in high school. At the same time, the Board asked the Department to consider options for those students who are not college ready, and that is the purpose of today's presentation. Dr. Garland recognized Dr. McCoy to speak further about the College Readiness course development.
- Using a PowerPoint presentation, Dr. McCoy explained that since 2011, the Department has been working with the Southern Regional Education Board (SREB) as one of the first five states on a grant-funded project (funding support from Gates Foundation) to develop college readiness transition courses. The project has since expanded to involve nine additional states for a total of 14 (Arkansas, Colorado, Indiana, Louisiana, Maryland, Mississippi, New York, Ohio, Florida, Georgia and Oklahoma, Delaware). The purpose of the SREB College and Career Readiness Transitional Course Project is to provide directed assistance to those students who are college bound but not quite college ready, and to provide an opportunity for assistance to students who demonstrate the need for support to be college ready, i.e., students who need a boost of skill development in certain college-ready skills. The readiness courses are not remedial courses. They are designed for two-or four-year college-bound students with the goal to avoid remedial courses and/or poor grades in first-level courses in college.
- Dr. McCoy provided a high-level overview of the two college readiness courses – Mathematics, and Disciplinary Literacy (which covers history, science and English).
- Dr. McCoy also spoke about the possible criteria for course selection to help determine who might take these courses. She provided a sample schedule for semester block high schools, and provided the timeline for the SREB College Readiness Courses.
- In response to Board member Wayne McDevitt's query, State Superintendent Atkinson confirmed that Governor McCrory has appointed the Lt. Governor to the SREB.

This item is presented for information only. (See Attachment GCS 6)

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

INFORMATION

TCP 4 – Teacher-Level Value-Added Analysis for School Year 2012-13

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

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

Description:

On October 28, 2013, teachers across North Carolina received access to value-added results from the End-of-Grade assessments, End-of-Course assessments, NC Final Exams (formerly known as the Common Exams), and the Career and Technical Education State Assessments. The release of data to teachers was the last step in a staggered release of information to central office staff members and administrators.

Staff members will share information about the release of the value-added data, new resources and support provided to all EVAAS users, and the distribution of teacher value-added scores for the assessments listed above.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Olivia Oxendine recognized Ms. Preston to present this information item.
- Ms. Preston introduced Dr. John White (Director of EVAAS, SAS Institute)
- Using a PowerPoint presentation, Ms. Preston shared information on the value added EVAAS data for the 2012-13 school year. The overview consisted of the following key points: distribution of Standard 6 ratings based on individual teacher data, the process for release, support for educators, what EVAAS does, review of the results, and feedback from users.
- As it relates to Standard 6, Ms. Preston reported that, in 2012-13, 40,812 teachers received Standard 6 ratings based on their individual growth value.
- Ms. Preston explained that, at the request of LEAs, the Department and the SAS Institute released data in a tiered schedule, which allows for district staff and principals to review data, prepare for release to teachers, and ask questions.
- Support for educators includes phone and email, users email questions to either an EVAAS Support Team at SAS or Educator Effectiveness staff at DPI. Online tutorials were also embedded in EVAAS. Fifty-one webinars were provided between mid-October and now, and new and updated resources have been placed on the Department's website.
- Ms. Preston provided a brief synopsis of what EVAAS does by explaining that EVAAS uses a student's prior test scores to predict how he or she will score on an assessment that he or she has not yet taken. This depends heavily on the dataset of student assessment scores in North Carolina. EVAAS also provides a measure of growth to add to the proficiency data provided by the state, according to Ms. Preston.

- Ms. Preston provided sample examples from the release of value-added data across grades and subjects. A brief discussion occurred related to the results of those educators who did not meet expected growth. Dr. Atkinson explained that all of the Department’s efforts are geared toward helping teachers be more effective in the classroom. She reminded Board members that these data are for one year only. She also referenced Dr. Henry’s presentation, which talked about the number of first-year teachers in the state, which has an impact on this data. Professional development will be used to support teachers across the state in becoming more effective. She elaborated that the professional development is now at a point where LEAs can customize the professional development to address the teachers who receive statuses of “in need of improvement.” In addition, Home Base will be another way for teachers to access quality lesson plans. Dr. Atkinson also noted that a third of our teachers come from other states, and it will be helpful that many of those states have adopted the Common Core and will have similar teacher preparation programs. Board member Tate stated that, while there are many reasons that contribute to the 20 percent of teachers who did not meet expected growth, at the end of the day we need to get serious about lowering that percentage. Chairman Cobey stated that this conversation ties back to the State Board’s strategic plan, and a task force has been working on these issues.
- Ms. Preston wrapped up the presentation by encouraging Board members to review the remainder of the PowerPoint slides, which include feedback from district and school users, as well as next steps for the Department and the SAS Institute.
- In response to Chair Oxendine’s question, Ms. Preston stated that the data may potentially be Year 1 data. She explained that, in October, the State Board approved policy revisions that required the use of the two strongest years of data in determining a teacher’s overall effectiveness. Subsequently, for someone for whom 2012-13 was one of the stronger years, it may in fact be Year 1, for others it may not be.
- There was no further discussion.

This item is presented for information only. (See Attachment TCP 4)

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 nine 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 7 – Four-Year Cohort Graduation Rate, GCS 8 – Policy Delineating Use of End-of-Course Tests for Accountability, GCS 9 – Technical Corrections to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process, GCS 10 – Policy Establishing the School Calendar Instructional Time, TCP 5 – Race to the Top Evaluation Report: *North Carolina Teacher Corps: Year One Implementation Report*, TCP 6 – Race to the Top Evaluation Report: *Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report*, TCS 6 – LEA-Wide Weather-Related Calendar Waiver Requests, TCS 7 – Voluntary Shared Leave Report by Local Education Agency – Fiscal Year 2012-13, and

TCS 8 – Governor’s School Board of Governors.

Upon motion by Mr. John Tate, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve GCS 7 – Four-Year Cohort Graduation Rate, GCS 8 – Policy Delineating Use of End-of-Course Tests for Accountability, GCS 9 – Technical Corrections to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process, GCS 10 – Policy Establishing the School Calendar Instructional Time, TCP 5 – Race to the Top Evaluation Report: North Carolina Teacher Corps: Year One Implementation Report, TCP 6 – Race to the Top Evaluation Reports Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report, TCS 6 – LEA-Wide Weather-Related Calendar Waiver Requests, TCS 7 – Voluntary Shared Leave Report by Local Education Agency – Fiscal Year 2012-13, and TCS 8 – Governor’s School Board of Governors, as presented. (See Attachments)

GLOBALLY COMPETITIVE STUDENTS
(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

CONSENT

GCS 7 – Four-Year Cohort Graduation Rate

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

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

Description:

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

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2012-13 school year.

Recommendations:

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

CONSENT

GCS 8 – Policy Delineating Use of End-of-Course Tests for Accountability

Policy Implications: General Statute § 115C-12(9)c; 115C-81(b)(4); SBE Policy # GCS-C-003; No Child Left Behind (NCLB)

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

Description:

In October 2013, the State Board of Education (SBE) adopted a new rule listing the tests to be used in the North Carolina Teacher Evaluation System and outlining who is eligible to take the tests, when the tests will be administered, and how the results from the tests will count toward a student’s final grade. Per the new policy, “public schools shall use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student’s final grade for each respective course.”

Currently, GCS-C-003 requires the end-of-course (EOC) tests to count at least twenty-five percent (25%) of the student’s final grade in the course. GCS-C-003 is presented here to specify, “Public schools shall use results from all operational EOC assessments as at least twenty percent (20%) of the student's final grade for each respective course with the exception of students following the Occupational Course of Study.”

Additionally, section (j) has been deleted from GCS-C-003 because EOCs are no longer provided in a sequence of courses that complete a course (e.g., Algebra I A, Algebra I B). Other technical changes were made to the policy, as well (e.g., changing end-of-course to EOC).

Recommendations:

The department recommends that the amendments to policy GCS-C-003 be approved.

CONSENT

GCS 9 – Technical Corrections to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process

Policy Implications: General Statute § 115C-81(b)(4); NC Constitution Article IX; SBE Policy # GCS-A-016; Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) Act of 2001

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

Description:

At the October State Board of Education (SBE) meeting, the Board approved policy GCS-A-016. At that time, the K-3 Checkpoints were inadvertently omitted from the list of assessments that will be used to assess educators’ performance in relation to Standard 6 of the North Carolina Teacher Evaluation Process and Standard 8 of the School Executive Evaluation Process.

A recommendation is to include the K-3 Checkpoints in the list of required assessments in the policy.

Recommendations:

The department recommends that the amendments to policy GCS-A-016 be approved.

CONSENT

GCS 10 – Policy Establishing the School Calendar Instructional Time

Policy Implications: General Statute § 115C-84.2; SBE Policy # GCS-G-001

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Helga Fasciano (Global Education Coordinator, Division of K-12 Curriculum and Instruction)

Description:

A technical correction is required for this policy to reflect general statute. The minimum hours of instruction for a calendar school year is being changed from 1,000 hours to 1,025 hours and the minimum number of instructional days is being changed from 180 days to 185 days.

Recommendations:

It is recommended that the State Board of Education accept the technical changes to this policy.

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

CONSENT

**TCP 5 – Race to the Top Evaluation Report: North Carolina Teacher Corps: Year One
Implementation Report**

Policy Implications: N/A

Presenter(s): Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

Description:

The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month the following evaluation reports are being submitted for review and approval.

North Carolina Teacher Corps: One Year Implementation Report – This evaluation focuses on the use of RttT funds to develop a North Carolina Teacher Corps (NCTC) and to expand the presence of Teach for America (TFA) in the state. The evaluation’s goals are to assess the extent to which these programs contribute to an increase in the presence of effective teachers in the high-need schools and Local Education Agencies (LEAs that are traditional school districts and charter schools) targeted in the RttT proposal. This second report

includes an analysis of quantitative and qualitative data gathered during the first year of the NCTC initiative and provides formative feedback to NCTC in support of its growth and improvement. Due to timing and data availability, this second report does not include updated information about the evaluation of the RttT-supported expansion of TFA in eastern North Carolina.

Findings indicate that 108 individuals were accepted for NCTC. Eighty-nine individuals were eligible for employment for the 2013-14 school year. Though recruitment and placement numbers were up for the second cohort, NCTC still fell short of the stated goal in the revised North Carolina RttT Scope of Work to place 150 new teachers in high-need public schools by the start of 2013-14. Non-corps member teachers and principals in employing schools generally were positive about the preparation levels of the corps members. Interviewed principals noted that several avenues of school-based support are available for corps members, but corps member feedback about these support systems was mixed. Eleven of the 30 inaugural cohort corps members left the program either before securing employment or before completing their first year of teaching and NCTC responded to the early departures with several new retention procedures. Corps members unequivocally agreed that the ongoing support provided by NCTC leadership after being employed was strong and responsive.

Recommendations:

The State Board of Education is asked to accept this report.

CONSENT

TCP 6 – Race to the Top Evaluation Reports *Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report*

Policy Implications: N/A

Presenter(s): Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

Description:

The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month the following evaluation reports are being submitted for review and approval.

Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report - This report focuses on the use of RttT funds in providing high quality, accessible professional development to all practicing principals through a program aligned to the performance evaluation standards adopted by the State Board of Education for North Carolina’s school leaders (i.e., the North Carolina Standards for School Executives). The North Carolina Principals and Assistant Principals’ Association (NCPAPA) in partnership with North Carolina Department of

Public Instruction (NCDPI) provide the Distinguished Leadership in Practice (DLP) program. The purpose of this evaluation is to provide detailed information about the implementation and impact of this professional development effort. This evaluation study is one part of a larger effort to evaluate the implementation and impact of RttT professional development initiatives in order to determine if the initiatives as implemented have led to the intended outcomes with respect to school leader practice, the culture and climate of achievement at those leaders' schools, and, potentially, teacher and student performance. Participants examine the meaning and application of school leadership through a problem-based approach delivered via a series of face-to-face, regional, cohort-based sessions, supplemented by online activities. Throughout the yearlong experience, practicing principals are coached using a continuous improvement model. Participants are provided with models of exemplary school leadership, which allows them to study the behaviors, attitudes, and competencies, that define a distinguished school leader.

Findings indicate that in Year 2, 135 principals completed the entire DLP program. Participant feedback and observational data indicated that the DLP program as a whole was high quality and relevant to their professional development needs. They also indicated that they developed a better understanding of learning objectives through the program. Some feedback suggests that participants enjoyed the face-to-face more than the online sessions. Regional differences in participant satisfaction exist, yet these finding may be more likely associated with the participants themselves and related group dynamics. Based on self-reported ratings, nearly half of Year 2 participants who had room for improvement increased their principal evaluation rating over the course of their year in program. Most program completers reported noticing improvements in their schools' culture, student achievement, and student performance as compared to those who withdrew from the DLP program.

Recommendations:

The State Board of Education is asked to accept this report.

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

CONSENT

TCS 6 – LEA-Wide Weather-Related Calendar Waiver Requests

Policy Implications: General Statute § 115C-84.2; SBE Policy # TCS-V-008

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services), Mrs. Alexis Schauss (Director, School Business Division), and Mr. Andrew Cox (Section Chief, School Financial Reporting)

Description:

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a weather-related calendar waiver. This waiver is only for the opening date of the school year.

LEAs that receive a weather-related calendar waiver may have the first instructional day no earlier than the closest Monday to August 19; all other provisions related to the school calendar law apply.

For school year 2014-15, ten LEAs are eligible for a weather-related waiver and all ten are requesting the waiver.

Recommendation(s):

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

CONSENT

TCS 7 – Voluntary Shared Leave Report by Local Education Agency – Fiscal Year 2012-13

Policy Implications: General Statute § 126-8.3

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services), Mrs. Alexis Schauss (Director, School Business Division), and Mr. Andrew Cox (Section Chief, School Financial Reporting)

Description:

LEAs are required to report information on their Voluntary Shared Leave Program to the State Board of Education on a yearly basis. The State Board of Education is to submit a report to the Office of State Human Resources regarding the hours and costs associated with the voluntary shared leave program in each LEA. Attached is the report for the 2012-13 school year.

Recommendation(s):

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

CONSENT

TCS 8 – Governor’s School Board of Governors

Policy Implications: SBE Policy #HSP-D-009

Presenter(s): Dr. Rebecca B. Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Board of Governors of the Governor’s School of North Carolina is established as advisory body in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in HSP-D-009 of State Board of Education policies.

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

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms. State Board of Education members nominate individuals from their respective districts to fill Board of Governors’ vacancies. Currently one at-large position is vacant. The following individual has been identified for nomination to fill this vacancy:

Recommendation(s):

This item is being presented as Consent on new appointments in November 2013.

ACTION AND DISCUSSION AGENDA

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

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that, on Wednesday, the LFI Committee received an informative update about the North Carolina Virtual Public School from Executive Director Tracy Weeks. She also shared some exciting information about the recent symposium she attended, and how North Carolina is being recognized as a leader in virtual schooling.

**GLOBALLY COMPETITIVE STUDENTS
(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)**

ACTION ON FIRST READING

GCS 1 – READY Accountability/Annual Measurable Objectives Report for the 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 L. Howard (Director of Accountability Services)

Description:

The 2012-13 READY Accountability/Annual Measureable Objectives (AMOs) results are presented for approval. The report will be published electronically at <http://abcs.ncpublicschools.org> on November 7, 2013. The site reports results for performance, growth, progress, and the AMOs for each individual school. Included in the reports is data on the following accountability indicators: (1) End-of-Grade and End-of-Course Tests, (2) Math Course, Rigor, (3) 4- and 5-Year Cohort Graduation Rate, (4) The ACT, (5) ACT WorkKeys, and (6) Graduation Project (optional).

With the U.S. Department of Education’s approval of North Carolina’s request for flexibility from some of the NCLB requirements, AMOs are reported for each school. The federal AMOs, based on 2012-13 baseline data in English language arts and mathematics, were set to reduce by half the number of non-proficient students by 2016-17. Using the same methodology, state targets were set for science, Math Course Rigor, 4- and 5-year Cohort Graduation Rates, The ACT, and ACT WorkKeys. Targets were set for each of the federally reported subgroups and for the Academically Intellectually Gifted subgroup.

The READY Accountability Executive Summary, containing an overview of the accountability year and statistical summary of the 2012-13 results, will be presented at the SBE meeting on Thursday.

Recommendations:

It is recommended that the Board approve the READY Accountability/AMO report for each school for the 2012-13 school year.

Discussion/Comments:

- GCS Committee Chair Marcella Savage announced that the READY Accountability/Annual Measurable Objectives Report results would be presented at the end of the meeting.

ACTION ON FIRST READING

GCS 2 – 2013 Career and Technical Education Textbook Adoption and Textbook Commission Report

Policy Implications: General Statute § 115C-85-86, 115C-89; SBE Policy # GCS-H-000; GCS-H-002; GCS-H-007; APA # 16NCAC 6D.0204.0209

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division) and Ms. Michelle Gray (N.C. Textbook Commission)

Description:

The North Carolina Textbook Commission administers the statewide selection of textbooks /instructional materials. Adoption of materials is codified in General Statutes 115C 87-102, and the process is described in the Administrative Code, Subchapter 6D, .0204-.0210. The statewide textbook adoption process offers one way for schools to have access to quality instructional materials at the lowest prices available. The entire adoption process stresses compatibility with the North Carolina Standard Course of Study and the appropriateness of the materials for the teachers and students who are end users.

The textbook adoption process begins with State Board of Education approval of the Invitation to Submit Textbooks Evaluation and Adoption in North Carolina in a designated curriculum area. The 2013 Invitation contains adoption information for Career and Technical Education. The 2013 Invitation also includes rules and regulations based on General Statutes, Administrative Code and State Board Policies that govern the adoption process. As directed by State Board Policy GCS-H-007, the 2013 Invitation has been reviewed by General Counsel to the Board. The 2013 Invitation was approved on March 7, 2013.

Each year, the Invitation goes to publishers to request submission of textbooks/instructional materials in a designated curriculum area for evaluation. The Invitation outlines procedures and timelines for the textbook adoption process. Prior to the Invitation being issued (also known as the call letter), a Curriculum Review Committee reviews relevant curricula and develops the criteria for submission of materials. The criteria are included in the call letter sent to publishers upon Board approval. Evaluation sheets are written using the same criteria.

Ms. Michelle Gray, a member of the North Carolina Textbook Commission, will present a list of recommendations for Career and Technical Education instructional materials to be adopted by the North

Carolina State Board of Education. The report also covers the Textbook Commission’s activities for the year, including the evaluation and deliberation process, selection of evaluators, and other issues related to textbook adoption.

Recommendations:

It is recommended that the State Board approve the list of textbooks recommended by the Textbook Commission.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She explained that the textbook recommendations require a roll call vote.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the list of textbooks recommended by the Textbook Commission. The vote was taken by roll call; all present voted in favor of the motion. (See Attachment GCS 2)

ACTION ON FIRST READING

GCS 3 – Proposed Simplification of High School Diploma Endorsements

Policy Implications: SBE Policy # GCS-L-007; Session Law 2013-1

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Ms. Jo Anne Honeycutt (Director, Career and Technical Education) and Mr. Rob Hines (Director, LEA Projects)

Description:

In accordance with Session Law 2013-1, which requires the State Board of Education to set criteria for endorsements, the State Board of Education passed policy GCS-L-007, North Carolina High School Endorsements, in May 2013. High school diploma endorsements will be available for graduating students beginning 2014-15 and students may earn both a Career and a College endorsement.

The Board’s current policy provides for three endorsements: Career, College, and College-UNC. Recent feedback from our partners at the University of North Carolina system and the North Carolina Community College system resulted in a review of the policy and development of a proposed revision of these endorsements. The proposed simplification is presented for review and discussion. The Board may choose to leave the policy as it currently stands or may choose to accept one of the proposed revisions or another model based upon the discussion.

Recommendations:

It is recommended that the SBE discuss the proposed change and determine whether other options should be explored.

Discussion/Comments:

- GCS Committee Chair Marcella Savage explained that discussion and voting on this item has been delayed until the State Board’s meeting in December. There were no objections.

- There was no further discussion.

DISCUSSION

GCS 4 – Credit by Demonstrated Mastery

Policy Implications: SBE Policy # GCS-M-001

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs) and Mr. Rob Hines (Director, LEA Projects)

Description:

In Spring 2012, DPI established a working group that included internal staff, NC Virtual Public School staff, and several school district representatives to study the issue of removing seat-time from course requirements under certain situations and permitting students to earn “credit by demonstrated mastery” when appropriate, based on a multi-phase assessment. This need arose from various stakeholders in the field, ranging from parents/students to superintendents to AIG and curriculum and instructional leaders. This working group made recommendations to the SBE in December 2012 regarding policy changes that would permit students to earn credit by demonstrating mastery at a level of deep understanding. Key issues facing the working group included determining what a systemic approach to allowing credit via mastery learning requires and what constitutes acceptable evidence of mastery learning. The SBE approved this policy in December 2012.

As a result of this policy, the Credit by Demonstrated Master (CDM) working group has developed implementation guidelines to support a statewide framework for CDM while honoring local context and needs. The CDM working group has also created an LEA Toolkit, which contain samples of forms, and presentations that can be adapted and used in LEAs. During this process, DPI discovered challenges with full implementation of this policy in grades 6-8 for LEAs. DPI researched and has discovered that off-grade-level EOG scores cannot be used as part of the multi-phase assessment as originally approved in the SBE policy. Because this would cause additional work for LEAs that was not anticipated, DPI recommends the SBE amend the policy to make grades 6-8 an option for LEAs to implement in 2014 without the use of off-grade level EOG scores as a primary source of evidence. LEAs will still offer in spring 2014 CDM for high school courses to inform student placement in fall 2014.

Recommendations:

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

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.

This item is presented for Discussion in November 2013 and will be presented for Action in December. (See Attachment GCS 4)

NEW BUSINESS

Under New Business, GCS Committee Chair Marcella Savage reported that the GCS Committee received a report from Dr. Tammy Howard about the SMARTER Balanced Assessment Consortium, Dr. Rebecca Garland and Mr. Rob Hines provided an update on the NC Grading Scale and Course Weighting Changes.

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

ACTION ON FIRST READING

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

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

Presenter(s): Dr. Olivia Oxendine (Member, State Board of Education)

Description:

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

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Oxendine noted that this item was discussed and voted on during Closed Session. She reported that the Board voted to accept the recommendations of the advisory panel responsible for considering requests for exception from teacher licensing requirements.
- There was no further discussion.

DISCUSSION

TCP 2 – Model Teacher Contracts

Policy Implications: Session Law 2013-360, Section 9.6(e)

Presenter(s): Ms. Katie Cornetto (SBE Attorney and Rulemaking Coordinator)

Description:

Pursuant to Session Law 2013-360, Section 9.6(e), the State Board of Education shall develop by rule a model contract for use by local boards of education in awarding teacher contracts. The State Board may adopt a temporary rule for a model contract as provided in G. S. 150B-21.1 to provide a contract to local board of education no later than January 1, 2014, but shall replace the temporary rule with a permanent rule as soon as practicable.

Recommendations:

The State Board should receive comments regarding the Draft Model Teacher Contract for the next 30 days. All comments should be submitted to Katie Cornetto, SBE Attorney, katie.cornetto@dpi.nc.gov

Discussion/Comments:

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

This item is presented for Discussion in November 2013 and will be presented for Action in December. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Annual Report on Teachers Leaving the Profession (Teacher Turnover Report)

Policy Implications: General Statute § 115C-12(22)

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness) and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

Description:

General Statute § 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2012-13 school year is attached.

Recommendations:

It is recommended that the Board approve the Teacher Turnover Report.

Discussion/Comments:

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

This item is presented for Discussion in November 2013 and will be presented for Action in December. (See Attachment TCP 3)

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

In the absence of TCS Committee Chair Gregory Alcorn, Vice Chair Kevin Howell managed the TCS Committee agenda items.

ACTION

TCS 1 – Career and Technical Education Credential Allotments

Policy Implications: Session Law 2013-360 (SB 402), Section 8.28 (b)

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial, Business, and Technology Services) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

Session Law 2013-360 allocated funds (\$1,252,157.00) to increase the number of industry-recognized technical credentials that can be earned by high school students by exempting students from paying fees for one administration of examinations leading to industry certifications and credentials according to rules to be adopted by the State Board of Education.

Of those funds, \$634,800 was used to purchase site licenses for Certiport Microsoft Office Specialist certifications as part of the statewide Microsoft IT Academy. The remaining funds (\$617,357) are to be allotted to each school district to offset the cost of credentials pursued at the local level.

NCDPI used the following method when calculating each LEA's allotment:

- Projected the number of participants in each eligible course (totaling 89,826 credentials, assuming that all participants receive a credential)
- Multiplied the projected participants by the per-pupil cost of the credential (varies by credential)
- Totaled the costs statewide to cover 100% of the credential cost (\$5,734,737)
- Allotted a base funding of \$100 to each LEA (\$11,500)
- Divided the total funds available (\$605,857) by the total need (\$5,734,737) to calculate the total amount that the credential allotment could cover statewide (10.56%)
- Allotted credential money to cover a portion of each LEA's projected need and an amount to participating charter schools prorated by their ADM per G.S. § 115C-238.29(H)
- In total, funds are available to cover approximately 10.8% of the projected need.

Attachment 1 details the amount of funding to be allotted to each school district.

Recommendations:

It is recommended that the State Board of Education approve the allotments as presented.

Discussion/Comments:

- TCS Committee Vice Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. He explained that, upon approval, a total of \$617,357 will be allotted to LEAs to offset the cost of credentials pursued at the local level.
- There was no further discussion.

Upon motion by Mr. Kevin Howell, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the school district allotments as presented. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Approval of Grant – State Personnel Development Grant: Coaching Collaborative

Policy Implications: SBE Policy # TCS-O-001

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mr. William Hussey (Director, Exceptional Children Division)

Description:

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

- Attachment 1 – State Personnel Development Grant: Coaching Collaborative

Recommendations:

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

Discussion/Comments:

- TCS Committee Vice Chairman Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. He explained that the goals for this grant are to improve the basic skills performance in reading and math for students with disabilities, to increase the percentage of qualified teachers of students with disabilities, increase the graduation rates and decrease dropout rates for students with disabilities, improve parent satisfaction with and support of school services for students with disabilities, and improve the quality of teachers' instruction.
- There was no further discussion.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the State Personnel Development Grant: Coaching Collaborative as presented. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Membership for the North Carolina Driver Education Advisory Committee

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

Presenter(s): 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. 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.

The Committee shall consist of up to a maximum of nineteen members from the following groups: North Carolina Department of Public Instruction, North Carolina Department of Transportation and Division of Motor Vehicles, UNC Highway Safety Research Center, North Carolina Driver and Traffic Safety Education Association, Commercial Driving Schools, LEA Coordinators/Teachers, University/Community College, Law Enforcement, North Carolina Department of Insurance, North Carolina Parent Teacher Association and a Student Representative.

The State Superintendent of Public Instruction is recommending the following individuals for appointment to the Driver Education Advisory Committee.

- Dr. Maria Pitre-Martin, Superintendent, Thomasville City Schools, NCDPI
- Derek Graham - Transportation Section Chief, NCDPI
- Roxane Bernard - School Business Services Accountant, NCDPI
- Don Nail - Director, Governor's Highway Safety Program
- Ed Johnson - Safe Routes to School Coordinator, NCDOT
- Chris Oliver - Traffic Safety Specialist, Crash Data Expert, NCDOT
- Don Johnson - School Bus & Traffic Safety Manager, NCDMV
- Barbara Webb - Director, Driver Services, NCDMV
- Bob Lisson - Assistant Commissioner, Consumer Services, NCDPI
- Master Sargent Tommy Davis - Traffic Safety Unit, NCSHP
- Connie Sessoms, Jr. - Charlotte Mecklenburg Schools, Driver Education Specialist, NCDTSEA
- Phil McGirt - Cumberland County Schools, LEA Driver Education Coordinator
- Tina Poltrock - Lee County Schools, LEA Driver Education Coordinator
- Mark Smith - North Carolina Driving School, Commercial Driving School
- Chuck Lehning - Jordan Driving School - Charlotte, Commercial Driving School
- Arthur Goodwin - Senior Research Associate, University of North Carolina - Highway Safety Research Center
- Dr. Joe Shrader - Professor, ECU Driver Education, University/Community College
- Debra Horton - North Carolina PTA Executive Director, PTA
- Allie Pezza - JoCo Teen Drivers, Cleveland High School, Student

Recommendations:

The North Carolina State Board of Education is asked to approve individuals and term limits as recommended by the State Superintendent of Public Instruction for membership on the Driver Education Advisory Committee. The State Board of Education is also asked to appoint a Chair from the membership of the Committee.

Discussion/Comments:

- TCS Committee Vice Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Following Vice Chair Howell’s motion, Board member Tate added that the motion should include term limits as well. There were no objections.
- There was no further discussion.

Upon motion by Mr. Kevin Howell and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the individuals as recommended by the State Superintendent of Public Instruction for membership on the Driver Education Advisory Council, and appointed Mr. Connie Sessoms, Jr. as the chair from the membership of the Committee. The motion includes two-year term limits. (See Attachment TCS 3)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 4 – Digital Learning Funds

Policy Implications: N/A

Presenter(s): Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Senate Bill 402 (Session Law 2013-360) Section 6.11 (g) appropriates \$11,928,735 in 2013-14 and 2014-15 for Digital Learning.

These funds shall be used to support grants to local education agencies for

- (i) Delivering educator professional development focused on using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students and
- (ii) Acquiring quality digital content to enhance instruction.

In September and October, the Board discussed an allotment formula that allocated funds based on average daily membership. The Board requested that staff look at options of a funding formula that allocated based on need. After researching possible options, the Department determined that it does not have sufficient data currently available to allocate funds based on technological need.

The Department has provided four different proposals:

1. An allotment differentiated on the Low Wealth Supplemental Funding percentage
2. An allotment of a base allotment plus an amount based on a percentage of students in poverty
3. An allotment based on average daily membership
4. A competitive grant process

Recommendation(s):

The Department is recommending that the State Board of Education approve the 2013-14 appropriation distribution based on one of the above allotments.

Discussion/Comments:

- TCS Committee Vice Chair Kevin Howell explained that it would be beneficial to school districts to move this item from Discussion to Action on First Reading in order to distribute the grant allotments in a timely manner. There were no objections.
- Vice Chair Collins noted that, according to legal counsel, Board members who serve on local boards of education must recuse themselves from discussion and voting on this item. With that said, Board members A.L. Collins, Reginald Kenan and Marcella Savage recused themselves from participating in the discussion and voting on this item.

- Committee Vice Chair Howell directed Board members to the material at their places, which includes the proposed allocations, the application, etc.
- There was no further discussion.

Mr. Kevin Howell moved that DPI distribute funds appropriated for digital learning to Local Education Agencies (LEAs) in the following manner:

- 1) *Fifty percent of the funds will be distributed by Average Daily Membership formula*
- 2) *Fifty percent of the funds will be distributed based on an application process as described in the grant application.*

These funds shall be used to “deliver educator professional development focused on using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students” pursuant to Session Law 2013-360, Section 6.11(g).

** To receive these funds, LEAs are required to include charter school personnel from charter schools located within the LEA for this professional development.*

The motion was seconded by Ms. Rebecca Taylor, and was approved by the State Board of Education. Board members A.L. Collins, Reginald Kenan, and Marcella recused themselves from the vote. (See Attachment TCS 4)

** Following a recess of the GCS 1 presentation, TCS Committee Vice Chair Howell clarified that it is not a condition to receive funds (as stated in the last section of this motion), but LEAs are required to include charter school personnel located within the LEA for this professional development.*

NEW BUSINESS

Under New Business, TCS Committee Vice Chair Kevin Howell shared that on Wednesday, the TCS Committee received an informative update about Home Base.

CHAIRMAN’S REMARKS

Chairman Cobey reminded the Board and audience that there is still one more item before the Board – the announcement of the 2012-13 test scores. This presentation will be made at the close of the meeting.

He explained that the State Board approved the cut scores in October, and with that approval, staff has then been able to calculate the scores. He explained that the Board knows that the scores will not be where we would like them to be, but that with considerably higher standards aligned, and with new assessments, this is a “restart” year. He stated that the Board believes that we are in a position to see a steady upward climb in the coming years and it will be with globally competitive standards.

In addition, Chairman Cobey provided remarks about the October planning and work session sharing that, at this time, much work remains to be done, including now vetting with the Board advisors for their input. Another session will be held in the coming months to build on this early work.

Chairman Cobey reviewed what the Board accomplished this month stating that, in addition to releasing test scores for 2012-13 momentarily, the Board approved the adoption of Career and Technical Education textbooks, grants for coaching for teachers and students with disabilities, a number of reports that will go to the General Assembly, weather related calendars, and discussed the new proposed teacher contract, among other topics.

Prior to moving to the next item on the agenda, Chairman Cobey recognized former SBE Chairman and Senator Howard Lee who was present in the audience.

At this time, Chairman Cobey recognized Board member Olivia Oxendine to present a resolution on compensation for public school educators.

North Carolina State Board of Education Resolution on Compensation for Public School Educators

Whereas, the citizens of the Great State of North Carolina value and take pride in their state’s bounteous assets and strengths, and

Whereas, the citizens of the Great State of North Carolina understand the critical link between a thriving state and strategic investment in a robust public education system, and

Whereas, the citizens of the Great State of North Carolina know that great teaching professionals energize and uplift the public education system, ensuring a quality education for all children, regardless of geography or demographics, and preparing them for the world of their future; now, therefore be it,

Resolved, that the North Carolina State Board of Education seeks to collaborate with Governor McCrory, the General Assembly, the Superintendent of Public Instruction, and professional organizations and citizens statewide to develop a comprehensive strategy for investing in great teaching through an exemplary compensation system that rewards public school educators at a level suitable to this honorable and critical profession, that attracts and retains the best and brightest high-quality professionals, and that incentivizes skill-set improvement and performance outcomes at the highest levels, and

Resolved, that the State Board of Education directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education.

William W. Cobey, Chairman
NC State Board of Education

Date

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

Discussion/Comment(s):

- Board member Tate spoke briefly about the timeline as it relates to the comprehensive strategy in concert with the Governor's Office and General Assembly. He shared that he intends to support the motion, but has a lot of concern about the lack of a timeline, and feels a sense of urgency related to including specificity related to teacher pay. A brief discussion ensued about the language within the State Board's strategic plan as well as its legislative agenda.
- Board member McDevitt stated that it is incumbent upon the State Board to make the teaching profession so attractive that teachers want to come and stay in North Carolina. Mr. McDevitt also shared that this is the 29th year of the Annual Emerging Issues Conference in North Carolina where between 1,500 and 2,000 people gather to discuss important issues. He encouraged Board members to accept the invitation for that event in February to convey that world class teachers will be critical in the next generations to meet our expectations. A world-class teacher for every classroom is the goal, which will help the Board move its strategic plan forward. Mr. McDevitt added that our Teacher of the Year Advisor is one of the speakers during this conference. The dates are February 10-11. Mr. Hill stated that he would forward the email to Board members, and will register for Board members if they are interested in attending this conference.

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the Resolution on Compensation for Public School Educators, as presented.

NEW BUSINESS

Board member Patricia Willoughby reported that Wake Forest University has begun their Advantage Program. In the context of our global efforts, this is a program that helps prepare international students for higher education in the United States, and they are rolling out the first part of the program with their partners in China. She added that their partners in China are the Board's partners as well – Jiangsu Province. On behalf of the Board, Ms. Willoughby explained that she accepted a gift that will be housed in the State Board office. She encouraged Board members to Google the program online for additional details.

In addition, Board member Willoughby shared that she serves on the North Carolina Center for Health and Wellness Advisory Board. She explained that the Center focuses on three main issues: workplace wellness, healthy aging and healthy weight for children. Ms. Willoughby drew attention to the summary of their work, which was distributed to Board members at their places.

OLD BUSINESS

No old business was brought before the Board.

ACTION ON FIRST READING

GCS 1 – READY Accountability/Annual Measurable Objectives Report for the 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. Tammy L. Howard (Director of Accountability Services) and Dr. Pat Ashley (Director, District and School Transformation)

Description:

The 2012-13 READY Accountability/Annual Measurable Objectives (AMOs) results are presented for approval. The report will be published electronically at <http://abcs.ncpublicschools.org> on November 7, 2013. The site reports results for performance, growth, progress, and the AMOs for each individual school. Included in the reports is data on the following accountability indicators: (1) End-of-Grade and End-of-Course Tests, (2) Math Course, Rigor, (3) 4- and 5-Year Cohort Graduation Rate, (4) The ACT, (5) ACT WorkKeys, and (6) Graduation Project (optional).

With the U.S. Department of Education’s approval of North Carolina’s request for flexibility from some of the NCLB requirements, AMOs are reported for each school. The federal AMOs, based on 2012-13 baseline data in English language arts and mathematics, were set to reduce by half the number of non-proficient students by 2016-17. Using the same methodology, state targets were set for science, Math Course Rigor, 4- and 5-year Cohort Graduation Rates, The ACT, and ACT WorkKeys. Targets were set for each of the federally reported subgroups and for the Academically Intellectually Gifted subgroup.

The READY Accountability Executive Summary, containing an overview of the accountability year and statistical summary of the 2012-13 results, will be presented at the SBE meeting on Thursday.

Recommendations:

It is recommended that the Board approve the READY Accountability/AMO report for each school for the 2012-13 school year.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Tammy Howard for the presentation of the READY Accountability/Annual Measurable Objectives Report for the 2012-13 school year.
- After Dr. Howard noted that the results were being released on the web, Vice Chairman Collins requested a break to allow the posting to occur so that Board members could have the information for discussion purposes. There were no objections.

Following the recess, as it relates to the motion for TCS 4, TCS Committee Vice Chair Howell clarified that it is not a condition to receive funds (as stated in the last section of his motion), but LEAs are required to include charter school personnel located within the LEA for this professional development.

- Continuing the GCS 1 presentation, Dr. Howard set the context for this presentation by explaining that, five years ago, the State Board of Education adopted the College- and Career-Readiness Standards. The second step was to develop tests aligned to the standards to ensure that we could measure the instruction that is delivered and the learning by the student. In October 2013, the State Board adopted the Academic Achievement Standards (cut scores), which allowed the Department to complete the statistical analyses to provide the results presented today. She explained that it is important to remember that the State Board also adopted Academic Achievement Level Descriptors,

which define what levels one, two, three and four students can do. She added that much of the conversation over the past year has been related to increasing the rigor. Dr. Howard spoke briefly about the impact of rigor, noting that reading is understanding and making conclusions for more complex text than in previous years, and mathematics skills previously taught at one grade level are now taught at a lower grade level. She added that the academic achievement expectations, as defined by the cut scores, are directly related to the content standards.

- Dr. Howard stated that it is also important to remember that the information on the number of items correct is not an appropriate way to look at this information. Subsequently, the Department has drafted communications explaining this issue, which will be on the Department's website.
- Dr. Howard shared that the data show the percent of proficient students declined in 2012-13 when compared to 2011-12. But, the increased rigor and proficiency data align with NAEP and aligns with the ACT college readiness benchmarks. In addition, it also brings us in alignment with other states that have adopted college- and career-readiness standards. She added that it is important to note that while Virginia did not adopt the Common Core they did adopt college- and career-readiness benchmark standards, and they have seen a similar decline in proficiency or increase in the number of students who did not meet proficiency on their assessments.
- According to Dr. Howard, all of these factors show that the data we are releasing is not an anomaly, but is the percent of students that are prepared and on track for college and career ready and the next grade moving forward.
- Prior to presenting the data, Dr. Howard noted the important distinction between proficiency and growth. Proficiency is the percent of students who meet a specified bar for demonstrating preparedness for the next grade level and college and career readiness. Growth is the percent of schools that make progress similar to the progress at an average school in the state; if more than the average school, this is reported as exceeded growth. She added that this is specifically school accountability growth as reported by EVAAS.
- Using a PowerPoint graph, Dr. Howard illustrated that whenever the state adopts new content standards there is a dip in performance. The graph provides historical information dating back to the 1992-93 school year through 2011-12 for EOG General Test Multiple Choice Test Results Statewide Percent of Students at or above Level III in both reading and mathematics. Dr. Howard stated that it is important to note that the proficiency was 52.9 percent in 1992-93.
- Directing Board members to the red folders located at their places, Dr. Howard walked through the state-level statistical summary of results on the Executive Summary (Attachment 1).
- In addition, Dr. Howard randomly selected examples of the drill down data available on the READY Accountability Reporting website. She added that the website contains the elements of the new accountability model and provides a "one stop shop" to view school performance.
- In response to Board member Alcorn's question, Dr. Howard talked about how this information is being distributed to stakeholders. She explained that the data is posted on the Department's homepage, the Department has also communicated with school users, parents, etc. Superintendent Atkinson added that there are release forms of the test on the Department's website, which has been shared with LEAs as well. The individual school report is available today for printing at the local level. The Department also included information for parents on the backside of that report about what the scores mean. The school systems have 30 days to generate the reports. Dr. Howard explained that the Department has had some feedback from one system that plans to deliver those reports to parents through one-on-one parent conferences. Dr. Atkinson stated that all of these communications have been shared with Mr. Hill, and Board members should have or will receive them shortly.

- Dr. Ashley prefaced her portion of the presentation by explaining that it is important to present this information to the State Board today because this data will be presented in court next week as part of the Leandro hearing. Using a PowerPoint presentation, Dr. Ashley shared the 2012-13 longitudinal performance composite data as well as the growth data for the 118 schools identified as low-performing schools under RttT. In addition, Dr. Ashley shared the longitudinal performance composite data and growth data for the 66 high schools in NC Turnaround. Dr. Ashley also shared the proficiency scores for the district as a whole as well as the growth data for the schools in Halifax County. She noted that Halifax County has had a success story in growth. To emphasize that growth, Dr. Ashley shared a chart showing the comparison data from 2008-09 to 2012-13 where all but one school did not meet growth in 2012-13.
- Board member Oxendine suggested having a few of the principals from Halifax present to the State Board about their successes.
- In closing comments, Dr. Ashley explained that all of the data to support the PowerPoint charts is included in Attachments 3 through 8 on the eBoard.
- 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 **READY** Accountability/AMO report for each school for the 2012-13 school year. (See Attachment GCS 1)*

In closing comments, Chairman Cobey reiterated that North Carolina is at a point of resetting and rebuilding. He stated that surely there are few if any people in the state who do not know that skills and knowledge are the path forward. And it is the place of public schools to be the threshold over which many will cross to start the journey.

Chairman Cobey reminded Board members and the audience that the press conference in the adjoining Board Lounge would be held immediately following the meeting.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to adjourn the November 6-7, 2013, meeting of the State Board of Education.