

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 8, 2014**

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

William Cobey, Chairman	Reginald Kenan
A.L. "Buddy" Collins, Vice Chairman	Wayne McDevitt
Dan Forest, Lt. Governor	Olivia Oxendine
Gregory Alcorn	Marcella Savage
Kevin Howell	Rebecca Taylor (via conf. call)

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the January 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the purpose of this Issues Session is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues, to be followed this afternoon by the Board's committee meetings.

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.

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 January 8 and 9, 2014.

*Upon motion made by Mr. Kevin Howell, and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for January 8 and 9, 2014, as presented.*

Prior to moving onto the Issues Session presentations, Chairman Cobey introduced and welcomed Mr. Richard Hooker as the new Local Board Member Advisor, and the 2014 Raleigh Dingman Award winner. Chairman Cobey explained that the Board would formally welcome Mr. Hooker on Thursday.

**ISSUES SESSION PRESENTATIONS:**

- **Testing in Other States – Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Tammy Howard (Director of Accountability Services, Academic Services and Instructional Support), and Ms. Jennifer Preston (RttT Project Coordinator for Teacher Effectiveness)**

Using a PowerPoint presentation, Dr. Garland set the context for this presentation by providing a historical timeline of how the assessment program in North Carolina has changed since the ABCs in 1995. After describing the reasons for assessing students, Dr. Garland addressed why the Department is talking about options for 2014-15: Specifically, she explained that, for many years, the General Assembly has expressed interest in national comparison data. In addition, in 2010, the U.S. Department of Education funded two assessment consortia to develop college and career ready-aligned assessments for implementation in 2014-15 – Smarter Balanced and PARCC (Partnership for Assessment of Readiness for College and Career). Dr. Garland explained that, in 2014-15, North Carolina may continue with the current assessments, participate in one of the two assessment consortia, or implement another vendor-developed assessment.

The recommendations are to:

- Confirm the current assessments will continue through 2015-16 (the recommendation would include the alternate assessment)
- Convene a focus group to consider all options and to make a recommendation for action

Dr. Garland spoke briefly about the focus group timeline, noting that the legislative long session begins next January. She reminded Board members that there is language in the General Assembly’s budget that requires the State Board to inform them of anything related to national assessments of college and career readiness. Additionally, she noted that, if the State Board decides to adopt a national assessment, funding will be required from the General Assembly.

Ms. Preston prefaced her remarks by directing Board members to two Comparison Charts located on eBoard. Using the Comparison Charts, Ms. Preston talked about major trends in assessments across the United States, and highlighted North Carolina’s assessment program as compared to several other

southeastern states, including other Race to the Top recipients (Florida, Georgia, Tennessee, and Kentucky), ESEA waiver recipients (all states shown), and a state that has not adopted the Common Core State Standards (Virginia).

Superintendent Advisor Edwards commented on the origin of the Final Exams coming from the RttT notion that we needed formative assessment to align with teacher effectiveness. He explained that when first presented, it was shared that this was for local/internal use and not a state-mandated assessment. He stated that it has now morphed into the current assessment, and now the NC Final Exams have become high-stakes testing. Representing local superintendents, Dr. Edwards relayed that he has never heard superintendents mention that they want high-stakes testing on the NC Final Exams, and, even though it is represented as part of the overall state testing program, most states delegate that to local districts. He hoped that the State Board would take the cue from other states to delegate final exams to local districts. In response, Superintendent Atkinson stated that the State Board of Education adopted a policy several months ago that gave the option of flexibility to any school district in North Carolina wanting to develop its own final exams, with a caveat that they are reliable and valid. Therefore, that option is already available to any of our school districts in North Carolina that want to do that work. She added that, to date, no school districts are taking advantage of that option.

Board member McDevitt asked about writing assessments. Ms. Preston explained that there are parts of other assessments that we administer in which student writing ability is assessed. In North Carolina, students' writing ability is assessed as part of the ACT and English exam. Some states have specific writing assessments like the one North Carolina used to administer and others are somewhat different, according to Ms. Preston. She explained that we are testing students on a content area and asking them to write as part of that, but not assessing them just on the process of writing. Mr. McDevitt asked Ms. Preston to speak about writing as part of the Graduation Project. Prefacing that the Graduation Project is optional, she explained that, in her experience, there is writing involved in the Graduation Projects in some way. However, it is not required in all districts. Board member Oxendine asked that the Board seriously consider returning to an explicit writing test in North Carolina at some grade level. She noted that it stands out that other states are assessing student writing and we need to do that as well. A brief conversation occurred about constructed response items in other testing areas as opposed to explicit writing assessments.

➤ **Assessment Options – Dr. Tammy Howard (Director, Accountability Services)**

Dr. Howard elaborated about the three types of assessment – formative, interim/benchmark and summative. She also talked about how tests are developed, emphasizing several key points in the process, such as educator input and field testing. In addition, Dr. Howard addressed some common questions about process. She also provided a comprehensive explanation about how tests are determined to be valid, reliable and technically sound.

Dr. Howard explained that North Carolina must have assessments aligned to college- and career-readiness to satisfy Race to the Top requirements and Elementary and Secondary Education Act (ESEA) flexibility waiver requirements. Current assessments meet these criteria; however, the State Board may elect to implement new assessments, according to Dr. Howard. She also talked briefly about the impact of implementing new assessments.

Dr. Howard noted a *Report on Options for Assessments Aligned with the Common Core State Standards* from Michigan located on the eBoard. She explained that the purpose of this report is to show that other states are realizing that they have several options beyond the requirement of having assessments that are aligned with college- and career-readiness. Dr. Howard elaborated about the report and then drew the Board's attention to Attachment 3, which provides a few assessment options for North Carolina, including decision points, costs/benefits, comparison to other states using the specified assessment, etc.

In response to Board member Alcorn's question, Dr. Garland explained that the Department is comfortable saying, with confidence, that teacher effectiveness is part of the ESEA waiver process through 2016. She added that, beyond that, it would depend on whether the federal government reauthorizes ESEA. Dr. Garland noted that there is language in our state statutes that requires a connection between teacher evaluation and student growth. She reiterated that the Department does not know what the future is in terms of teacher evaluation requirements from the NC General Assembly.

Mr. Alcorn also asked if the Read to Achieve program was field tested. Dr. Garland explained that, in the Read to Achieve legislation, there is a requirement that the State Board of Education adopt a reading diagnostics program. However, North Carolina piloted Reading 3D before that legislation was ever written. Once the legislation was passed, an RFP was developed and external reviewers selected Reading 3D by unanimous decision. State Superintendent Atkinson also shared that the reading passages included in the portfolio process would be addressed on Thursday during her Superintendent's Report.

Superintendent Advisor Edwards provided comments about the number of tests currently required in North Carolina, including the NC Final Exams. In addition, he commented about the amount of time spent on assessments in the classroom compared to instruction. He noted that it appears other states that have been approved for ESEA waivers have not gone to that extent and are using other means to meet the requirements for teacher effectiveness. In response to Dr. Edward's comments, State Superintendent Atkinson addressed the issue of how many tests are administered, noting that, at the elementary and middle school levels, the required tests include two tests per grade in grades 3 and 4, three tests in grade 5, two tests in grades 6 and 7, and three tests in grade 8. She stated that, on the issue of time spent testing at the end of the year for accountability, it should only be the three-hour testing window for state accountability. Dr. Atkinson explained that, in high school, it is a different question because it is not a question of how many tests are administered, but a question of how many tests does a single student have to take. In North Carolina, regardless of whether it is a locally developed final exam where school districts have the flexibility or whether it is an assessment that the state has developed that school districts can use, the answer is how many classes is a student taking. Dr. Atkinson expanded her response related to high school assessments by using examples. In addition, she provided a comparison to Virginia's assessment model, which includes additional requirements beyond North Carolina's requirements. A brief discussion ensued.

Dr. Oxendine suggested that the State Board consider a guiding philosophy about what it is that we want the citizens to know about what our students are learning in North Carolina.

In response to Dr. Oxendine's suggestion about the NC Final Exams replacing EOC exams, Dr. Garland explained that, in the subjects where there are EOCs, we are required by ESEA to include those test

scores as part of teacher effectiveness. The NC Final Exams are the only final exams per the policy passed by the State Board of Education in fall 2013. The intent of that policy is so that school systems will not create local exams and double-test in those courses. Dr. Garland also spoke briefly about the impact on student, noting that the State Board requires that the NC Final Exam count a minimum of 20 percent of a student's grade. However, the final grade in the course is a local decision. Dr. Garland emphasized that the Department only has the authority to give a test that is required through federal guidelines, through state statutes, or the RttT grant. Addressing the total number of minutes spent on assessments, Dr. Garland shared that the Department conducted a study last year and the most that students spent with any kind of state-required assessment was three percent of their time in school. Since this is a current discussion, Dr. Garland stated that she would provide Board members with the PowerPoint related to that study for their information.

State Superintendent Atkinson stated that, even though the LEA superintendents said initially that they wanted the Department to develop a library of assessments that could be used across the state, the Department tried to be extremely sensitive to the wishes of local school districts to give the option of allowing LEAs to develop their own assessments for teacher effectiveness in lieu of using the state-prepared assessments. Dr. Atkinson provided an example of Civics and Economics to demonstrate the difference from other states; NC provides the option of being able to design a local assessment for the course. The only stipulation from ESEA is that the test be reliable and valid, according to Dr. Atkinson.

Dr. Garland added that, when the NC Final Exams were developed, the Department intentionally did not bring forth cut scores. She explained that there are cut scores for those assessments required for state accountability; however, for the NC Final Exams, the state only measures growth, which is used for teacher effectiveness. If there were a proficiency cut score, the NC Final Exam would then become what the state defines as a high-stakes test, i.e., students could fail a state test with a state proficiency mark. Therefore, cut scores have not been set. Dr. Garland added that, in fact, in the *Leandro* hearing, the Department was admonished because we would not set the cut scores, explaining that we did not have the authority to do so. While it is a technical difference, it is a very important difference for the Department to be able to defend that we are adhering to state law and doing what the federal government requires.

Dr. Edwards shared that, in Virginia, a commission comprised of teachers, principals, superintendents, and other education officials looked through the lens of building a systemic philosophy and program to establish cut scores. Every year, there was a review of the process, which was open to the public. He encouraged the Board to meet with different groups because the public perception is different. In addition, he stated that the NC Final Exams are the most high-stakes exams we have in the state because they determine a teacher's future. He also shared that teachers would say that the high-stakes element of that has changed the context of assessment in our state. Dr. Atkinson shared the notion that the NC Final Exams, where we measure only growth, are certainly high-stakes for our teachers. That is why the Department has proposed time after time to the State Board that we not have any consequences. We would report the data, but there would be no consequences. The Board has not made any decisions as it relates to the consequences if a teacher is not rated as effective or in need of improvement. However, the Department has received the Board's approval (pending U.S. Department of Education approval) that there are no consequences until the year 2016-17. Dr. Atkinson added that one of the reasons why the Department pushed (with lots of support from superintendents who went to Washington to talk with Secretary Duncan) to move those consequences out as far as possible is because so many things can

change with the reauthorization of ESEA. She noted that the Council of Chief State School Officers (CCSSO), which is an organization to which Dr. Atkinson belongs, believes that measuring teacher effectiveness is a state decision, not necessarily a federal decision. In addition, Dr. Atkinson shared that the Department values teachers and their input and that is why we brought together more than 800 teachers to help develop the NC Final Exams, and thousands of teachers were brought together to develop content through the ACRE process.

Chairman Cobey asked if the ESEA reauthorization legislation is sunsetted. Dr. Garland explained that the uncertainty comes in because ESEA has not been reauthorized yet and all of the work around teacher effectiveness has been a part of the waiver process that the current administration has allowed against the all or nothing consequences of No Child Left Behind (NCLB). She explained that, in 2017, whoever comes into office might have a different waiver process and a focus on different initiatives. Until that time, it is hard to know the future, according to Dr. Garland.

Chairman Cobey redirected the Board to the original intent of this conversation about next steps/options related to assessments. Board member McDevitt spoke briefly about an advisory group with dozens of focus groups to gather information from the field and public as it relates to assessment. A brief discussion occurred related to an open process involving stakeholders across the state. Teacher Advisor Dickerson agreed with staying the course with the current assessments, allowing teachers to breathe, process, and really learn the standards themselves while not having to focus on yet another new assessment and change. She felt it was a wise suggestion. Dr. Atkinson agreed with staying the course with the assessments, as well as the standards. She stated that perhaps the advisory committee can identify ways to involve more than the over 10,000 people that were involved when developing the standards. She added that she would like the advisory committee to address this issue because the Department has done its level best to involve more than 10,000 people in the development of the standards. Perhaps they can define a more effective way to involve 9.3 million NC citizens in the review of the standards. As a refresher and example of feedback, Dr. Atkinson stated that when the Department went through the Social Studies standards development, it received more than 3,000 emails providing feedback. A part of that feedback was that there was too much to teach in U.S. History in one year. As a result, the Department brought that information to the Board, which in turn adopted a requirement that now requires students to take two American History courses.

For clarification purposes, Chairman Cobey asked if the Department is proposing that the Board have an advisory group including as many stakeholders as possible to advise the Board of future steps related to the state testing program. Dr. Garland explained that we had that luxury in North Carolina because of ACRE. Five years ago, this process began, and test development was placed on hold until we finished the work of standards development. The Department promised from the beginning that, in 2012, the Department would move to new assessments on the new standards because we were in the standards development process, according to Dr. Garland. She emphasized that this work pre-dated any consortia involvement. The Department was already involved in field testing around the new standards and in the position to move ahead with college- and career-readiness assessments last year. She noted that many states do not develop their own assessments and depend on vendors. Chairman Cobey requested that State Superintendent Atkinson and Dr. Garland develop a proposal related to the composition of the advisory group and a timeline for the Board's consideration. Chairman Cobey indicated no objection in response to Drs. Atkinson and Garland's proposed timeline for returning this information to the Board in March in order to convene a small group of superintendents to discuss short- and long-range issues.

In response to Board member Oxendine's request for the Board to provide the Advisory group with a fundamental testing philosophy, Chairman Cobey shared that the Board could add this to its planning meeting agenda.

### **CLOSED SESSION**

Prior to adjourning for a lunch break, Chairman Cobey asked for a motion to convene in closed session.

*Upon motion made by Mr. A.L. Collins, and seconded by Mr. Kevin Howell, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: *Hurst v. Hammocks Beach Corporation* and the *NC State Board of Education*; *NC State Board of Education v. NC Learns*; *Charter Day School v. NC State Board of Education*; and *Richardson et al. v. The State of North Carolina, NC State Board of Education, and State Assistance Authority*.*

After the Board Committees concluded their work, Chairman Cobey requested a motion to adjourn from Open Session.

*Upon motion made by Mr. Greg Alcorn, and seconded by Mr. Reginald Kenan, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 9, 2014, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 9, 2014**

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

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

Also present were:

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

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the January 2014 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.

Board member Kevin Howell 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 December 4-5, 2013, State Board of Education meetings.

#### ***Discussion/Comments:***

- There was no discussion.

*Mr. Wayne McDevitt made a motion to approve the minutes of the December 4-5, 2013, State Board of Education meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL PRESENTATION – NEW LOCAL BOARD OF EDUCATION ADVISOR TO THE STATE BOARD OF EDUCATION**

- **Mr. Richard Hooker (Board Member, Cleveland County Schools, and 2014 Raleigh Dingman Award Winner from the NC School Boards Association)**

Chairman Cobey introduced Mr. Richard Hooker as the incoming State Board of Education Local Board of Education Member Advisor. Serving on the Cleveland County Board of Education since 2004, Mr. Hooker was recently named the Raleigh Dingman Award winner by the NC School Boards Association. This award is the highest bestowed on a local board member. This prestigious peer-nominated award recognizes a local board of education member for commitment and dedication to service that reflects the qualities of a leader – vision, selflessness, and passion for their work. Chairman Cobey noted that the Raleigh Dingman Award winner is designated in statute to serve in an advisory capacity to this Board for one year.

Mr. Hooker was welcomed to his first official meeting and was presented with a plaque, SBE briefcase, pin and mug. The presentation was photographed.

### **SPECIAL PRESENTATION - RACE TO THE TOP EVALUATION REPORT ON TEACHER INCENTIVES AND STRATEGIC STAFFING**

- **Dr. Trip Stallings (NC State University Friday Institute) and Ms. Kari Kozlowski (UNC-Chapel Hill)**

Dr. Stallings set the context by providing an overview of the presentation, which included legislative action in 2014, specifically base pay, differentiated pay and incentive pay; and lessons learned from RtT related to incentive pay, state strategic staffing, and local strategic staffing.

Using a PowerPoint presentation, Ms. Kozlowski shared recent pay-for-performance study results and its impacts. The study included the traditional model of performance incentives, individual v. team incentives, teacher behavior, incentive amount, and effectiveness ratings.

Ms. Kozlowski provided a review of the eligibility requirements for the state's RttT bonus initiative for schools and teachers and terms of the initiative. Ms. Kozlowski shared that, thus far, there has been very little awareness by teachers of the existence of the incentive. Almost all teachers, whether awarded or not, said incentives would not change their teaching behavior or practices. She shared quotes from several teachers about the incentives. More teachers support school-wide (75%) rather than classroom-level bonuses (25%), and most teachers would rather see across-the-board salary increases than pay-for-performance bonuses, according to Ms. Kozlowski. In closing comments, she shared a final quote from a teacher regarding current teacher pay being disrespectful to the profession.

Dr. Stallings stated that one of the most interesting aspects of the RttT grant has been the opportunity provided to local districts to make decisions about how to use some of the funding. Further, one of the most interesting initiatives has been a strategic staffing plan, which involves some incentive or pay structure to encourage higher performing teachers to move into underperforming schools. 70 out of 115 LEAs are currently using RttT funds or other federal funds to support some type of strategic staffing plan. He spoke briefly about the diversity of the plans crafted to meet the specific needs of the school district.

In addition, Dr. Stallings defined the three elements of strategic staffing as a focus on high-need schools, a focus on differentiation of educator effectiveness, and incentives in support of high-need schools as well as teacher differentiation of educator effectiveness. Dr. Stallings elaborated about the state strategic staffing efforts, which encourage higher performing teachers to move to low-performing schools. He noted that the Board would receive a follow-up report on this issue later this year with the final analysis of implementation.

Using a state map, Dr. Stallings focused next on the local strategic staffing plans in North Carolina. He noted that estimates, including RttT funds and other sources, are over \$76 million in planned investment between 2010 and 2014. Dr. Stallings shared examples of Pitt County Schools' RttT-funded plan and Cumberland County Schools' non-RttT-funded plan.

In response to Dr. Oxendine's question about the lack of awareness, a brief discussion occurred about the many different levels that information travels through before reaching teachers, as well as the broad number of plans and changes to those plans on the state and local levels. A brief discussion also occurred about the effectiveness of teachers who move to low-performing schools. In addition, a conversation occurred about Dr. Foster's Star 3 program. In response to Superintendent Advisor Edwards question about research efforts in other states, Dr. Stallings noted a tremendous amount of research, stating that there is no consistent outcome across implementation. Ms. Kozlowski shared that the reason they focused on more recent studies is because they are timelier for today's conditions and the studies have moved methodologically to a point where they can more clearly isolate the effect of the performance incentive with more randomized studies and better study designs.

Treasurer Cowell encouraged communication about pay and benefits as choices become more complicated in state government. Dr. Stallings stated that it would be helpful for them to be a part of those conversations as well to learn more about what it takes to relay information fully to the people we are targeting.

Board member Alcorn shared a fundamental concern about competition among educators. A brief discussion occurred about negative consequences.

Referencing the data point shared earlier in the report that 75 percent of teachers preferred a school-wide bonus rather than an individual bonus, State Superintendent Atkinson asked the presenters to expand their comments this issue. Many schools are adapting the “it takes a whole school” approach; therefore, many teachers were concerned that individual bonuses would cause retreat to the “I want to teach my students and I’m not going to share my resources” model, according to Ms. Kozlowski. A brief discussion occurred about how competition can destroy a school’s atmosphere. Superintendent Advisor Edwards suggested that the State Board weigh in with the General Assembly to help inform them of this research on school effectiveness, which points to school culture and a team approach. In addition, he suggested using educators in the state to help develop a compensation plan that can make a difference.

**KEY INITIATIVES REPORTS AND DISCUSSION**

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

Mr. Levinson reported that, prior to the holidays, the Department submitted the RttT updated omnibus budget amendment and first no-cost extension request to the U.S. Department of Education (USED). Mr. Levinson stated that the Department feels that this plan will enhance the RttT initiatives thus far and over the next 18 months, inclusive of a fifth year, by providing the Department an opportunity to provide additional support to LEAs. He noted that copies of the submitted documents are located on the eBoard attached to the State Superintendent’s Report. Mr. Levinson shared that the Department anticipates hearing from USED over the next several months about approval.

Mr. Levinson also reviewed other key efforts and reports in progress. He shared that staff is already working on the final piece of the no-cost extension submission, which is due to USED by the end of January. Mr. Levinson stated that, in March, the Department would provide the State Board with a draft of the Bi-Annual Comprehensive Progress Update that is required by the General Assembly to the Joint Legislative Education Oversight Committee. In addition, in February or early March, USED will release its Year 3 RttT Annual Performance Report (APR), which is the third comprehensive assessment of RttT progress in North Carolina through the eyes of the funders. Mr. Levinson also mentioned that he has seen a draft of the State Specific Summary Report, which USED will release along with the APR. In his opinion, the draft is fair and comprehensive, identifies many significant accomplishments as well as a few shortcomings where we did not hit a target or had to delay something.

In closing remarks, Mr. Levinson addressed the recent *News & Observer* (N&O) headline “State Falls Short in RttT.” Mr. Levinson stated that the article somewhat relates to the headline, but is also disconnected. He stated that the article provides mostly information, but he does take issue with some of the things in the article. He stated that his primary concern is that the article does not provide the context, which he always tries to provide to the State Board in explaining the different initiatives and the ongoing work. Mr. Levinson shared that, by not providing the context, the article and headline were misleading. He encouraged Board members to let him know if they have any questions related to this article.

Chairman Cobey expressed appreciation to Mr. Levinson for his concern, but stressed that the article and its headline did not trouble him because he understands the RttT work.

Mr. Levinson shared that this article was followed by an N & O editorial, which provided several quotes about the positive aspects of RttT in showing progress and improving public schools, stating that it would not be fair to pronounce North Carolina's participation in RttT as unsuccessful.

## **STATE SUPERINTENDENT'S REPORT**

### **Development of Digital Learning Plan Underway**

Work is underway to develop an NC Digital Learning Plan to meet the requirements of digital learning legislation.

The work thus far is as follows:

- Met with three major groups essential to development of a digital learning plan
  - The eLearning Commission chaired by the Lieutenant Governor
  - Information Technology Services and State CIO Chris Estes
  - The General Assembly's key technology leadership
- Developed a Request for Proposals (RFP)

Today the State Board will be asked to vote on using funds allocated by the General Assembly to issue the RFP.

### **PowerSchool/Home Base Implementation**

#### **Progress Assessment and Improvement Plan**

Dr. Atkinson recognized Mr. Philip Price to provide a progress report on the component of PowerSchool.

NC Department of Public Instruction staff and local school superintendents met with top Pearson leadership December 12-13 to assess PowerSchool implementation progress and how functionality and dependability can be improved over the coming weeks. Mr. Price shared that the superintendents were concerned about a clear commitment from Pearson and the Department to deliver products that would be useful in the classroom, reliability and sustainability of the products, as well as the level of support they were getting from Pearson and the Department.

Some steps that have been taken because of these discussions include

- A Pearson project manager and at least one DPI staff member has been assigned to each of the regions to work on a case-by-case basis for system solutions.
- Weekly webinars begin in January about status of PowerSchool updates and fixes.
- A Chief Technology Officers' workshop will be offered in February regarding system capacity for simultaneous usage as well as a special session for superintendents on this topic.
- DPI will publish and maintain a comprehensive calendar for PowerSchool updates.
- A detailed schedule of professional development to enable school personnel to do 2014-15 student and teacher schedules.

Dr. Atkinson noted that one of the challenges the Department is facing is related to GPAs because approximately 75 schools may have not followed the appropriate state protocol in determining GPAs. That is one of the reasons the Department recommended on Wednesday that it needs to develop a solution that will not negatively affect students.

In response to Dr. Oxendine's question, Mr. Price explained that the contract with Pearson was a three-year contract with two one-year extensions. He stated that renegotiation should begin during the third year. Mr. Price also spoke briefly about Schoolnet in response to Dr. Oxendine's request.

A brief discussion occurred about the timeline for data resolution, and operational functioning of PowerSchool expected by the end of the month. PMR/ADM reports are also a top priority, according to Mr. Price. A brief discussion occurred related to this issue.

Superintendent Advisor Edwards pointed out that not all LEAs have heard from Project Management support staff from Pearson. Dr. Atkinson stated that the Department would send the names and contact information of Project Managers from Pearson to each district.

### **2013-14 National Title I Distinguished Schools Recognition**

The Department of Public Instruction is pleased to announce the following schools as the North Carolina's 2014 National Title I Distinguished Schools.

The winner of the High Performance category is Jonathan Valley Elementary School in Waynesville, NC, of Haywood County Public Schools. The principal is Ms. Heather Hollingsworth, and Dr. Anne Garrett is the LEA's Superintendent.

Schools competing in this category had to

- exceed the state's average performance in reading and math over the last three years,
- test 40% of students in each subgroup,
- achieve all of their Annual Measurable Objectives over the last two to three years, and
- have a poverty rate of at least 50% or greater.

The winner of the High Progress category is Calvin Wiley Elementary School in Greensboro, NC, of Guilford County Public Schools. The school's principal is Ms. Tavy Fields, and the LEA's Superintendent is Mr. Maurice Green.

Schools competing in this category had to

- demonstrate a trend of closing the racial achievement gap over the last three years,
- test 40% of students in each subgroup, and
- have a poverty rate of at least 50% or greater.

Schools competing for national recognition were chosen by the North Carolina National Title I Distinguished Schools' Advisory Council.

The two winning schools received \$12,500 to go toward efforts to help students continue to achieve at their highest level and to support them to attend the National Conference on Title I Schools in San Diego, CA in February 2014.

Dr. Atkinson shared that Principal Heather Hollingsworth of Jonathan Valley Elementary School was sick therefore could not make the trip today. Principal Tavy Fields, Assistant Principal Chelsea Smith and Title I Director Melissa Nixon from Calvin Wiley Elementary School were invited forward to receive their award. The presentation was photographed.

Following the presentation, Principal Fields provided a brief PowerPoint presentation about Calvin Wiley Elementary School.

**Presidential Scholars Program****Six NC Seniors Elevated to National Competition**

Six North Carolina seniors have been nominated for the U.S. Presidential Scholars Program, established by President Lyndon Johnson in 1964.

The mission of the program is to recognize and honor superior high school seniors and thereby to encourage high attainment among all students.

- The program has honored more than 6,000 seniors since its founding, and in 2011-12 was expanded to include students who have overcome special challenges or hurdles while still achieving academic success.
- North Carolina's six nominees include students who have overcome life-threatening illnesses, parental loss, bullying and abuse.
- Several students work 40 hours a week to support their families. Other obstacles overcome include taking care of family members with chronic illnesses or disabilities and being placed on homebound status while receiving cancer treatment.

Despite these challenges, all of the North Carolina nominees are National Honor Society students, take rigorous coursework, rank in the top five in their high school classes and involve themselves in numerous civic and school activities.

**Superintendent's Quarterly****Quarterly meeting conducted in conjunction with NCSA**

Department of Public Instruction staff met with local superintendents in a quarterly meeting held in conjunction with the North Carolina School Superintendents' Association

Topics discussed included

- Read to Achieve
- PowerSchool/Home Base Implementation
- State Board of Education Strategic Plan

Dr. Atkinson shared that board members may have received resolutions from school districts related to Read to Achieve. Concerns include the time it will take a teacher to do the optional component of portfolios, charter schools and other public schools not being held to the same requirement, and readability formulas used to develop the portfolio passages. Dr. Atkinson stated that the Department would convene an advisory committee, within the next month, comprised of reading experts from school districts and IHEs as well as other partners to review and gather feedback about the public domain of the 126 passages. Dr. Atkinson pointed out the portfolio passages are an option for school districts to use. As we would expect, all LEAs want their students to be successful and they will not want to take a chance in not helping their students with one of the alternatives such as the portfolio, according to Dr. Atkinson. Dr. Oxendine requested, with Chairman Cobey's permission, to serve on that advisory committee. There was no objection.

Dr. Atkinson stated that another option for school districts is to have an alternative assessment to use in lieu of the portfolio or the end-of-grade alternative test developed by the Department. Dr. Atkinson reported that the Department is in conversation with Charlotte-Mecklenburg and Union County. She noted that Charlotte-Mecklenburg has a proposal that is an excellent alternative. Dr. Atkinson also

Shared that the Department will be communicating with school districts about sending in their proposals for State Board approval, which is a requirement of all alternative assessments.

Chairman Cobey suggested that, as the Board approves alternative assessments, he would like the Board to make it an option for LEAs to adopt the approved alternative assessments developed by other districts.

### **OpenClass Rollout Collaboration via Home Base Moves Forward**

Dr. Atkinson recognized Dr. Sarah McManus to provide an update about OpenClass.

Dr. McManus prefaced her comments by pointing out that there is a PowerPoint about this initiative on the eBoard. She shared that OpenClass is one of three integrated instructional components of Home Base that districts will have the option to use. Seven LEAs are set to begin using OpenClass, the collaborative online space for student and teacher use under Home Base.

- Training for DPI staff and LEA staff is moving forward
- 56 LEAs and charters have expressed interest in using OpenClass
- By the end of January, 53 LEAs will have completed training in OpenClass with additional trainings to be announced.

### **Recent Activities of the State Superintendent**

#### **Attended and/or delivered remarks/keynote address at**

- Contemporary Issues in Education meeting, Elizabeth City, NC
- Halifax Education Summit, Weldon, NC
- CTE Commission meeting, Frankfort, KY
- NC School Boards Association Common Core Discussion, Wilmington, NC
- Economic Development Board, Raleigh, NC
- NC School Superintendents' Association, Raleigh, NC

#### **Visited**

- Belmont Elementary School, Roanoke Rapids, NC
- Chaloner Middle School, Roanoke Rapids, NC
- Roanoke Rapids High School, Roanoke Rapids, NC
- Elizabeth City Middle School, Elizabeth City, NC
- Pasquotank High School, Elizabeth City, NC
- Perquimans Central School, Winfall, NC
- Perquimans High School, Hertford, NC

### **RttT Omnibus Budget Amendment and No-Cost Extension**

#### **Updated RttT Budget Amendment and Extension Request Ready for Review**

Attached are the updated Race to the Top Year 4 omnibus budget amendments (now referred to as 'Amendment 15') and the first no-cost extension request ('NCE #1') for submission to USED.

### **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 December 5
- Completed draft of Amendment 15 request for current USED-approved Detailed Scope of Work (DSW) and Budget, as well as the first "No Cost Extension" request; the Governor's Office completed its review of

the draft, which was formally submitted to USED at the beginning of January 2014

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 19 amended DSWs this month, as of December 20 (have approved 121 LEA/Charter School amended DSWs since July 1, 2013)
- Began planning (with Regional Leads) for READY IV meetings to be held across the state in spring 2014 to provide LEAS with: 1) updates and information about the opt-in information around Home Base, 2) information about the Educator Effectiveness information (both the NC Educator Evaluation System and the Truenorthlogic platform), and 3) information on the “A-F Accountability Model” process ahead of the first school designations in August 2014
- Began developing communications piece for parents about the new *NC Standard Course of Study*; to be distributed at upcoming events and added to online resources
- Continued developing the messaging strategy for NC Educator Evaluation System (NCEES) and the NC Final Exams by meetings with contract PR firm
- Continued developing Best Practices Guide for Home Base communications for completion in January 2014; posted a Home Base Support Center Best Practices Guide online, with links to local and state assistance

### Standards & Assessments:

- Posted the second English/Language Arts (ELA) Scoop Newsletter on the NCDPI wiki to provide educators across the state with resources to use when implementing the state’s ELA standards:  
<http://elaccess.ncdpi.wikispaces.net/Newsletters>
- Continued preparation of support materials to LEAs around Goal Summaries; these are course-specific reports that summarize student performance for each learning goal or essential standard tested on End-of-Grade (EOG) and End-of-Course (EOC) assessments to provide summary assessment data and trend data that can help teachers examine potential strengths and weaknesses in their units of instruction and/or instructional programs
- Continued progress toward completion of the online standards-based report card that allows the reporting of students' progress relative to their mastery of grade-level standards; using the online standards-based report card, a teacher can indicate a student's performance level on each of the standards and objectives addressed in class during a specified grading period, and as part of the process in making this functionality operational, DPI curriculum and instruction content specialists are entering the course codes aligned to each grade level/course into the software so that the correct standards and objectives appear for teachers to complete their grading and commenting
- Conducted regional professional development sessions as requested to deepen educator knowledge of the new Standard Course of Study (ELA, Math, Science, Arts, ELL, Social Studies)
- Began planning Summer Institutes 2014 to provide educators with additional training on the *NC Standard Course of Study*
- Continued work identifying Smarter Balanced Assessment Consortium (SBAC) Digital Library resources (ELA and Math Formative Assessment resources) to share with SBAC consortium states; North Carolina's team of educators involved in this work are submitting formative assessment resources for inclusion in the SBAC Digital Library and are also serving as reviewers of resources submitted by North Carolina educators and educators from other consortium states
- Provided training sessions for principals on what they should look for in the classroom related to the new Standard Course of Study

### Data Systems to Improve Instruction:

- Performed upgrade of the Home Base Instructional Improvement System (Schoolnet) during the weekend of Dec. 7-8; this new version, 15.2, includes some new features and addresses many identified bugs (for a list of some of those features and fixes, visit  
<http://www.ncpublicschools.org/docs/homebase/updates/biweekly/2013/20131212.pdf>

- Continued work with vendor to adjust Schoolnet configurations to maximize performance of the system for all users across the state; this type of work helps with quicker response times as you build assessments or create lessons plans, for example.
- Continued reviewing and preparing new assessment items to upload into Home Base
- Continued work to load historical End-of-Course (EOC) and End-of-Grade (EOG), Career and Technical Education (CTE), and mCLASS assessment data into Home Base for use in Schoolnet dashboards; the target date for the upload is set for late January 2014
- Continued work to roll out OpenClass, including training for NCDPI and LEA staff; Currently seven LEAs are set up to begin using OpenClass in January 2014, and 56 LEAs and charter schools have expressed an interest in using OpenClass
- Continued providing training on Home Base tools, including refresher courses for LEAs and internal staff on Schoolnet

**Great Teachers & Principals:**

- Began release of educator evaluation dashboards to district staff members, principals, and teachers; district staff members and principals currently have access, while teachers will be able to access evaluation dashboards on January 6
- Loaded and prepared student-teacher linkages for first semester roster verification, which begins in January
- Received seven requests for flexibility to use school-wide data to determine Standard Six ratings for teachers; the SBE will consider the requests at its January meeting
- Met with Advanced and Intellectually Gifted (AIG) workgroup to develop appropriate student growth measurement recommendations for AIG teachers
- Drafted contract amendment to begin procurement process for Analysis of Student Work and Student Survey online platforms
- Finalized initial training modules for Analysis of Student Work pilot participants, and created a Wikispace to disseminate all information related to the pilot
- Received Standard Six student growth data from SAS and began disaggregation of the data by Institute of Higher Education (IHE) and licensure area for the 2012-13 IHE Report Cards
- Continued providing leadership training and mentoring for 20 Kenan Fellows working on curricular projects and PD 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); mentors are currently reviewing each of the projects and providing feedback
- Continued providing on-site classroom observations and instructional coaching to 1,170 first and second year teachers in 120 schools and 29 local school districts served by the New Teacher Support Program (NTSP)
- Provided one-on-one coaching and access to online resources to 278 first- and second- year Teach for America (TFA) corps members; Conducted the annual Teaching and Learning Summit, providing leadership and PD workshops for all current corps members and alumni
- Provided support for 11 North Carolina Teacher Corps (NCTC) members to attend the three-day NC Exceptional Children Conference
- Continued planning professional development for February 8, 2014, for NCTC Cohort I and II members
- Provided job-placement support for 106 NCTC Cohort I and II members; as of December 17, 2013, 96 corps members were employed as classroom teachers in local school districts (91%) and receiving classroom observations and instructional coaching from NCTC staff

- 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
- Continued providing PD to NELA, PTLA, and SLA Cohort III administrative interns
- Continued planning for Summer Institutes 2014, which will take place in all eight regions across the state (regions 1, 2, 5, and 7 will hold simultaneous sessions on July 7-8, 2014, while regions 3, 4, 6, and 8 will participate simultaneously during July 9-10, 2014)
- Concluded the pilot PD course through the Truenorthlogic platform, Universal Design of Learning, on December 15, 2013; 93 percent of those teachers who started the course completed it, and NCDPI is in the process of reviewing feedback on the pilot
- Filled two major vacancies on the PDI team, adding PD leads for Regions 1 and 7

### **NC Virtual Public Schools:**

- Continued revisions of first-year courses; Earth and Environmental Science is complete and is going through the review process, while revisions for Math I and Math II are close to completion with the development team
- Continued developing the Biotechnology and AgriScience course scheduled for piloting in the spring of 2014
- Awaiting State Information Technology Services (ITS) approval for two mobile application Request for Proposals (RFPs)
- Continued weekly meetings of the STEM leadership group to plan for and provide targeted school support related to the blended STEM courses
- Conducted PD sessions for November focused on new science standards and engineering guidelines; training is live in Moodle for teacher access
- Finalized draft of a new “Getting Started” module to prepare students and teachers for all STEM courses
- Prepared January professional learning focused on co-teaching and blending learning practices for online/face-to-face collaborations

### **Turning Around the Lowest-Achieving Schools (TALAS):**

- Provided Professional Development for School Leaders Session #13, which consisted of school visits to eight different school sites whose principals had the opportunity to highlight the turnaround processes for their schools that have yielded the most success in increasing student achievement, while visiting school leaders had the opportunity to delve successful practices by asking questions, observing implementation, and participating in group discussions. Schools hosting these sessions included:
  - Elementary schools: Draper (Rockingham County), Mineral Springs (Richmond County), Northwest Elementary (Pitt County), Stories Creek (Person County)
  - Middle schools: Martin Luther King Jr. (Charlotte-Mecklenburg), Wellcome (Pitt County)
  - High schools: Greene Central (Greene County), Dudley (Guilford County)
- Completed Comprehensive Needs Assessment (CNA) visits for the following schools:
  - Guilford County: Dudley HS; TW Andrews HS; Parkview ES (all TALAS)
  - Moore County: Pinckney Academy (SIG)
  - Winston-Salem/Forsyth County: Kennedy Charter (SIG)

- 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 (more than 50 percent of the Priority Schools are schools on the RttT TALAS list)

#### **NC Education Cloud:**

- Completed 10 meetings between the Identity and Access Management (IAM) team and representatives from early adopting LEAs (typically Technology Director, the lead technical contact, and a representative from the system's data or accountability office) to ensure all data is correct and of high integrity; in this process members of the IAM team meet with LEA representatives to walk through the technical and business processes regarding "turning on" the service to their LEA; LEA representatives typically include the Technology Director, the lead technical contact, and a representative from the system's data or accountability office
- Held meetings between the IAM team and representatives from NCDPI and Pearson regarding Home Base integration with the IAM service
- Continued to hold meetings between the Business Systems team and LEAs regarding next generation HR and Finance systems; the Business Systems team is working to develop an RFP to modernize statewide applicant tracking, to provide a single system in which applicants can apply to multiple LEAs
- Continued work on RFP development for Cloud systems: 1) NC ITS is moving the Mobile Device Management RFP forward and the team is identifying the updated pool of interested LEAs wishing to opt in, and 2) the Instructional and Content Services team is working to develop a RFP for Learning Management System services that will integrate with PowerSchool roster and gradebook data

#### **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 II courses in response to reviewer feedback
  - Continued development of Level III courses in Biotechnology and Agriscience, Aerospace, Security and Advance Manufacturing, Energy and Sustainability, and Health and Life Sciences; Level III digital content will be posted in December
  - Developed course descriptions of STEM Courses for Career and Technical Education Course Catalogue to assist schools in placing students into these courses
  - Content is available in a Dropbox folder and Moodle
- Continued Instructional and Leadership Coaching and provided (through North Carolina New Schools):
  - 17 days of Leadership coaching for principals at the Anchor and Affinity Network Schools (three days at Anchor Schools and 14 days at Affinity Schools are planned)
  - 63 days of Instructional Coaching for teachers at the Anchor and Affinity Network Schools (10.5 days at Anchor Schools and 52.5 days at the Affinity Schools are planned)
  - Professional development: Secondary Lenses on Learning on December 3; two principals (Wake NCSU and Athens Drive) and two teachers from Wake NCSU and Athens Drive attended

- Leadership professional development for one principal: STEM Teachers Education Program (NC STEP) on December 4, Southern High School in Durham attended
- Industry Innovation Council meeting (Health & Life Sciences Industry focus) on December 3 at Biogen Idec in Research Triangle Park
- Promoted STEM Education (NC Department of Public Instruction):
  - Met with North Carolina New Schools and North Carolina Science, Mathematics, Technology Education Center to plan a Webinar series to help schools understand and complete the NC STEM Recognition Application (December 2)
  - Participated in “Real World Design Challenge” conference call: eight teams from North Carolina are registered for this nationwide STEM opportunity, with three of these teams representing RttT Affinity Schools (December 12)
  - Presented on STEM strategies in North Carolina during a national webinar (December 17)

### **Evaluation:**

- Continued ongoing project meetings for data collection and analysis related to Teacher and Leader Effectiveness
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders
  - Completed the revised draft of The Distribution of Teacher Value Added in North Carolina (teacher quality) baseline report which was approved by the State Board of Education in December
  - Submitted initial draft of North Carolina Leadership Academies; Final 2013 Report to NCDPI for review
  - Submitted interim memorandum titled Characteristics of Past and Current Teach for America-Eastern North Carolina Corps Members, 2013 (as part of the North Carolina Teacher Corps evaluation) to NCDPI for review
- Continued data collection for reports related to Professional Development
  - Continued planning and data collection related to Year 4 statewide and online professional development
- Continued data collection and analysis related to District and School Transformation evaluation activities
  - Completed the revised draft of Race to the Top Evaluation: STEM Affinity Network – Third Year Report, which was approved by the State Board of Education in December
- Continued coding data and analysis of 2012-13 financial data for next report on local spending
- Continued work on the draft Overall Cost Analysis report

### **Legislative Update**

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

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

### **Recent presentations include**

- Joint Legislative Education Oversight Committee (JLEOC), January 7, 2014: GPA Calculations

### **Education Committees Future Meetings**

- House Select Committee on Education Innovation, January 22, 2014: Project L.I.F.T. Schools, Charlotte
- JLEOC, January 29, 2014: Driver Education
- JLEOC, February 4, 2014: Residential Schools
- Legislative Research Commission (LRC) Common Core Study, February/March 2014
- North Carolina Educator Effectiveness and Compensation Task Force – no meeting announced to date

Moving forward, Ms. Beaulieu requested input from Board members about establishing the State Board of Education's legislative agenda in expectation of the short session. She stated that items already include increasing teacher pay, reinstating master's pay, early childhood education/Pre-K, digital learning and textbooks, etc.

### **Rules Review Council Update**

Chairman Cobey recognized Ms. Katie Cornetto to provide the Rules Review Council Update.

Ms. Cornetto provided a status update of the rulemaking process. She explained that the Model Teacher Contract is currently in the public comment phase where we are receiving input from teachers about the law that required the rule. Ms. Cornetto stated that her office would compile and share the comments with Board members. The temporary rule-making comment period ends January 15. She asked Board members to refer any comments they receive about the Model Teacher Contracts to her office.

### **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 are adopted as a whole.

Chairman Cobey noted four 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 2 – Title III Annual Measurable Achievement Objectives (AMAO) Status Report for 2012-13, GCS 3 - Report to the North Carolina General Assembly: Implementation of the ABCs and Statewide Consolidated Assistance Program, GCS 4 - Report to the North Carolina General Assembly: Increase Access to Career/Technical Education, and TCS 6 - Report on School Connectivity Initiative.

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the Board voted unanimously to approve GCS 2 – Title III Annual Measurable Achievement Objectives (AMAO) Status Report for 2012-13, GCS 3 – Report to the North Carolina General Assembly: Implementation of the ABCs and Statewide Consolidated Assistance Program, GCS 4 – Report to the North Carolina General Assembly: Increase Access to Career/Technical Education, and TCS 6 – Report on School Connectivity Initiative as presented. (See Attachments)*

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

#### ***CONSENT***

#### **GCS 2 – Title III Annual Measurable Achievement Objectives (AMAO) Status Report for 2012-13**

**Policy Implications:** SBE Policy # GCS-A-012; 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:**

As a part of the *No Child Left Behind Act* (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs). The three objectives include the following.

- 1) Students identified as limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level; 2) increase the previous score by 0.5; or 3) reach the Comprehensive Objective Composite (COC).
- 2) There must be an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state-identified English language proficiency test. Effective with the 2008-09 school year and beyond, students must meet the COC as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test.
- 3) The percent of students in the LEP subgroup must annually meet its Annual Measurable Objectives (AMO) targets for academic proficiency in English language arts and mathematics.

LEAs that do not meet their AMAO targets two years in a row will be required to develop a detailed improvement plan as required by NCLB. See the attachments for additional information and a statistical summary of results.

**Recommendations:**

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

**CONSENT**

**GCS 3 - Report to the North Carolina General Assembly: Implementation of the ABCs and Statewide Consolidated Assistance Program**

**Policy Implications:** General Statute § 115C-12(25)

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

**Description:**

General Statute § 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) annually regarding the continued implementation of the ABCs Plan. Effective in 2012-13, the ABCs of Public Education are not reported for schools. The new Accountability Model, READY, provides school and district data on student performance. Information in the report includes an update of the 2012-13 READY results, report on the statewide system of support, AMO results as required by No Child Left Behind (NCLB), and schools identified as low performing.

The READY/AMO report for the 2012-13 school year was released electronically through the Internet. The READY/AMO Report and Supplemental Disaggregated State, School System and School Performance results were made available on November 7, 2013.

In addition, this report contains information as required through Section 7.6(b) of S.L.2006-66, which granted the State Board of Education authority to use funds appropriated to the State Public School Fund for the consolidated assistance program in support of the ongoing implementation of the ABCs, which is now reported as READY.

**Recommendations:**

It is recommended that the SBE approve the report.

**CONSENT**

**GCS 4 - Report to the North Carolina General Assembly: Increase Access to Career/Technical Education**

**Policy Implications:** Session Law 2013-1 Section 1 (b) and Section 2(c)

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

**Description:**

Session Law 2013-1 Section 1(b) directed the State Board of Education to establish criteria for awarding career and college endorsements to the high school diploma and to report to the General Assembly by February 1, 2014 progress toward establishing the specific criteria. Section 2(c) of the same law directed the State Board of Education to report to the General Assembly's Joint Legislative Education Oversight Committee by January 15, 2014 their progress toward increasing the accessibility to the licensure process and in developing alternative professional development supports for career and technical education teachers who may not have extensive teaching experience. The attached report details the strategies and actions that the Department of Public Instruction has implemented to comply with the legislation.

**Recommendations:**

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

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

**CONSENT**

**TCS 6 - Report on School Connectivity Initiative**

**Policy Implications:** Session Law 2007 – 323, Section 7.28(d) (HB 1473, 2007 Budget Act)

**Presenter(s):** Mr. Philip W. Price (Chief Financial Officer, Financial, Business and Technology Services) and Mr. Barry Pace (Manager, Connectivity Services)

**Description:**

Pursuant to Session Law 2007-323 SECTION 7.28(d), this School Connectivity Initiative (SCI) Report has been prepared. In this report, we provide an update on SCI activities beginning January 1, 2012, and ending January 1, 2013. The core provision for the SCI is specified as follows:

SECTION 7.28.(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms. The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location and schedule of sites to be served in 2007-2008 and in 2008-2009; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

**Recommendation(s):**

It is recommended that the SBE members accept this report.

**ACTION AND DISCUSSION AGENDA****LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)*****ACTION*****LFI 1 – Program Approval Requests Under the Innovative Education Initiatives Act**

**Policy Implications:** SBE Policy # GCS-F-005

**Presenter(s):** Mr. Rob Hines (Director, LEA Projects, Academic Services and Instructional Support)

**Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-step approval process. First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review and approval. Upon completion, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district(s) may revise the application and request SBE approval to open the program with local funds, if desired.

Five districts - Buncombe County Schools, Charlotte-Mecklenburg Schools, Northampton County Schools, Pender County Schools, and Wake County Schools – are requesting approval for a total of eight schools. All applications include requests for state funding from the General Assembly. Applications that receive State Board of Education and IHE board program approvals must be submitted for funding approval on April 1, 2014.

**Recommendations:**

It is recommended that the State Board of Education approve the CIHS Joint Advisory Committee recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Prior to making a motion, Chair Taylor pointed out that the Cooperative Innovative High School Joint Advisory Committee recommends approval of six of the eight schools. She noted that Northampton County Schools and Pender County Schools are not recommended for approval.
- Board member McDevitt distributed copies of the Buncombe County proposal, which represents the type of collaboration that can happen with the Chamber of Commerce, businesses, the community college, university system, etc.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the Cooperative Innovative High School Program applications as recommended by the CIHS Joint Advisory Committee. (See Attachment LFI 1)

***ACTION***

**LFI 2 – Final Approval for 2014 Charter Schools**

**Policy Implications:** SBE Policy # GCS-F-005

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

**Description:**

Seventy applicants submitted charter applications ahead of the March 1, 2013, 12:00 PM deadline with the hope of opening and operating a charter school in August 2014. The Public Charter School Advisory Council (PCSAC) divided into three subcommittees to review each complete application and any LEA impact statements. This level of review, which included the creation of a uniform rubric to be used for each applicant, was completed by the end of April 2013.

Through the review and majority vote, the PCSAC invited the boards of 32 applicant groups for interviews to occur during June and July of 2013. Each applicant group was provided an opportunity to address any deficiencies or concerns while the Council asked additional clarifying questions. Upon concluding the interviews, the PCSAC deliberated and voted to recommend 26 applicant groups for preliminary approval by the State Board of Education. Applications, rubrics, and impact statements are located on the following Office of Charter School webpage:

<http://www.ncpublicschools.org/charterschools/applications/2014-15>.

Those 26 applicant groups were presented to the State Board of Education in September 2013 and were granted preliminary approval -- some with specific stipulations that have already been met or will be in the near future. Those applicant groups are listed below; however, Attachment 1 has more information about each group (county, LEA, grades served and projected 10-year enrollment):

1. A.C.E. Academy
2. Anderson Creek Club Charter School
3. Bradford Preparatory School
4. Cardinal Charter Academy
5. Carolina STEM Academy
6. Charlotte Charter High School (name will be changing per SBE directive)
7. Charlotte Learning Academy
8. Concrete Roses STEM Academy
9. Dynamic Community Charter School
10. Entrepreneur High School
11. Envision Science Academy
12. Heritage Collegiate Leadership Academy
13. Invest Collegiate-Buncombe
14. KIPP Halifax College Preparatory
15. Pioneer Springs Community School
16. Providence Charter High School
17. Reaching All Minds Academy
18. South Brunswick Charter School
19. The Capital Encore Academy
20. The Franklin School of Innovation
21. Thunderbird Preparatory Academy
22. United Community School
23. Wake Forest Charter Academy
24. Wayne Preparatory Academy
25. West Charlotte Charter High School (name will be changing per SBE directive)
26. Wilson Preparatory Academy

The board members of the 26 schools have attended preliminary planning sessions led by DPI staff and current charter school leaders focused on governance, charter school law, school finance, federal programs and school operations since September 23, 2013. Attachment 2 provides an overview of the planning year and the sessions provided for these applicant groups. These sessions are in accordance with SBE policy # TCS-U-013, which mandates the planning year for charter applicants.

Of the 26 schools, additional information on two schools must be provided to the State Board of Education. Both of those instances are provided below:

1. Bradford Preparatory School -- this proposed school requests to have a change in its charter by moving from one LEA to another. The application, which received preliminary approval, indicates that the school is located in Cabarrus County. Due to acquisition of a facility, Bradford Preparatory School requests to relocate to Mecklenburg County. This move would not modify the student population as the charter clearly says its enrollments would be from both Cabarrus and Mecklenburg County. The new location is a move of approximately five miles, and the Office of Charter Schools has no concern with this proposed revision to the charter application.
2. Entrepreneur High School -- this proposed school has experienced significant turnover in its approved board of directors (only two of the original members remain). The Charter School Advisory Board (CSAB) interviewed them on December 10, 2013, to inquire of the situation involving that proposed school. Based upon the answers received by representatives from the interview, the CSAB unanimously voted to recommend final approval as long as the following information is provided to the Office of Charter Schools no later than December 31, 2013: (1) any employee that is a member of the board is to be an ex officio and nonvoting member, (2) the board of directors shall consist of five (5) voting members, and (3) amendment of the bylaws to match these modifications.

If granted final approval, the boards of these 26 applicant groups will be asked to complete a Ready to Open (RTO) process to ensure that a quality public charter school opens on time and is prepared on day one to meet their promise to the community. The RTO Process that will be implemented by the Office of Charter Schools can be seen in attachment 3. The process includes a listing of items essential for the school to have prepared no later than the last business day of May 2014. Applicant groups that are having significant issues will receive a pre-operational visit from the Office of Charter Schools that could result in additional information being shared with the State Board.

At the October 2013 meeting of the State Board of Education, the Board adopted modifications to several policies related to charter schools. One adopted policy stated that the initial term for new charter schools would be five years. Although the policy has not completed the rule making process, G.S. § 115C-238.29D(d) grants the State Board of Education legislative authority to establish a charter term "not to exceed 10 years."

Since setting the initial charter term at five years is permitted by statute, the State Board had to weigh several matters in making this decision. The bullets below highlight some of the reasons for the five-year initial term:

- The average existence of many schools that have closed in NC is just over five years.
- Thirty other states have initial charter terms of five years or less.
- The executive summary of January 2013, CREDO report on Charter School Growth and Replication states the following on page 5: "80% of schools in the bottom quintiles of performance remain low performers through their fifth year." Thus, a shorter initial term does not deny a school the opportunity for a 10-year charter in the future. Simply, charter schools must earn the longer charter by producing high quality academic results in its first few years of existence.

- The 2012 Principles and Standards put forward by the National Association of Charter School Authorizers (NACSA) states on page 26: “NACSA recommends five operating years per charter term. Such a term allows a school to develop beyond the startup phase and to produce a sufficient performance record and body of data needed for sound high-stakes decision making.”
- The 2009 National Alliance for Public Charter Schools model law also suggests “an initial term of five operating years.”

**Recommendations:**

Recommendations will be made based on successful completion of planning year requirements and presented at January 2014 SBE meeting.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She shared that Dr. Medley and Ms. Nance provided an overview of the extensive process required for final approval of charter schools. She explained that, while final approval is required by January 15, all of these charter schools will still go through the ready-to-open process, which will allow for any additional concerns or information to be shared with stakeholders. The charter is not effective until July 1.
- Treasurer Cowell cited several financial points from her perspective as State Treasurer. Using the pension system as an example, she suggested that, as we go forward with charters, clear operational guidelines are needed about financial obligations. She also explained that through the Local Government Commission, the State Treasurer’s Office oversees all the financials of local government including charter schools. As the number of charter schools increase, the State Treasurer’s Office will need additional staffing to be able to review the finances as required. Currently, there is no appropriation to cover these administrative costs. She also spoke about the tipping point for LEAs where there is a higher concentration of charter schools and the instability for the local education unit, which may occur because of the competing financials. Treasurer Cowell stated that she would work with Chair Taylor and others regarding these issues.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the charter applicants based on the successful completion of planning year requirements as recommended. (See Attachment LFI 2)

***DISCUSSION***

**LFI 3 – Renewal Recommendations for Charter Schools with Charters Expiring 2014**

**Policy Implications:** General Statute § 115C-238.29D(d); SBE Policy # TCS-U-007

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools) and Ms. Helen Nance (Chair, Charter School Advisory Board)

**Description:**

Based on G.S. § 115C-238.29D(d) and SBE Policy # TCS-U-007, the following charter schools are requesting renewal of their charters that will expire June 30, 2014:

Coastal Academy for Technology and Science (Carteret County)  
Carolina International School (Cabarrus County)  
Carter Community (Durham County)  
Community School of Davidson (Mecklenburg County)  
Crossnore Academy (Avery County)  
Dillard Academy (Wayne County)  
Guilford Preparatory (Guilford County)  
Kestrel Heights (Durham County)  
PACE Academy (Orange County)  
Research Triangle Academy (Durham County)  
Sugar Creek (Mecklenburg County)  
Torchlight Academy (Wake County)

As part of the renewal process, the Office of Charter Schools examined DPI compliance forms and completed renewal site visits to each school. That information, along with academic and enrollment data, was compiled into a renewal portfolio and was presented to the Charter School Advisory Board (CSAB). In looking at the information, the Advisory Board decided to bring back several schools for interviews in order to gain a better understanding of the school's situation. On December 9, 2013, the CSAB met to interview schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten-year renewal for 1) Carolina International School, 2) Community School of Davidson, 3) Crossnore Academy, 4) Sugar Creek, and 5) Torchlight Academy.

The Charter School Advisory Board recommended a five-year renewal for 1) Carter Community, 2) Dillard Academy, 3) Kestrel Heights, and 4) Research Triangle Academy. For Carter Community, the charter school needed to provide a copy of the financial audit to DPI and modify the mission on the school's website to match the one submitted in the self-study. For Kestrel Heights, the charter school needs to remain complaint in all areas, including no audit exceptions, through June 30, 2014, or the charter term decreases from five years to three years.

The Charter School Advisory Board recommended a three-year renewal with stipulations for Guilford Preparatory. Representatives from the board of Guilford Preparatory indicated, at the interview, the stipulations were understandable and clearly reasonable.

The Charter School Advisory Board recommended that the State Board of Education not renew the charters for Coastal Academy for Technology and Science, and PACE Academy. Both schools had patterns of noncompliance, low academic performance, and concerns related to the financial sustainability of each school. The nonrenewal votes of the CSAB were unanimous in both instances.

The Charter School Advisory Board, at its meeting on October 15, 2013, also unanimously voted to recommend that the State Board of Education adopt a \$500 renewal fee as stipulated in the newly revised charter school law.

**Recommendations:**

It is recommended that the State Board of Education accept the renewal recommendations as presented by the Charter School Advisory Board. It is also recommended that the renewal fee be established at \$500.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She stated that 12 charter schools are requesting renewal of their charters that will expire on June 30.
- Chair Taylor asked Board members and the audience to share any pertinent information related to these charter schools with Board members in advance of the State Board meeting in February.
- There was no further discussion.

This item is presented for Discussion during the January 2014 State Board of Education meeting and will return for Action in February. (See Attachment LFI 3)

**DISCUSSION****LFI 4 – Recommendation for Enrollment and Grade Expansion Request for Charter Schools**

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

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

**Description:**

Per G.S. § 115C-238.29D(d), beginning with the charter school's second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by twenty percent of the school's previous year enrollment or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

In the 2013 long session of the General Assembly, HB 250 was ratified and expanded charter school growth to allow charter schools to offer one grade level higher than the charter school currently offers if the charter school has operated for at least three years and has not been identified as having inadequate performance as provided in G.S. § 115C-238.29G(a1).

Four schools have submitted requests for expansion that need consideration by the State Board of Education. All four requests seek enrollment increases, and one school requests an expansion of grades served. The requests are considered material changes to the charter and, as such, require SBE approval.

The SBE may approve additional growth if the State Board finds that:

- 1) the actual enrollment of the charter school is within ten percent of the requested maximum growth,
- 2) the charter school has commitments for ninety percent of the requested maximum growth,
- 3) the charter school is not currently identified as low performing,
- 4) the charter school meets generally accepted standards of fiscal management, and

5) it is otherwise appropriate to approve the enrollment growth.

In previous years, an LEA Impact Statement was required by statute, but this requirement was recently removed from the law. However, to provide a full picture of the expansion requests, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. Of the four districts, only one LEA provided an impact statement, which is included in the attachments

**Recommendations:**

It is recommended that the SBE approve the enrollment and expansion requests of these four charter schools.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. At this time, there are no major concerns, according to Chair Taylor.
- There was no further discussion.

This item is presented for Discussion during the January 2014 State Board of Education meeting and will return for Action in February. (See Attachment LFI 4)

***NEW BUSINESS***

Under New Business, LFI Committee Chair Rebecca Taylor shared that, on Wednesday, the LFI Committee received an informative North Carolina Virtual Public School presentation from Educator of Excellence Ms. Lindsey Taylor.

In addition, the LFI Committee received an update on the Feasibility Study of Establishing a Western Campus for The School of Science of Math from Chief Academic Officer Dr. Rebecca Garland and Chancellor Todd Roberts from the NC School of Science and Math.

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

***ACTION***

**GCS 1 – Career and Technical Education Revisions to Essential Standards**

**Policy Implications:** SBE Policy # GCS-F-005

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

**Description:**

Career and Technical Education (CTE) is requesting revisions to the CTE Essential Standards to include four new courses.

**In Health Science, Health Science Cluster: Biomedical Technology II**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The National Institutes of Health (NIH) developed the curriculum. Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**In Trade & Industrial Education, Transportation Cluster: Automotive Service II**

This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**In Trade & Industrial Education, Arts, A/V Pathway: Adobe Video Design**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**In Trade & Industrial Education, Information Technology Pathway: Network Engineering Technology IV**

This course discusses the WAN technologies and network services required by converged applications in a complex network. This course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students will also develop the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses both Cisco Connecting Networks curricula. These courses must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning

strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

**Recommendations:**

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

**Discussion/Comments:**

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

Upon motion by Ms. Marcella Savage, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the revisions to the CTE Essential Standards as presented. (See Attachment GCS 1)

***NEW BUSINESS***

Under New Business, GCS Committee Chair Marcella Savage reported that the GCS Committee received a report from Dr. Rebecca Garland and Dr. Tammy Howard describing feedback from school districts and parents related to grading scales, specifically student mobility and the impact on a student's Grade Point Average (GPA). In response to Chair Savage, Dr. Garland explained that her question about maintaining a student's GPA prior to transferring to a new school district that uses a different method to calculate the GPA is a technical question for PowerSchool that she will have to research. Dr. Garland stated that she would report to the Board with the answer to this question in the near future.

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

***ACTION***

**TCP 1 – Procedure for Seeking Extensions for Licensure Requirements**

**Policy Implications:** SBE Policy # TCP-A-021

**Presenter(s):** Ms. Katie Cornetto (State Board of Education Attorney and Rulemaking Coordinator)

**Description:**

The State Board of Education will consider requests for one-year extensions of time to satisfy licensure requirements in State Board policy due to extenuating circumstances for teachers who: 1) following initial licensure, have not completed the course work required to maintain a license, or 2) have not met other licensure requirements. Extenuating circumstances shall be defined as the illness or physical

disability of the teacher; the death or catastrophic illness of a member of the teacher's immediate family, or other unforeseeable emergencies, beyond the reasonable control of the teacher, that have a direct and immediate adverse impact on the teacher's ability to complete the licensure requirements.

**Recommendation(s):**

It is recommended that the State Board of Education adopt the proposed policy changes.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She explained that this policy change narrows the reason in which a teacher can come to the State Board to request additional time to meet Licensure requirements.
- There was no further discussion.

Upon motion by <u>Dr. Olivia Oxendine</u> , and seconded by <u>Mr. Reginald Kenan</u> , the State Board of Education voted unanimously to adopt the proposed policy changes as recommended. (See Attachment TCP 1)
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***ACTION***

**TCP 2 – New Licensure Areas for Institutions of Higher Education Programs**

**Policy Implications:** SBE Policy # TCP-B-003

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director, Educator Effectiveness), and Dr. Rachel McBroom (Director, Educator Preparation)

**Description:**

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

**Recommendation(s):**

It is recommended that the SBE approve the licensure areas for the institutions on the attached list.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. The four IHE's requesting approval to add new licensure areas to their existing educator preparation programs include Barton College, Chowan College, Mount Olive College and Pfeiffer University.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the licensure areas for the IHEs as recommended. (See Attachment TCP 2)

***MOVED FROM ACTION ON FIRST READING TO DISCUSSION***  
**TCP 3 – LEA and Charter School Requests for Standard Six Flexibility**  
**Policy Implications:** SBE Policy # TCP-C-006

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Thomas Tomberlin (Director, District Human Resources)

**Description:**

Several districts have requested flexibility to measure student growth with assessments and processes other than the statewide measures. Changes to SBE Policy # TCP-C-006 allow districts to submit plans for local assessments and methods for measuring growth to determine the sixth standard rating for teachers of particular grades/subjects and courses. The attached documents are requests from LEAs or charter schools requesting the use of school-wide growth values in lieu of administering the indicated grades/subjects or courses. The requests are signed by the superintendent (or head of charter school), the local board of education chair (or charter board chair), and a teacher representative. The teachers in the grades/subjects and courses indicated in the request they will have school-wide growth values for their Standard Six rating in the 2013-14 school year. This school-wide growth value will be used in the calculation of those teachers' individual effectiveness rating.

The six charter schools requesting local flexibility waivers are Brevard Academy, Franklin Academy, Longleaf School of the Arts, New Dimension School, Roxboro Community School, Thomas Jefferson Classical Academy and Montgomery County Schools.

**Recommendation(s):**

The Department of Public Instruction recommends approval of the waivers for flexibility. Upon approval of the educator effectiveness flexibility request by the Department of Education, the Board approval will be considered complete.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee on Wednesday. As a result of the discussion, the Committee recommended that the Department develop a protocol for submitting and reviewing flexibility requests prior to the Board's consideration of this item.
- There was no further discussion.

This item was moved from Action on First Reading to a Discussion item in January 2014. (See Attachment TCP 3)

***DISCUSSION***

**TCP 4 – Proposed Standards Rubrics and Users Guide for the Evaluation of Career and Development Coordinators**

**Policy Implications:** SBE Policy # TCP-C-006

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

**Description:**

In January 2007, the State Board of Education approved new professional standards for the evaluation of teachers. Evaluation standards and rubrics for Allied Health Services Professionals were developed, aligned and endorsed by the State Board of Education in June 2013. Standards, rubrics and users guides are aligned and developed for the Career Development Coordinators. Research and Evaluation Associates worked with NCDPI staff to develop these instruments.

**Recommendation(s):**

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

**Discussion/Comments:**

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

This item is presented for Discussion in January 2014 and will be presented for Action in February 2014. (See Attachment TCP 4)

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

Prior to beginning this report, Chairman Cobey announced that, because of Wednesday's discussion and without objection, TCS 3 and TCS 4 have been moved from Discussion to Action on First Reading agenda items.

***ACTION***

**TCS 1 – Plan for Digital Learning in Public Schools**

**Policy Implications:** N/A

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial, Business, and Technology Services)

**Description:**

Section 6.11(g) of S.L. 2013-3601 authorizes the Department of Public Instruction to utilize \$1 million of the appropriated funds for a plan to transition to a digital learning environment.

**SECTION 6.11.(g)** Funds appropriated for Digital Learning pursuant to subsection (e) of this section shall be used to support grants to local education agencies (LEAs) 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.

Up to one million dollars (\$1,000,000) may be used by the Department of Public Instruction to (i) develop a plan to transition from funding for textbooks, both traditional and digital, to funding for digital materials, including textbooks and instructional resources and (ii) provide educational resources that remain current, are aligned with curriculum, and are effective for all learners by 2017. The plan shall also include an inventory of the infrastructure needed to support robust digital learning in public schools.

**SECTION 6.11.(h)** Subsection (c) of this section becomes effective June 30, 2013.

The Department of Public Instruction recommends combining the \$1 million of digital funds with up to \$3 million of Race to the Top grant funds to engage an outside vendor to develop a district-by-district and school-by-school prescriptive implementation Plan for enabling digital devices and content to be in the hands of every student by 2017 (per S.L. 2013-12).

**Recommendations:**

It is recommended that the State Board of Education allow \$1 million to be used to develop a Plan for digital learning in public schools.

**Discussion/Comments:**

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

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to allow \$1 million to be used to develop a Plan for digital learning in public schools. In addition, the RFP will be vetted with the newly established Digital Learning Advisory Committee. (See Attachment TCS 1)*

***ACTION***

**TCS 2 – Allotment Formula for Summer Reading Camps**

**Policy Implications:** N/A

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

**Description:**

Session Law 2012-142 Section 7A.1 requires summer reading camps to improve K-3 literacy. The allocation is increased from \$15,465,450 to \$20,465,450 due to the high number of students needed to be served (funds will carry over into FY 2014-15).

These funds shall be used by local education agencies and charter schools to provide additional educational programs outside of the instructional calendar to any third-grade student who does not demonstrate reading proficiency. Parents or guardians of impacted students not demonstrating reading proficiency shall make the final decision regarding the student's summer camp attendance.

Summer camp shall be

- (1) Six to eight weeks long, four to five days a week;
- (2) Include at least three hours of instructional time per day;
- (3) Be taught by compensated licensed teachers selected based on demonstrated student outcomes in reading proficiency; and
- (4) Allow volunteer mentors to read with students

Additional information is provided to the Board illustrating the recommended allotment formula.

**Recommendations:**

It is recommended that the State Board of Education approve the process for the funds to be allocated to the local education agencies and charter schools as presented.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Chair Alcorn reported that the allocation is increased to more than \$20 million for the Summer Reading Camps. The formula provides allocation details for each LEA and charter school.
- There was no further discussion.

*Upon motion by Mr. Gregory Alcorn, and seconded by Lt. Governor Dan Forest, the State Board of Education voted unanimously to approve the process for the funds to be allocated to the local education agencies and charter schools as presented. (See Attachment TCS 2)*

***MOVE FROM DISCUSSION TO ACTION ON FIRST READING***

**TCS 3 – Driver Education Educator Salary**

**Policy Implications:** Session Law 2011-334

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

**Description:**

Senate Bill 339 (Session Law 2011-334) requires the State Board of Education to adopt a salary range for the delivery of driver education courses by public school employees. The salary range shall be based on the driver education instructor's qualifications, certifications, and licensure specific to driver education.

The North Carolina Driver Education Advisory Committee (DEAC) created a subcommittee to study the current driver education instructors' salary structure and propose a recommendation to the State Board of Education.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation as proposed by the North Carolina Driver Education Advisory Committee.

**Discussion/Comments:**

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

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the proposed driver education instructors' salary structure recommendations made by the North Carolina Driver Education Advisory Committee as presented. (See Attachment TCS 3)*

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

**TCS 4 – NCVPS Advisory Board Membership**

**Policy Implications:** SBE Policy # TCS-B-002

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

**Description:**

Article III (d) of the North Carolina Virtual Public School (NCVPS) Advisory Board by-laws states that new board members will be nominated by the current board members or NCVPS representatives then presented to the State Board of Education (SBE) for approval, and Article II (a) of the NCVPS Advisory Board by-laws states that the NC SBE shall approve nominations for members of the NCVPS Advisory Board.

**Recommendation(s):**

The State Board of Education is asked to approve nominations for new membership to the North Carolina Virtual Public School Advisory Board.

**Discussion/Comments:**

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

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the nominations for new membership to the North Carolina Virtual Public School Advisory Board as presented. (See Attachment TCS 4)*

***DISCUSSION***

**TCS 5 – 2014-15 Supplemental Budget**

**Policy Implications:** General Statute § 115C-12(1a)

**Presenter(s):** Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Ms. Sarah Harris (Director, Financial Services Division)

**Description:**

Governor Pat McCrory has established his agenda to focus on three primary budget priorities: Economy, Education, and Efficiency of services. In keeping with these priorities, the Office of State Budget and Management has advised state agencies that supplemental budget requests for 2014-15 will be limited to statutorily mandated enrollment increases or entitlement programs, continued phase-in or new programs initiated in a previous fiscal year, and IT projects funded entirely through receipts. The supplemental budget requests are due to OSBM following the Board's action at its February 2014 meeting. At this meeting, the Board will approve those requests to be sent to the Governor.

**Recommendation(s):**

It is recommended that the State Board of Education approve the supplemental budget requests allowable under OSBM's instructions.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. The State Board will review the budget in detail over the next 30 days and develop priorities in consultation with the Board Chair, State Superintendent Atkinson and Department staff.
- Board Member McDevitt pointed out that the instructions from the state budget office had a due date of February 10. In addition, special provisions are due at the same time. Mr. McDevitt shared that special provisions can sometimes be major policy issues as mentioned by Ms. Beaulieu on Wednesday. He requested that the Board have an opportunity to review those special provisions as well. Mr. Price explained that the special provisions included in this particular request are those that were not in the biennium budget, i.e., they are technical ones that are standard and usually included in the first year of the biennium. The special provisions referenced by Ms. Beaulieu on Wednesday are those not included here, according to Mr. Price.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's January meeting and will return for Action in February 2014. (See Attachment TCS 5)

**UPDATE ON CONTRACTS**

*(See Attachment on eBoard)*

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

In response to Board member Taylor's question about contracts for individuals to help develop assessments, Superintendent Atkinson explained that those contracts are for the Kindergarten entry formative assessment as a requirement of the RtT Early Learning Grant received through the Governor's Office. While the grant is housed in the Governor's Office, it is one of the responsibilities of the Department in fulfilling the overall grant requirements. A brief discussion occurred related to the contract details.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE**  
(Ms. Tricia Willoughby, Chair and Mr. Reggie Kenan, Vice Chair)

***NEW BUSINESS***

Under New Business, HRS Committee Vice Chair Reginald Kenan reported that the HRS Committee received an informative presentation from Ms. Kym Martin and Mr. William Lassiter (NC Center for Safer Schools) about the NC Center for Safer Schools' 2013 Report to the Governor about the Myths of School and Youth Violence.

**CHAIRMAN'S REMARKS**

Chairman Cobey reminded Board members and the audience that he has named two special committees of Board members – the Global Education Special Committee and the Digital Learning Special Committee. Both of these committees will hold regular meetings and will work with Board and Department staff on initiatives related to their focus topics.

Chairman Cobey also reminded Board members that they should be continuing their work on the Board's strategic plan. Changes should be submitted to Mr. Hill no later than January 17.

In addition, Chairman Cobey asked Board members to continue to hold March 31 and April 1 on their calendars for the Board's next work session that will precede the Board's April 2 and 3 meetings. At this work session, the Board will be finalizing its strategic plan. He announced that the Board would join Board member Oxendine at UNC-Pembroke as the venue for this work session.

Chairman Cobey recapped some of the Board's work this month including approval of 26 new charter schools for operation beginning next fall, approval of six new cooperative innovative high schools, approved revisions to Essential Standards in Career and Technical Education, approved procedure for seeking extensions for licensure requirements, approved new licensure areas for four IHEs, approved allotment formulas for Summer Reading Camps, et al. In addition, the Board held robust discussions on a number of topics that will return to the Board in the coming months.

**OLD BUSINESS**

No old business was brought before the Board.

**NEW BUSINESS**

No new business was brought before the Board.

Prior to the Board's adjournment, Board member Reginald Kenan spoke briefly about the inspiring presentation by Calvin Wiley Elementary School, which demonstrated an innovative, loving and nurturing environment in which students can learn and grow.

Superintendent Advisor Edwards added that there is great work going on all over NC in large and small school districts. He specifically spoke about how large school systems around the country are struggling with issues that North Carolina's large districts are handling in motivational ways. He concluded his comments by stating that North Carolina is fortunate to have this type of momentum.

### **ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by State Treasurer Janet Cowell, and seconded by Ms. Rebecca Taylor, Board members voted unanimously to adjourn the January 8-9, 2014, meeting of the State Board of Education.*