

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 5, 2014**

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

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

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 Edward, 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 of Education Chairman William Cobey called the Wednesday session of the February 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the State Board would begin this month with its committee meetings rather than an Issues Session. He explained further that the Board uses Issues Sessions as a form of Board member development on important topics but does not necessarily schedule an Issues Session each month.

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.

Education Building, Raleigh	Wednesday, February 5, 2014	Board Room, 3:00 PM
------------------------------------	------------------------------------	----------------------------

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 February 5 and 6, 2014.

Upon motion made by Mr. Kevin Howell, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for February 5 and 6, 2014, as presented.

The Board's committee meetings followed approval of the agenda.

RECONVENE IN OPEN SESSION

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

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

Also present were:

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

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

CLOSED SESSION

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

Upon motion made by Mr. A.L. Collins, and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters and to discuss personnel matters.

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

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

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 6, 2014**

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

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

Also present were:

June St. Clair Atkinson, State Superintendent	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 Chairman William Cobey called the Thursday session of the February 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. For the record, Chairman Cobey shared that the Board approved the agenda for the February 5 and 6, 2014, SBE meeting on Wednesday morning.

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 John Tate 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 January 8 and 9, 2014, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. Greg Alcorn made a motion to approve the minutes of the January 8 and 9, 2014, State Board of Education meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

KEY INITIATIVES REPORTS AND DISCUSSION

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

Mr. Levinson prefaced this presentation by reporting that the Department is still waiting for the U.S. Department of Education (USED) to approve the omnibus budget amendments and no-cost extension #1 as well as the release of their Annual Performance Report. Mr. Levinson shared that the USED has followed up with a number of questions and, while approval is imminent, an approval date is not certain. Mr. Levinson stated that he anticipates that in March he will be able to talk more in depth about moving forward.

Mr. Levinson drew attention to the RttT monthly accounting of accomplishments across the program, and highlighted some of the work, which includes:

- Approved 12 local amendments bringing the total to 133 district amendments since July 2013.
- Submitted a second no-cost extension document by the deadline, January 31.
- Planned and/or scheduled spring professional development activities to be delivered regionally aimed at helping principals and teachers implement the *NC Standard Course of Study*.
- Made advances in stability of Home Base.
- Continued rolling out OpenClass, a new online collaboration and learning management tool that is part of the Home Base technology suite.
- Worked with teachers and principals to make sure educator effectiveness data is accurate.
- Piloted Assessment of Student Work (ASW) process.
- Continued development of new STEM courses for online and regular delivery.

Mr. Levinson shared that, across the RttT program, the Department continues to benefit from formative assessment from the Evaluation Team, noting that the State Board would receive the Third Annual Professional Development Report later on the agenda.

In advance of the March meeting, Mr. Levinson stated that the Department would provide Board members with the final draft of the mandated Bi-Annual Report to the Joint Legislative Education

Oversight Committee, which is due by March 15. The State Board of Education will be asked to approve the Bi-Annual Report during its March meeting.

Dr. Oxendine stated that the quantity of professional development is highly commendable and the model itself is stellar. However, she stated that she would like to hear more about how the professional development is impacting the classroom. Mr. Levinson noted the request and stated that he would ask Dr. Johnson to share that information with Board members in the near future.

CLOSED SESSION

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

Upon motion made by Vice Chairman A.L. Collins, and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters.

Following Closed Session, Chairman Cobey requested a motion to reconvene in Open Session.

Upon motion made by Mr. John Tate, and seconded by Mr. Kevin Howell, the Board voted unanimously to reconvene the State Board of Education in Open Session.

STATE SUPERINTENDENT'S REPORT

Read to Achieve Implementation Report

The NC Department of Public Instruction reported to the General Assembly's Joint Legislative Commission on Governmental Operations' staff January 28 regarding implementation of Read to Achieve law.

The presentation included

Options for students to meet 3rd grade promotion reading standards

- Pass beginning-of-grade reading test, or
- Pass end-of-grade reading test, or
- Pass state-developed alternative assessment, or
- Meet 70% proficiency on passages in portfolio, or
- Pass State Board of Education-approved local assessments

Twelve standards of reading for 3rd grade

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. Use sentence-level context as a clue to the meaning of a word or phrase.
6. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
7. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
8. Determine the main idea of a text; recount the key details and explain how they support the main idea.
9. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
11. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
12. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Final Recommendations to Improve Law

- Reduce the number of required passages for portfolio
- Give school districts flexibility in conducting summer reading camps
 - Extended learning opportunities
- Balanced calendar approach
- Extend funding for kindergarten, 1st and 2nd grades
- Allow promotion to 4th grade if otherwise ready and maintain requirements for focused intervention
- Provide consistency among charters and other public schools
- Clarify details about testing exceptional children

The presentation to the Joint Legislative Commission on Governmental Operations, Attachment 1, is available on eBoard.

Advisory Committee Appointed

Committee to Provide Input on Read to Achieve Implementation

A committee comprised of educators, parents and association professionals has been appointed to make recommendations to the General Assembly to improve its Read to Achieve law.

The committee includes

- education professionals from all eight education districts across North Carolina
- Parents and PTA officials
- Representatives from NCAE, the North Carolina School Boards Association and other professional organizations.

The committee held its first meeting in Raleigh on Friday, Jan. 31.

Among its recommendations were

- reduce the number of required passages in the portfolio option
- provide flexibility to local school districts regarding details of the summer reading camps
- allow school districts to have balanced school calendars to avoid summer reading losses
- treat charter schools and regular charter schools equitably, and

- count the 2013-14 school year as a trial run year only for Read to Achieve.

Available on eBoard are several documents used in discussion of Read to Achieve law. Attachments 2-6 are copies of third grade reading passages from North Carolina and other states. Attachment 7 is a copy of the General Assembly's Read to Achieve law. Attachment 8 articulates requirements of the General Assembly's Read to Achieve law. Attachment 9 provides the results of North Carolina's beginning of grade reading test.

Noting that there have been many complaints about the difficulty of the passages, Board member Oxendine asked Dr. Atkinson to address the recommended teaching process. Dr. Atkinson explained that recommendations in the implementation guide for the portfolio states that teachers are to make a decision about when it is appropriate for a student to use the portfolio passages. The decision should be based on formative assessments, observations, etc. When the teacher believes a student is ready to read the passage after instruction, then the passages would be given to the student to be read. Consequently, it is a teacher's decision.

SLDS Site Visit

USED Conducts Statewide Longitudinal Data Systems Grant Site Visit

U.S. Department of Education officials conducted a two-day site visit regarding North Carolina's P-20W Grant implementation.

The visit included presentations and discussion on

- project governance
- stakeholder cooperation among partner agencies
- project history and background, and
- training tools, portals and report capability
- concerns, potential barriers to success, strategies for overcoming these barriers to success and potential technical assistance.

Upon completion, the P-20W data system will better enable the state to follow the progress of students throughout their education and into the workforce. This will provide a more precise picture of trends, successes, and shortfalls, while enabling the state to make data-driven decisions on programs and policies.

Regional Small Group Meetings for Superintendents

NC DPI Staff Gets Input from Superintendents on Key Issues

NC DPI staff met with local superintendents in Durham, Monroe, and Enka, NC, to gather input on key issues facing the state's public schools.

Topics of discussion included

- Proficiency standards
- Read to Achieve alternative assessments
- The State Board of Education's budget priorities for the General Assembly
- GPA Calculations and honors credits, and
- The most recent Race to the Top amendment and the Governor's Teacher Network Initiative

STEM Education

Report Indicates Biopharmaceutical Sector Stepping Up to Improve STEM Education in U.S.

The biopharmaceutical industry sponsors at least two dozen programs in North Carolina aimed at improving science, technology, engineering and math education, according to a just-released report by the Battelle Technology Partnership Practice.

- Of these initiatives, 10 are specifically focused on North Carolina and 14 are national STEM programs that operate within the state.
- The report supported by the Pharmaceutical Research and Manufacturers of America details ongoing efforts to improve STEM education in elementary through post-secondary schools. The findings were unveiled at an event at the North Carolina Museum of Natural Sciences to highlight the importance of STEM education to the state's youth, its job base and its economy.

Charlotte High School Honored for Arts Innovation

Northwest School of the Arts in Charlotte, NC, was one of five winners of the 2013 College Board Award for Innovation and Excellence in the Arts. The award recognizes five winners nationally. Northwest School of the Arts won the honor for the Southern Region. The school was cited for fostering student engagement and critical thinking through arts innovation.

Recent Activities of the State Superintendent

Attended and/or delivered remarks/keynote address at

- Digital Learning Symposium, Raleigh, NC
- Council of Chief State Schools Officers Board of Directors' Retreat, Alexandria, VA
- Governor Jim Holshouser Legislators' Retreat, High Point, NC
- Department of Public Instruction Agency Roundtable, Raleigh, NC
- Teacher and Principal Advisory Council meetings, Raleigh, NC
- Give Five Read Five planning meeting, Raleigh, NC
- General Assembly's Joint Legislative Commission on Governmental Operations testimony on Read to Achieve, Raleigh, NC
- Governor's Teacher Advisory Committee meeting, Raleigh, NC
- STEM Education "We Work for Health" Coalition, Raleigh, NC
- Read to Achieve Advisory Committee meeting, Raleigh, NC

Visited

- Powell Gifted and Talented Elementary School, Raleigh, NC

RttT Monthly Highlights of Activities Completed

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

- Provided monthly RttT status report at State Board of Education (State Board) meeting on January 9
- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 12 amended DSWs this month, as of January 21 (have approved 133 LEA/Charter School amended DSWs since July 1, 2013)
- Continued planning (with Regional Leads) for READY IV meetings, which will be face-to-face meetings held across the state in March and April 2014 to provide superintendents and key central office personnel with: 1) updates and information about the opt-in information around Home Base, 2) information about Educator Effectiveness (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

- Completed development of Best Practices Guide for communications around Home Base for distribution to superintendents and LEA communications directors around the state
- Continued updating the READY and Home Base websites, including the Home Base toolkit materials

Standards & Assessments:

- Planned spring professional development sessions to assist educators across the state in implementing the *NC Standard Course of Study*:
 - Planned math professional development for the spring of 2014; Meredith College will implement four, two-day sessions across the state focusing on strategies for implementing the Math I and Math II standards, while DPI math consultants will provide trainings in the eight RESAs (as a part of the PD calendar) focusing on differentiating instruction for secondary math students and helping elementary math teachers to analyze and use their 3-5 EOG math results to identify needed instructional changes
 - Completed the planning and scheduling for the remaining four RESA trainings (as a part of the PD calendar) to help participants to delve deeper into the North Carolina Essential Standards for Science and to provide strategies and resources for teaching the standards
 - Scheduled spring trainings focused on the local implementation of the English Language Development Essential Standards; sessions will include topics such as an overview on how to use the English Language Development standards in conjunction with content standards from the Common Core and Essential Standards as a common point of reference for collaboration between language and content area specialists, an exploration of approaches (applicable to or adaptable for learners in all grade levels) to a text, and a refresher on the Sheltered Instruction Observation Protocol (SIOP) Model
 - Planned eight Regional Education Alliance/Consortia (RESA) trainings for Local Education Agency (LEA) and Charter School Leaders, and K-12 arts educators in any of the arts disciplines focused on implementation of the NC Arts Education Essential Standards; the arts education training will be held in conjunction with training for Institutes of Higher Education and the day will include designated time for arts education leaders and IHE faculty to meet together to discuss implementation of the pre-service arts integration requirement in public school law 115-C-96
- Participated in planning for a two-day statewide Student Achievement Instructional Summit for state Curriculum and Instructional leaders on January 29-30, 2014; the event will focus on using student achievement data to identify strategies to increase student performance in math and English/Language Arts (ELA)
- Created a resource/flyer to assist administrators in knowing what the ELA standards look like when implemented appropriately in the classroom; the flyer was posted on a newly created 'tab' on the ELA wiki

Data Systems to Improve Instruction:

- Worked with vendor to improve performance of Schoolnet; Pearson pulled together a team of engineers (hosting engineers trained to optimize the computing hardware architecture, network engineers to analyze and improve the efficiency of the flow of data across the network, and software engineers who specialize in optimizing the "structured query language" searches to the database) to assess the performance problems and take the following corrective actions (as of January 12):
 - Moved the SQL Server Database from a virtual server to a dedicated physical server with four times more RAM and significantly more processing capacity
 - Added five additional virtual web servers to spread the processing load
 - Added three indices to the Schoolnet database to optimize performance of database calls
 - Made adjustments to firewalls to provide more efficient flow of data
- Work will continue for several weeks to incrementally improve performance.
- Refined Keynote performance monitoring scripts and established a good performance baseline for future performance measuring
- Continued discussions with Cloud team regarding integration of Identity Access Management System (IAM) with Home Base applications

- Continued work to prepare the Truenorthlogic professional development tool, including moving online modules into the TNL Moodle environment and identifying LEAs for a second round of pilots for the PD system; the second-round pilot will occur in the spring (described in the following section), with the PD System going live to all LEAs by late spring 2014
- Continued work to roll out OpenClass, with the state now in “wave 3” of rollout (each wave includes training and set up to prepare the LEAs to use the system); as of January 24, forty-three LEAs in “wave 1” and “wave 2” have been trained on OpenClass and 19 of them are currently live and can actively use their Home Base OpenClass site
- Continued webinars on Schoolnet and OpenClass, which provide users with demonstrations on how to use various tools within the system and allow time for questions from the participants
- Continuing loading of historical EOC and EOG, CTE, and mCLASS assessment data for use in Schoolnet dashboards
- Planned for build of the summative assessment component (TestNav) and discussed options for conducting a pilot in TestNav in the 2014-15 school year
- Continued loading vetted, NC standards-aligned OER instructional resources into Schoolnet
- Continued reviewing and preparing to upload new assessment items into Home Base

Great Teachers & Principals:

- Scheduled two full-day Analysis of Student Work (ASW) pilot workshops coinciding with RESA trainings (through the PD calendar) in February and March
- Posted three training modules for ASW pilot participants; over 300 pilot participants have already completed the modules
- Explored development of dashboards to allow teachers and principals to analyze Student Survey data for their classroom/school
- Released teacher evaluation dashboards through EVAAS to all teachers on January 6
- Opened first-semester roster verification process "principal preview window" on January 20
- Continued to administer NC Final Exams for first semester courses (most districts tested in January)
- Loaded 2012-13 educator effectiveness data in online database and released to districts for QA prior to public release (release expected by February 14)
- Continued to receive requests for flexibility to use school-wide data to determine Standard Six ratings for teachers (10 requests received in total to date)
- Collaborated with educational researchers at the Carolina Institute for Public Policy Institute (CIPP) on the development and deployment of an IHE teacher preparation program graduate survey; began planning to use the data derived from the survey in the *IHE Report Card* in its next iteration
- Received approval from the State Board of Education on January 9, 2014, for requests from four private colleges and universities to add two undergraduate and two graduate licensure programs
- 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

- Continued planning professional development for February 8, 2014, for NCTC Cohort I and II members
- Continued providing on-site classroom observations and instructional coaching to 96 NCTC members
- 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 providing leadership coaching to Cohort III administrative interns and beginning administrators from Cohort II
- 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)
- Held kickoff and first session for participants in the inaugural cohort of Distinguished Leadership in Practice for Digital Learning (DLP_DL; formerly “Next Generation”) participants
- Prepared to launch the second pilot in the new Home Base PD system (set to begin on February 5); NCDPI will pilot a MOOClet on "Effective Digital Strategies for Teaching and Learning in the K-12 Classroom" that will test the system’s capacity to handle 200 participants in an online course
- Held two-day training for PD leads and staff from Educator Effectiveness designed to teach skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics; the training will be used to help prepare principals across the state to better assist “developing” teachers during the evaluation process

NC Virtual Public Schools:

- Completed revisions for Math 1 and 2 courses, and completed materials for the first half of Biotechnology/Agriscience 1, which will rollout in a phased approach in the spring of 2014; materials for the Math 3 course are in the outline and design stage for implementation in fall 2014
- Awaiting State Information Technology Services (ITS) approval for two mobile application Request for Proposals (RFPs) and an order for student iPads order for Biotechnology/Agriscience I course, which will rollout this spring
- Continued weekly meetings of the STEM leadership group to plan for and provide targeted school support related to the blended STEM courses
- Conducted January professional learning, which focused on co-teaching and collaboration to help the online and face-to-face teachers improve their work together by defining and refining their collaboration styles
- Developed eBooks for all STEM courses that will be utilized this spring 2014; future professional learning sessions will highlight these new delivery methods for teachers and students
- Revised the “Getting Started” unit (which teaches STEM students what online blended learning is, how to be successful in an online blended course, and how to work in the course) to better meet the needs of the courses; the revised unit is available for use in courses in the spring 2014 semester

Turning Around the Lowest-Achieving Schools (TALAS):

- Provided Professional Development for School Leaders Session #13 Continued planning “Professional Development for School Leaders Session #14” which will occur in February 2014 and focus on “Understanding the Needs of Diverse Learners”; the approximately 300 school leaders expected to attend will learn about the needs of particular subgroups of students (e.g., children of poverty, Exceptional Children, English Language Learners, and African-American males) and receive instruction on practical structures and techniques to implement outside of the classroom in order to improve the academic outcomes for these students
- Completed Comprehensive Needs Assessment (CNA) visits for the following schools:
 - Anson County: Anson MS, Morven ES, Anson HS (all TALAS)
 - Avery County: Crossnore Academy K-12 (SIG)

- Charlotte-Mecklenburg: Hawthorne HS (TALAS)
- New Hanover County: A H Snipes ES (TALAS)
- Halifax County: Dawson ES, Davie MS, Inborden ES, Everetts ES (all TALAS)
- Washington County: Pines ES, Washington County Union MS (both TALAS)
- Richmond County: Leak Street HS (alternative)
- Completed the following Family and Community Engagement (F.A.C.E.) trainings:
 - Rockingham City schools (Cultural Leadership)
 - Thomasville City schools (Evidence/Impact Classroom Observation)
 - Washington County, Washington County Union MS
 - Wayne County, Dillard MS (Cultural Leadership)
- 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:

- Continued meetings between the Identity and Access Management (IAM) team and early adopting LEAs to ensure all data is correct and of high integrity for the IAM rollout; the initial early adopter LEAs are in the process of claiming accounts in the IAM system as required for the early stages of integration
- Continued working to develop an RFP to modernize statewide applicant tracking and provide a single system in which applicants can apply to multiple LEAs for open positions; the draft language is complete and awaiting NCDPI and NC Information Technology Services (ITS) approval
- Began updating the pool of interested LEAs wishing to opt in to the Mobile Device Management solution as NC ITS indicated the RFP will move forward
- Continued working to develop a RFP for Learner Management System (LMS) services that will integrate with roster and grade book data in PowerSchool; the Instructional and Content Services team completed draft language for the RFP
- Met with NC ITS, the state IT agency, to share information as they undergo a legislatively required restructuring plan
- Worked to finalize the no cost extension request for the Cloud initiative

Science, Technology, Engineering & Math (STEM)

- Continued development of STEM courses (through North Carolina School of Science and Mathematics):
 - Completed development of Level III courses; revisions and copyright clearance work continued for Level III courses
 - Began development for Level IV courses in Biotechnology and Agriscience, Aerospace, Security and Advanced Manufacturing, Energy and Sustainability, and Health and Life Sciences; these courses are on-track for completion in the summer of 2014
- Continued instructional and leadership coaching for Anchor and Affinity Schools (through North Carolina New Schools):
 - Provided 18 days of Leadership coaching for principals at the Anchor and Affinity Network Schools (five days at Anchor Schools and 13 days at Affinity Schools)
 - Provided 34.5 days of Instructional Coaching for teachers at the Anchor and Affinity Network Schools (13.5 days at Anchor Schools and 21 days at the Affinity Schools)
 - Provided three professional development opportunities for principals and teachers at Anchor and Affinity schools

- Held one Industry Innovation Council meeting (Energy and Sustainability Focus)
- Notified Anchor/Affinity Schools about 2014 teacher extended summer employment opportunities; each school will have four teachers to work on STEM projects for classroom use, attend STEM-related professional development, and participate in externships to benefit their school's STEM program
- Continued to promote STEM Education:
- Met with NC Department of Transportation (NC DOT) to learn of STEM opportunities in the transportation field, build awareness of engineering fields available for females, and to disseminate opportunities to schools
- Participated in Real World Design Challenge conference calls: ten teams from North Carolina are registered for this nationwide STEM opportunity, with four of these teams representing RttT Affinity Schools

Evaluation:

- Continued on-going 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:
 - Provided a presentation titled *Performance Incentives and Strategic Staffing: An Evaluation Update* during the January meeting of the State Board of Education
 - Completed the revised draft of *North Carolina Leadership Academies: Final 2013 Report* to for submission to the State Board of Education for approval during their March meeting
- Continued data collection for reports related to Professional Development:
 - Continued planning and data collection related to Year 4 statewide and online professional development
 - Completed the revised draft of the *Third Annual Race to the Top Professional Development Evaluation Report* for submission to the State Board of Education for approval during their February meeting
 - Finalized presentation titled *NC Race to the Top Professional Development Evaluation: Third Annual Evaluation Report* to be provided to the State Board of Education during their February meeting
- Continued data collection and analysis related to District and School Transformation evaluation activities
- Continued coding data and analysis of 2012-13 financial data for 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 drew attention to a one-page handout, which is also posted on the eBoard. She highlighted the following list of recent and upcoming activity.

Recent Presentations

- A. Joint Legislative Commission on Governmental Operations, January 28, 2014:
Read to Achieve Implementation
- B. Joint Legislative Education Oversight Committee, February 4, 2014:
Residential Schools
- C. Joint Legislative Administrative Procedure Oversight Committee, February 4, 2014:
Licensure Fees

Education Committees – Future Meetings

- A. House Select Committee on Education Innovation, February 19, 2014
- B. Legislative Research Commission (LRC) – Common Core Study, February 20, 2014
- C. Joint Legislative Education Oversight Committee, March 4, 2014

D. North Carolina Educator Effectiveness and Compensation Task Force – no meeting announced to date

Local Initiative on Superintendent Leadership

➤ Mr. Jack Hoke (Executive Director, NC School Superintendents' Association)

State Superintendent Atkinson introduced Mr. Hoke to bring a status report about programs to develop superintendent leadership in North Carolina.

Using a PowerPoint presentation, Mr. Hoke explained that the Next Generation Superintendents' Development Program: Building Transformational Education Leaders program is designed to support the growth, expansion, and enhancement of superintendents along the North Carolina Superintendents Standards through a formative process that advances the stated purposes of the North Carolina Evaluation Process. Specifically the program is designed to guide superintendents as they reflect on and improve their effectiveness as district leaders, focus the personal leadership goals of the superintendents and link personal goals with district and state goals, and guide and facilitate the professional development of superintendents toward advanced levels of executive leadership as defined by the North Carolina Standards for Superintendents.

Mr. Hoke spoke briefly about the committee comprised of local superintendents, the scholastic support, and thought partners. He explained that this RttT-funded program has served 32 superintendents in a yearlong program, noting that there have not been any leadership academies or programs for superintendents since 2005. Mr. Hoke noted that currently 80 of the 115 superintendents have five years or less experience with the turnover rate averaging approximately 18 percent per year. That number is anticipated to be between 18-22 percent this year, according to Mr. Hoke.

Mr. Hoke reviewed the philosophy statement and spoke briefly about program offerings and outcomes, which are 1) to understand how to apply the content of the North Carolina Superintendent Standards, the Superintendent Support Continuum, and the Daggett System for Effective Instruction to transform learning within the school district; 2) to acquire and develop the Next Generation Executive Leadership capacity to transform the school district and the schools within the district through a process of Innovation and Adaptation; and 3) to establish a superintendent network of support, collaboration and influence.

In closing comments, Mr. Hoke shared several quotes from participants.

Brief discussions occurred about how this program affects bench strength and how the program addresses community leadership.

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 for several items. She shared that the Model Teacher Contract is currently going through the temporary rule-making process, which included a public hearing in January. Ms. Cornetto shared that Board members have received many comments regarding this

issue. She noted that one of the repeated criticisms concerned scheduling of the public hearing during a time when teachers could not be present. She explained that she is sensitive to this concern moving forward in the permanent rule-making process. Ms. Cornetto noted that most of the public comments are really about the law changing and not the contents of the Model Teaching Contract. Board members can expect communications about the permanent rule-making public hearing shortly, according to Ms. Cornetto.

In addition, Ms. Cornetto updated Board members about a presentation she made to the Administrative Procedures Oversight Committee in the Legislature, along with general counsel from the University and Community College Systems, on Tuesday, February 4. Ms. Cornetto explained that, according to law, each year justification is required for exemption from rulemaking. She shared that during this meeting she justified why it is still necessary for the Board to have an exemption in fee setting for Licensure, which is because the Department has an automated system and the fee structure will need to be tweaked over time and trying to set a rule is cumbersome because there are not accurate figures for a fiscal note. The Administrative Procedures Oversight Committee heard arguments from the University System and the Community Colleges about their blanket exemptions for rulemaking and the reasons they should continue to have them. Ms. Cornetto shared that during her presentation she was asked to follow up with a report from the State Board of Education that will provide specific examples about how the rulemaking process hinders what the State Board does on a daily basis in working with the community and being adaptable. Ms. Cornetto stated that she would bring that report to the Board in March for its approval to share with the Administrative Procedures Oversight Committee.

In closing comments, Ms. Cornetto reported that, currently, there are approximately 39 rules going through the rulemaking process.

INFORMATION AGENDA

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

INFORMATION

TCP 5 – Third Annual Race to the Top Professional Development Evaluation Report

Policy Implications: SBE Policy # GCS-F-005

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

Description:

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

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

The North Carolina Race to the Top (RttT) Professional Development Initiative is an expansive and multi-faceted effort to increase student achievement by updating the knowledge and skills of the state's public education workforce, which includes about 100,000 teachers and 2,400 principals. This initiative is driven by a host of substantial policy changes, including: adoption of new Common Core State Standards and North Carolina Essential Standards; implementation of new standardized state assessments; increased use of data to inform classroom and school decisions; rapid changes in the technologies and digital resources available for teaching and learning; new teacher and administrator evaluation processes; an increased emphasis on formative assessment to inform instructional decisions; and a heightened emphasis on improving college and career readiness among all student groups.

The data collected and shared in this report indicate that, during the 2012-13 school year, the North Carolina Department of Public Instruction (NCDPI) implemented and supported face-to-face and online professional development efforts as outlined in the RttT proposal. In addition, regional and local leadership teams implemented a wide variety of professional development strategies intended to help local educators transition to the new state standards, new assessments, and new educator evaluation systems. That is, the grant requirements were met. This evaluation report highlights a number of findings that merit consideration during the final year of RttT-supported professional development:

- *Overall, participants reported that the professional development activities were well-designed, implemented, and provided valuable learning opportunities.*
- *North Carolina educators were generally satisfied with the quality of both the face-to-face and online professional development events.*
- *Increased understanding and application of RttT priorities.*
- *Some differences in understanding and application across LEAs of different sizes.*
- *Increased cross-LEA collaboration.*
- *Continued reliance on school-level PLCs.*
- *Teachers less positive about readiness than leaders, and less positive over time.*
- *No evidence yet of gain in either self-reported or observed frequency of instructional strategies aligned with new standards.*

Overall, the data provide a clear and important message for state leadership. The state is fulfilling the requirements of the RttT professional development plan well, with participants generally rating the activities as directly addressing their professional development needs and as providing valuable professional learning opportunities. In addition, some progress has been made on developing local and regional professional development capacity, but further progress is needed and is expected to be addressed in the final year of the RttT grant. However, as the state's educators become more knowledgeable about the rapid and significant changes in curriculum standards, student assessments, data systems, educator evaluations, technologies, and overall expectations, they are recognizing that they have a long way to go to integrate all these changes into their day-to-day professional practices. Therefore, they are reporting a heightened awareness of how much more professional development and support they will need in order to be successful in responding to the changing expectations and improving their students' achievement. The effort to increase student achievement by updating the knowledge and skills of the state's entire public education workforce has begun well, but will need to be continued after the RttT grant ends.

Recommendations:

N/A

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine introduced Dr. Martin-McCoy to present the third annual evaluation report specifically focused on professional development.
- Dr. Martin-McCoy introduced the presenters – Dr. Trip Stallings, Dr. Jeni Corn and Dr. Glenn Kleiman.
- Dr. Kleiman prefaced this report by sharing that, due to Dr. Corn’s limited voice capacity, Dr. Stallings would provide her portion of the report.
- Providing opening contextual remarks, Dr. Kleiman noted that the RttT proposal contained an ambitious professional development plan due to the scale of the needs of more than 100,000 educators for professional development. He reminded Board members that the intent of the evaluation is to inform program improvements during the RttT period and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.
- Dr. Kleiman elaborated about the scale and scope of substantial policy changes. For example, teachers are being asked to teach new content in new ways using new technologies, according to Dr. Kleiman. In addition, he noted that the issues of teacher compensation, job security and incentives for additional learning have influenced the climate of teaching, which carries over into professional development.
- Dr. Kleiman also noted that changes in the staffing of schools are another factor to consider. He shared that the CERÉ-NC looked at employment data and found that only 31 percent of the schools have the same principal that they did when RttT was planned, and only 51 percent of the teachers are working in the same school. He reported that teacher transfers, relocations to other states, leaving the profession, retirements, etc., impact that number; consequently, planning professional development to impact the culture of the school with that amount of change is an enormous challenge.
- Dr. Kleiman stated that, given some of these contextual points, some of the evaluation details show results that may seem puzzling or disconcerting. However, the patterns are consistent with what is known about the change processes in education and other industries, according to Dr. Kleiman. For example, he shared that the participants in RttT activities rate the professional development as being well designed, relevant and helpful in advancing their understanding. However, there are also results where teachers report that they feel less ready for all of the changes than they did previously, and they are making less use of some of the recommended practices that go along with the new standards. Dr. Kleiman reiterated that the patterns may seem surprising, but really are within the research on change across industries; the effect is increased awareness. Teachers are now assessing their own readiness based on a greater understanding of the scale, scope and pace of change, which must be taken into account. In addition, there are concepts of productivity lags, implementation dips, etc., which really say that new practices take time to be used fluently and integrated into day-to-day practice, according to Dr. Kleiman. He added that we should expect ups and downs and should recognize that this entire context is affecting educators and how they respond to the professional development as well as their willingness to take the risk of trying new practices within their classrooms.
- After directing Board members to the complete report located on eBoard, Dr. Stallings shared that the first evaluation report for professional development was a baseline formative report of the activities for the 2010-11 school year. Year 2 was a more substantial series of formative reports

about evaluation of the state's face-to-face and online professional development for school year 2011-12. The Year 3 report is the third and final formative report, which covers the annual professional development cycle for the 2012-13 school year and a shift from statewide professional development efforts to local efforts and impact on teachers and administrators.

- Using a PowerPoint presentation, Dr. Stallings presented an overview of the Year 3 findings. He explained that the evaluation is broken into four major components: statewide efforts, short-term outcomes, intermediate outcomes and student performance. He elaborated on the major evaluation questions, and shared the findings for each of the components.
- Dr. Stallings noted that the evaluation report highlights a number of findings that merit consideration during the final year of RttT-support professional development. Overall findings include:
 - NC is fulfilling the requirements of the RttT professional development plan.
 - Participants generally rate the activities as providing valuable professional learning opportunities.
 - Progress on building local professional development capacity varies across districts and schools.
 - In the context of rapid and significant changes in education policy, further supports are needed for teachers to translate professional development into routine practice.
- In summary, Dr. Stallings stated that a lot of good professional development work has been done. However, lots more is needed to prepare and support NC educators for all the changes.
- Board member McDevitt commented about the state's commitment to professional development sustainability efforts. He stated that the need for professional development is greater today than ever, and greater tomorrow than today given the changes in technology, etc. In response to Mr. McDevitt's question about a recommendation for sustainability, Dr. Kleiman stated that the Friday Institute would commit to working with the Board and DPI on a professional development sustainability plan for the future.
- Dr. Kleiman fielded several questions from Board members about the impact of professional development on the school culture, i.e., professional learning communities, etc.
- In response to Board member Willoughby's question about using data from the Teacher Working Condition's Survey (TWCS), State Superintendent Atkinson stated that efforts are currently underway in getting the structure in place and working with different groups to inform professional development. Dr. Kleiman shared that CERE-NC is waiting to hear about the RttT no-cost extension, which would allow the evaluation team to extend the final professional development report to include the TWCS. Ms. Willoughby spoke briefly about the cross-district collaboration, which is an important way to make efficient use of the resources.
- In response to Board member Howell's question about a correlation between professional development and academic success for students, Dr. Kleiman shared that this data has not been collected yet. Dr. Stallings explained that conversations are occurring about how to handle this issue within the RttT grant period. He added that, at the very least, the NCEES results would be used.
- There was no further discussion.

This item is presented for information only.

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted four items for consideration on the consent agenda. He asked if any Board members wanted to remove any items from the Consent Agenda.

Board member Rebecca Taylor asked that additional attention be brought to LFI 4 prior to the vote. With the Chairman's approval, Dr. Medley explained that this item has been prepared so that the State Board of Education may approve the recommendations from the Charter School Advisory Board (CSAB) to establish a renewal fee that must be paid by charter schools seeking renewal. He added that, with the legislative change that occurred this past session stipulating that the State Board establish a fee of not less than \$500.00 and no more than \$1000.00, the CSAB voted unanimously to recommend that the State Board establish the fee at \$500.00. Board member Tate stated that, if the intention of the fee is to cover some renewal cost, he would be interested in receiving a report about this issue. Chairman Cobey explained that Dr. Medley is scheduled to report to the Joint Legislative Education Oversight Committee and the report includes information about the extent to which the fee covers expenditures.

Hearing no requests to remove any of the items, Chairman Cobey asked for a motion to approve LFI 3 – Report to the JLEOC on the Evaluation of Innovative High School Programs; LFI 4 – Recommendations for Charter School Renewal Fee; TCP 6 – Model Teacher Contract; and TCS 4 – Report to the Joint Legislative Education Oversight Committee: DPI/DMV Knowledge Testing Review.

Upon motion by Mr. John Tate, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve LFI 3 – Report to the JLEOC on the Evaluation of Innovative High School Programs; LFI 4 – Recommendations for Charter School Renewal Fee; TCP 6 – Model Teacher Contract; and TCS 4 – Report to the Joint Legislative Education Oversight Committee: DPI/DMV Knowledge Testing Review as presented. (See Attachments)

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

CONSENT

LFI 3 – Report to the Joint Legislative Education Oversight Committee (JLEOC) on the Evaluation of the Innovative High School Programs

Policy Implications: SL 2012-142 (HB 950) sec. 7.11(g)

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

Description:

The General Assembly's Joint Legislative Education Oversight Committee directs that "the State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high

schools. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.” The report is written annually by New Schools that manages the Early College High School Initiative.

Recommendations:

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

CONSENT

LFI 4 – Recommendations for Charter School Renewal Fee

Policy Implications: General Statute §115C-238.29B(e)

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

Description:

With the passage of Senate Bill 337 in the most recent legislative session, the charter school law was amended to include the following language: "The State Board shall establish reasonable fees of no less than five hundred dollars (\$500.00) and no more than one thousand dollars (\$1,000) for initial and renewal charter applications, in accordance with Article 2A of Chapter 150B of the General Statutes. No application fee shall be refunded in the event the application is rejected or the charter is revoked." The State Board of Education has already adopted a fee, through revision of its policies, for the initial applications.

In fulfilling its advisory role, the newly formed Charter School Advisory Board (CSAB) debated and forwarded a renewal fee recommendation at its meeting on October 15, 2013. The unanimous vote asked the State Board of Education to establish the renewal fee at \$500. Minutes of that CSAB meeting can be reviewed online at the following link:

<http://www.ncpublicschools.org/docs/charterschools/board/minutes10-2013.pdf>.

The Office of Charter Schools supports this recommendation by the CSAB presents this item to the State Board of Education for an official vote.

Recommendations:

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

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

CONSENT

TCP 6 – Model Teacher Contract

Policy Implications: Session Law 2013-360, Section 9.6(e); SBE Policy # TCP-D-009

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

Description:

Pursuant to Session Law 2013-360, Section 9.6(e), the State Board of Education approved the Model Teacher Contract Rule to begin the temporary rulemaking process. The State Board held its public hearing and accepted comments for the Model Teacher Contract Temporary Rule on January 15, 2014. All comments made at the public hearing as well as those comments submitted in writing are provided for your information. The temporary rule is presented for final SBE approval in order to present to the Rules Review Commission (RRC).

Recommendation(s):

It is recommended that the State Board of Education approve the model teacher contract and temporary rule to initiate the temporary rulemaking process.

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

CONSENT

TCS 4 – Report to the Joint Legislative Education Oversight Committee: DPI/DMV Knowledge Testing Review

Policy Implications: Session Law 2013-360 (SB 402, Budget Bill), Section 34.20(b)

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

Description:

This report (Driver Education) presents the information required by legislation in SL 2013-360, (SB 402, Budget Bill), Section 34.20(b) (see attached report).

The Division of Motor Vehicles and DPI shall collaborate to revise the driver knowledge test and to create a process for administration of the test and certification of passage by public schools administering driver education programs. The Division and the Department shall report to the Joint Legislative Transportation Oversight Committee, the Joint Legislative Program Evaluation Oversight Committee, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division no later than March 1, 2014, on their progress in meeting the requirements of this subsection.

Recommendation(s):

It is recommended that the SBE accept this report for submission to the General Assembly.

ACTION AND DISCUSSION AGENDA**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT****(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)*****ACTION*****LFI 1 – Renewal Information 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 for 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 compliant 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 that 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 State Board set the renewal fee at \$500.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting in January and again on Wednesday, February 5. Chair Taylor recognized Dr. Medley to speak specifically about the two non-renewals.
- Dr. Medley prefaced his comments by pointing out that, first, renewal decisions are always difficult, but are also part of the charter process. The renewal of a charter is never automatic, as the group that has been entrusted by the State Board of Education to take taxpayer dollars to provide high quality education for its students must earn it. Secondly, renewal decisions are based on past performance and not on future promises. He also noted that any charter school that struggles, whether in North Carolina or somewhere else in the country, is not because of the students in the school. The struggles are due to the leaders in that school and the decisions that they did or did not make to fulfill the terms of the charter agreement as well as the law. Finally, Dr. Medley stated that the CSAB adopted a mission that said that they wanted to work to ensure the existence of high-quality charter schools in North Carolina. He explained that one of the things that the CSAB had to do is to make a determination where these schools were shining stars of quality that they believed should be renewed to continue operation. The fact that both were voted unanimously not to renew by the CSAB, speaks volumes, according to Dr. Medley.
- At this time, Dr. Medley provided an overview of the reasons that the CSAB recommended not to renew the charter for Coastal Academy for Technology and Science. Dr. Medley reminded the Board that it granted this charter a two-year renewal in 2012, and the rationale was that they had significant issues related to compliance, low student enrollment, financial viability, and academic performance. In receiving the two-year charter, there were several stipulations required, according to Dr. Medley. First, Coastal Academy must have 65 students by the ninth month of enrollment last year; they did not meet that standard. In fact, the ADM for the full year was an average of 54, and the ninth month ADM was 44. He pointed out that in month five, the school declined from 62 down to 44. Dr. Medley shared that he believed that this year's budget was built upon 53 students, which is significantly below the statutory requirement of 65. The first month ADM was approximately 50 students and they still have not met the stipulations that they entered into with the State Board of

Education to continue operations. Second, one of the stipulations was that they not show a negative fund balance. Dr. Medley stated that the school met that standard, but in doing so, they did that by not paying their staff for a significant portion of the school year. Otherwise, they would not have met the standard. Unfortunately, Coastal Academy did not meet the stipulations that the State Board had placed upon them, according to Dr. Medley. Several of the CSAB members had served on the previous Advisory Council and interviewed Coastal Academy previously, but they noted in their discussions that some of the same issues that they saw two years ago are still in place. The Charter Board had turnover when interviewed by the Charter School Advisory Council a couple of years ago. The Charter Board said that they would do whatever it takes in order to make sure they were compliant, but did not. Dr. Medley stated that the same issues two years ago are the same that appeared this year. Low academic performance is an example. The graduation rate is significantly below that of the state as well as that of the LEA. The school's withdrawal rate is roughly three times the state average for charter schools. In addition, their academics have been up and down – performance composite well behind the state and LEA figures. The school had compliance issues in special education as well as Title II. The school has made some movement in working toward addressing those areas, but this information begs the larger question - if it takes the short-term renewal, and now at this point to move toward compliance, is that a high quality school? As it relates to historical enrollment, the school has dropped from 135 students down to 59. When the Department has gone out to do record audits, i.e., headcounts, there have been significant issues. In fact, he pointed out the information from Financial Services show that, in October 2013, the records were so inadequate that they could not adequately perform the ADM audit. When the Department has conducted headcounts, the largest number ever counted in the building is 42. Obviously, low enrollment directly contributes to fiscal concerns, according to Dr. Medley. The school has been under financial warning for the last two years. While it has moved up and down on the scale, the Division of School Business, in providing information to the CSAB, made this statement, "The school has had declining student enrollment since 2010, and the ADM is not sufficient to generate adequate revenue for quality education." When the CSAB heard that information, they voted unanimously to recommend non-renewal.

- Prior to Dr. Medley providing an overview of the reasons that the CSAB recommended not to renew the charter for PACE Academy, Dr. Medley explained that the ultimate issue with the Office of Charter Schools is that the PACE Academy Board of Directors has not fulfilled the duties that they promised to fulfill. When a school receives a charter from the State Board, they sign an agreement that they will follow the dictates of the law. Compliance issues are directly the responsibility of the Board of Directors of a charter school. Dr. Medley reported that, since 2012 alone, the Office of Charter Schools has visited or communicated with PACE Academy in person by having them come here no fewer than five times. In fact, the Office of Charter Schools wanted to sit down with the PACE Board of Directors and the administration in August 2012 prior to beginning the renewal cycle to outline the compliance issues and concerns. This information was to let them know prior to beginning their renewal cycle and if they wanted the charter renewed these issues needed to be fixed. The principal of the school attended the meeting; no members from their Board attended. That absence was concerning, because during that meeting governance issues were discussed, i.e., whether or not they followed the open meetings law. They were to comply with teacher licensure requirements, testing and reporting inadequacies as well as academic performance issues, record keeping concerns, and potential inappropriate accommodations in testing. The Office of Charter Schools provided the nine-page document to the administrator of the school and sent a governance warning to provide to the PACE Board of Directors chair. Unfortunately, some of those same issues reemerged as they were to

go before the CSAB. When interviewed, the CSAB members made the comment that hearing excuses is not acceptable. They wanted to see change and positive direction and did not see that. As it relates to academic performance, Dr. Medley stated that Board members can look at the results that show declining academics over time. He noted that one thing State Board members did not see on the charts in front of them was that, in 2008, the school's performance composite was in the 70s – it has dipped into the 50s and is now in the mid-20s. As it relates to compliance issues, the 2011 audit was nearly a year late. Further, PACE Academy has consistently not tested 95 percent of its students, and their teacher certification has been all over the page. In fact, State Board policy states that a charter school must start the year in compliance and if not attained by February, the Office of Charter Schools and DPI should bring a recommendation to the State Board to initiate revocation of that charter. Dr. Medley shared that, for PACE Academy, the Office of Charter Schools was preparing that revocation item in the month they became compliant. There are record keeping issues at the school level even as recently as yesterday, according to Dr. Medley. The Office of Charter Schools was notified by a different section within the Department that the school did not appropriately test students in CTE courses last fall. The appropriate section of the Department has reached out to the charter school for its response, so the definitive answer has not yet been reached. Dr. Medley stressed that this issue shows the pattern of concern, which ultimately goes back to the school's Board of Directors. Dr. Medley also stated that the State Board has seen significant letters of support, but he pointed out that some of those letters have even indicated their concerns with the direction of the PACE Academy Board leadership and administration of the school. These are just several of the reasons for which the CSAB was significantly concerned. In addition, PACE Academy has seen a declining student enrollment; they had a high of 159, but the enrollment has dipped. In fact, according to their last two financial audits, the charter school's expenditures have exceeded revenues, and the last year's gap was nearly \$250,000.00. While there is a fund balance that has declined, you have to ask – are these types of indicators something you would consider quality and would want to be renewed as part of the portfolio of the State Board of Education. The CSAB members examined the data, interviewed representatives from the PACE Board of Directors, and unanimously decided to recommend non-renewal.

- Chair Taylor stated that Board members can tell that the Office of Charter Schools has done a thorough job through this report from Dr. Medley, and they care about high quality charter schools, which is the goal for all of our charter schools. She publicly acknowledged how much the State Board of Education appreciates hearing from all of the supporters of these two schools. Speaking on behalf of the Office of Charter Schools, the CSAB and the State Board of Education, Chair Taylor stated, “we do care and want to see these students in an environment where they are going to be successful. But we have to have high quality charter schools.” Based on the facts presented, Chair Taylor made the motion below.
- Board member John Tate stated that the action being taken is for the benefit of the students, and regrettably, it has been a case of non-performance by the administration and Board of Directors of these schools. These are tough decisions, but the focus is on quality and what is right for the kids, according to Mr. Tate. Chair Taylor added that she hoped that there would be a good transition plan for these students.
- Speaking directly to the students in the audience, Board member Marcella Savage asked the students to continue to advocate for their education and to see it through to graduation.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to accept the renewal recommendation as presented by the Charter School Advisory Board. (See Attachment LFI 1)

ACTION

LFI 2 – Recommendations 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 do the following: 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).

Eight schools have submitted requests for expansion that need consideration by the State Board of Education. All eight requests seek enrollment increases, and two schools request 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. Any LEA that provided an impact statement does have that statement included in the attachments.

Recommendations:

It is recommended that the State Board of Education approve the enrollment and expansion requests of these charter schools.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the enrollment and expansion requests of these charter schools. (See Attachment LFI 2)

NEW BUSINESS

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

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

ACTION

GCS 1 – Testing for 2014-15 and 2015-16

Policy Implications: General Statute § 115C-174.11(c)

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

Description:

At the December 2013 and the January 2014 State Board of Education meetings, there was discussion on the testing options available to North Carolina beginning in 2014-15. The U.S. Department of Education-funded assessment consortia (Smarter Balanced and PARCC) are two of the options, as well as vendor-developed assessments. All of these options are aligned to the Common Core State Standards (CCSS) in English Language Arts and Mathematics. To provide a thorough review of all of the options, it is recommended that the Board convene an advisory group comprised of superintendents, principals, and teachers to make a recommendation on which assessments to implement beginning in 2016-17.

It is also recommended that the Board affirm the current state assessments will continue to be implemented through 2015-16, enabling a possible transition to a new assessment and assuring time to secure funding and approval, as required by the General Assembly. The continuation of the current assessments through 2015-16 will allow students and teachers to have consistency with respect to assessments and the content standards for a period of four years.

Recommendations:

It is recommended that the State Board of Education approve the convening of an advisory group to study and to make a recommendation by fall 2014 of a possible transition to a new assessment for grades

3-8 and high school and to approve the continuation of the administration of the current assessments through the 2015-16 school year.

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 Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the convening of an advisory group to study and to make a recommendation by fall 2014 of a possible transition to a new assessment for grades 3-8 and high school and to approve the continuation of the administration of the current assessments through the 2015-16 school year. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – North Carolina General Assembly’s Read to Achieve Alternative Tests Proposals

Policy Implications: General Statute §115C-83.1G

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

The Read to Achieve law offers several ways for students to show proficiency in third grade. The students can show proficiency through the Beginning-of-Grade (BOG) third-grade test, the End-of-Grade (EOG) third-grade test, the completion of a third-grade portfolio, a retest of the EOG, or an alternative test. The alternative test is defined as “a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education that is not the same test as the state-approved standardized test of reading comprehension administered to third grade students.”

The State Board of Education has approved the North Carolina Read to Achieve test as the alternative test that will be provided to districts for use after the administration of the EOG, after summer camp, and at mid-year promotion. However, local education agencies have been given the opportunity to submit proposals for approval of local alternative tests to fulfill this requirement. Fifteen local education agencies and one consortium of LEAs have submitted proposals for consideration as alternative assessments to replace the Read to Achieve alternative test offered by the state. The following proposals are presented for review and approval by the State Board of Education:

1. Ashe County Schools
2. Cabarrus County Schools
3. Charlotte-Mecklenburg Schools
4. Cleveland County Schools
5. Gaston County Schools
6. Henderson County Public Schools
7. Hickory City Schools
8. Johnston County Schools

9. Kannapolis City Schools
10. Mooresville Graded School District
11. Onslow County Schools
12. Piedmont Triad Education Consortium
13. Polk County Schools
14. Rutherford County Schools
15. Union County Public Schools
16. Wake County Public Schools

Recommendations:

State Board members are asked to review the attached proposals for approval.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a robust discussion of this item during the GCS Committee meeting on Wednesday.
- Board member McDevitt clarified that the Department will provide the State Board of Education with a list of the approved alternative assessments. Chairman Cobey added that he asked State Superintendent Atkinson to provide an update about this issue as part of her monthly State Superintendent's Report.
- For the record, State Superintendent Atkinson clarified that the approval of these alternative assessments is one of the tools in the toolkit for demonstrating promotion to the 4th grade. School districts submitting alternative assessments still have the opportunity to use the other options with some students, such as passing the end-of-grade test or the portfolio.
- Vice Chairman A.L. Collins noted for the record that, with the advice from counsel, it is appropriate for GCS Committee Chair Savage, Board member Kenan and himself to participate in discussion and voting on this item.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the Alternative Assessment submissions under GCS 2 for the 2013-14 school year, subject to the following conditions:

- (1) the request has been approved by the local board of education and is signed by the local board chair; and*
- (2) the request contains a statement verifying that the local board of education has determined that the requested Alternative Assessment is a valid and reliable standardized assessment of reading comprehension and demonstrates that a student is reading at or above the third-grade level as required by the Read to Achieve law.*

Department of Public Instruction staff is directed to approve all requests that meet these conditions.

Upon motion by Ms. Marcella Savage, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve for the 2013-14 school year, all future requests for Alternative Assessments submitted by local boards of education, which are subject to the same conditions.

DPI staff is directed to approve requests that meet the following:

- (1) the request is approved by the local board of education and is signed by the local board chair;
and*
- (2) the request contains a statement verifying that the local board of education has determined that the requested Alternative Assessment is a valid and reliable standardized assessment of reading comprehension and demonstrates that a student is reading at or above the third-grade level as required by the Read to Achieve law.*

(See Attachment GCS 2)

DISCUSSION

GCS 3 – Academic Achievement Levels and Descriptors

Policy Implications: SBE Policy # GCS-C-033, GCS-C-034, GCS-C-035, GCS-C-036,
GCS-C-037

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

Description:

In October 2013, the State Board of Education adopted college and career readiness Academic Achievement Standards and Academic Achievement Descriptors for the end-of-grade and end-of-course tests and their alternates. With much input on the importance of having more definitive discrimination for the Level 2 and Level 1 range, a methodology to add an achievement level below college and career readiness has been determined. This additional achievement level identifies students who are prepared for the next grade, enabling more accurate identification of students who need additional instruction and assistance. With this additional achievement level, effective for the 2013 school year, the state would report five levels as follows:

- (1) Level 5 denotes Superior Command and College and Career Readiness.
- (2) Level 4 denotes Solid Command and College and Career Readiness.
- (3) Level 3 denotes Sufficient Command.
- (4) Level 2 denotes Partial Command.
- (5) Level 1 denotes Limited Command

Recommendations:

It is recommended that the State Board of Education approve the revision of the Academic Achievement Levels to consist of five levels: Superior, Solid, Sufficient, Partial, and Limited, with Level 3 and above meeting proficiency requirements.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- At the request of Board member Tate, State Superintendent Atkinson explained that all tests, regardless of the process, have measurement error, which is described as standard error of measurement. By moving to five levels, greater precision will be provided to teachers, students, and parents about a student's performance. It provides more definitive information for teachers and schools to share with parents, according to Dr. Atkinson.
- In response to Dr. Atkinson's request, Teacher Advisor Karyn Dickerson shared that she likes the five different achievement levels because they provide clarity in terms of instructional practice and reporting scores to students and parents. She elaborated about the language of the achievement levels and shared that it is difficult to explain to parents and students about a standard error of measurement. For example, when they see a "2" they feel that they have not passed, when in reality, based on the standard error, it is a passing score. She reiterated that this provides much more clarity.

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

DISCUSSION

GCS 4 – Proposed Technical Correction of High School Diploma Endorsement

Policy Implications: SBE Policy # GCS-L-007

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

Description:

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

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

Recommendations:

The State Board of Education is asked to discuss the proposed change and determine whether other options should be explored.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She directed Board members to the revised policy printed on

yellow paper, which contains the proposed technical correction for high school diploma endorsements. She pointed out that the criterion has changed for a college endorsement from a 2.6 unweighted average to a 2.5 weighted average.

- There was no further discussion.

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

DISCUSSION

GCS 5 – Amendments to the Career and Technical Education State Plan

Policy Implications: The Carl D. Perkins Career and Technical Education Act of 2006

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:

Federal Perkins legislation requires each state to have a five-year state plan that details the implementation of career and technical education in the state. The plan provides descriptions of how each required element of the law will be carried out as well as state administrative and leadership practices that support career and technical education in the state. North Carolina submits a unified secondary and postsecondary plan. The draft plan is attached. Public hearings are being conducted across the state. Information garnered from the public hearings will be shared with the Board members prior to the Board meeting.

Recommendations:

The State Board of Education is asked to discuss and provide input to staff on the state plan.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She reported that USED recently reviewed North Carolina’s state plan and is urging the Department to make some technical changes. She explained that the changes involve changing, for example, “Perkins” to “Huskins,” substituting “Career and College Ready” for “Learn and Earn.”
- There was no further discussion.

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

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

ACTION

TCP 1 – 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. 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):

It is recommended that the State Board of Education approve 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.

<p><i>Upon motion by <u>Dr. Olivia Oxendine</u>, and seconded by <u>Mr. John Tate</u>, the State Board of Education voted unanimously to approve the proposed Standards, Rubrics and Users Guide for the Evaluation of Career and Development Coordinators as recommended. (See Attachment TCP 1)</i></p>

ACTION ON FIRST READING

TCP 2 – Elementary and Special Education Licensure Exam Effective Date

Policy Implications:

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 December 2012, the State Board of Education adopted the Foundations of Reading and General Curriculum for North Carolina exams (formerly referred to as MTEL) as an Elementary and Special Education General Curriculum licensure requirement effective July 1, 2014. This exam will be required of both new teacher education graduates and out-of-state teachers seeking a N.C. license. Based on the attached timeline, the recommendations for passing scores will be presented to the State Board in August 2014. As this timeline creates a six-week window in which LEAs will not be able to determine

if some prospective employees meet licensure requirements, we are recommending changing the effective date to October 1, 2014.

Recommendation(s):

It is recommended that the effective date for the Foundations of Reading and General Curriculum licensure exams be changed to October 1, 2014.

Discussion/Comments:

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

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the revision of the effective date for the Foundations of Reading and General Curriculum licensure exams to October 1, 2014, as recommended. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Implementation of Corporal Pruitt Rainey Brass-to-Class Act Report

Policy Implications: Session Law 2013-268, House Bill 767; SBE Policy # TCP-A-006

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director, Educator Effectiveness), Mr. Doug Taggart (Coordinator, Troop to Teachers) and Ms. Susan Ruiz (Director, Licensure)

Description:

The Corporal Pruitt Rainey Brass-to-Class Act was passed on July 10, 2013. The law affects credit for salary purposes for members of the military serving in leadership and instructional roles during military service, transitioning to teacher, principal or assistant principal positions in the public schools. At the recommendation of an employing NC LEA, effective July 1, 2014, non-teaching experience credit for military experience may be awarded to educators for instructional or leadership roles performed while on active military duty. This applies to military veterans initially employed by an NC LEA starting July 1, 2014.

Recommendation(s):

The Board is requested to approve the proposed rules and policy amendment prior to reporting to the Joint Legislative Education Oversight Committee.

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 February 2014 and will return for Action in March 2014. (See Attachment TCP 3)

DISCUSSION

TCP 4 – 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), Mr. Thomas Tomberlin (Director, District Human Resources Support)

Description:

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 and 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 NC Final Exams and Middle School Career and Technical Education Middle School Assessments in 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 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 waiver request form has been updated to include two new requirements: (1) districts and charter schools must submit an educational rationale for opting out of the NC Final Exams and the CTE Middle School Assessments and (2) districts and charter schools must submit documentation that outlines their communication strategy and process for informing teachers of the proposed changes. As of January 31, 2014, the U.S. Department of Education has not approved out request to offer this waiver.

Recommendation(s):

This item is presented for discussion this month.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She explained that the waiver request has been updated to include two new requirements in process and procedure that school systems must use. She reported that the Committee discussion on Wednesday centered on how long a request would be in effect and, following that discussion, the Committee requested that Mr. Tomberlin continue to think through the process and to come back in March for further discussion.
- There was no further discussion.

This item is presented for Discussion in February 2014 and will return for Action in March 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 recognizing TCS Chair Alcorn to manage the TCS Report, Chairman Cobey welcomed former Representative Folwell who was present in the audience.

NEW BUSINESS

Under New Business, TCS Chair Alcorn recognized Mr. Dale Folwell (Assistant Director, Employment Security, Department of Commerce) for a presentation.

Mr. Folwell spoke briefly about the Impact of Unemployment Insurance Changes on LEAs. He elaborated on the cause and effect between what the Human Resources (HR) representatives do in school districts and at the Department as it relates to discharging or laying off employees and how the state is charged. He noted that at least one percent of the budget is for unemployment insurance. Mr. Folwell offered tutorial and professional development to educate HR directors, finance officers and superintendents across the state about these changes.

Mr. Folwell recognized Ms. Eileen Townsend as a great asset and ambassador on behalf of the Department of Public Instruction related to unemployment benefits and worker's compensation reform.

At the request of Board member Tate, Mr. Folwell spoke briefly about the lack of response by school districts to Employment Security (approx. 40 percent) as well as third-party administrators. He elaborated about the importance of districts responding and only paying individuals who are entitled to it toward cutting expenditures.

State Superintendent Atkinson noted the Department's commitment to continue to work with Employment Security to address these issues through professional development and other means.

In addition, under New Business, TCS Chair Alcorn shared that, on Wednesday, the TCS Committee received an informative update from Mr. Price about Home Base and PowerSchool.

ACTION

TCS 1 – 2014-15 Supplemental Budget

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

Presenter(s): Mr. Philip Price (Chief Financial Officer, 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 the February 2014 meeting. At this meeting, the Board will approve those requests to be sent to the Governor.

Additional information shall be provided to the Board on or before the meeting date.

Recommendations:

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 reported a thorough discussion of this item during the TCS Committee meeting on Wednesday noting a minor revision to the supplemental budget request.
- Board member McDevitt suggested that, during the State Board’s work session, the board develop a full menu of what it will take to achieve the decision as it relates to the alignment of the State Board’s vision and mission in the strategic plan. In response, Chairman Cobey explained that this issue is being factored into the work session.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the revised supplemental budget request allowable under OSBM’s instructions, as presented. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Career and Technical Education Capacity Building Grants for Pathways to Prosperity

Policy Implications: Allotment for existing Carl D. Perkins Career and Technical Education Funds

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education Division)

Description:

Career and Technical Education is seeking State Board approval to allot \$3,000 to each LEA that applied for a capacity-building grant to further implementation of the Pathways to Prosperity model. Existing federal funds will be used to provide the grants. All school systems that applied will receive the funding (see attachment for listing). School systems were required to identify at least one other school system and a post-secondary institution with which to form a consortia to complete the Pathways work. Other partners in the Pathways design will include business and industry and economic development partners. Schools are required to complete and include the Pathway they develop in the CTE Local Application for funds in 2014-15.

Funds from this grant may be used to provide professional development, meeting support, and implementation of the articulated pathway.

Recommendations:

It is recommended that the State Board of Education approve this allotment.

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. Patricia Willoughby, the State Board of Education voted unanimously to approve the Career and Technical Education Capacity Building Grant allotments for Pathways to Prosperity as presented. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Approval of Digital Learning Grants

Policy Implications: SBE Policy # TCS-O-001

Presenter(s): Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mr. Neill Kimrey (Director, Digital Teaching and Learning)

Description:

The grant listed below is being submitted for approval.

Background

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

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

- 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
- Acquiring quality digital content to enhance instruction.

At the November 2013 meeting, the State Board of Education set a statewide total of \$5,464,368 for fiscal year 2013-14 to be allocated \$3.75 per ADM to each LEA, and a statewide total of \$5,464,368 for fiscal year 2013-14 to be available through an application process.

Methodology

Upon receiving the LEA Digital Learning grant applications, all identifiable information was redacted. Copies of these applications were distributed to three NCDPI Digital Teaching and Learning employees NOT assigned regionally. These individuals scored the applications based solely upon the rubric that was distributed with the applications, and determined an overall score for each application. These three scores were averaged to derive an overall score for each application.

Recommendation

It is recommended that the highest scoring 51 applications be funded, for a total of \$5,346,798. This leaves \$117,570 of funds unallocated.

Please see attachments for description of grant.

- Attachment 1 – Recommended Awardees
- Attachment 2 – LEA/Consortium applicants

Recommendations:

It is recommended that the State Board of Education approve the recommended grantees in order to distribute funding to school systems in a timely manner.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Board member Reginald Kenan recused himself from discussion and voting on this item.
- Chair Alcorn thanked the Department and the Governor’s Office for working jointly on the grant process.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Rebecca Taylor, the State Board of Education voted to approve the recommended grantees as presented. Board member Kenan recused himself from the vote. (See Attachment TCS 3)

CHAIRMAN’S REMARKS

Announcements

Chairman Cobey thanked the Board’s planning and work session work group for its work on the Board’s April Planning and Work Session. He reviewed the work session agenda, which will begin at lunchtime on Monday, March 31-Tuesday, April 1, at UNC-Pembroke in Pembroke, NC. On Wednesday morning, the Board will hold its committee meetings and will adjourn at lunchtime to return to Raleigh. The regular Board meeting will be held in the State Board Room in Raleigh beginning at 9:00 a.m. on Thursday.

Chairman Cobey announced that on Thursday, April 3, the Board is invited to the Teacher of the Year Luncheon following the State Board meeting. In addition, Chairman Cobey announced that the State Board is invited to the Principal of the Year Luncheon in May.

He noted that the General Assembly returns for the short session in late May.

Chairman Cobey noted that, under the Chairman’s Comments on the eBoard agenda, there is an item posted that indicates that the Board will be amending SBE policies # TCS-C-011 and TCS-C-013. He stated that the policies are attached to eBoard, and copies are available for the audience.

Chairman Cobey explained that the recommended changes are to remove outdated language and references and some changes that bring a bit more clarity to the governance of how the State Board administers its work.

Upon motion by Mr. A.L. Collins, and seconded by Ms. Rebecca Savage, the State Board of Education voted to approve the recommended revisions to SBE Policies # TCS-C-011 and TCS-C-013, as presented.

OLD BUSINESS

Under Old Business, Lt. Governor Dan Forest provided an update about the Special Committee on Digital Technology. He reported that the Committee met last week with State Superintendent Atkinson, Mr. Price, Mr. Emer, et al, to discuss the digital technology conversion in North Carolina, specifically funds from the General Assembly. He explained that there will be a current status analysis of technology in all of the classrooms as well as a plan, which will be implemented for digital textbooks, etc. The meeting also focused on criteria for the RFP process. Lt. Governor Forest shared that the Department is moving forward with the RFP work and will report to the Committee with the recommended criteria for the RFP.

NEW BUSINESS

No new business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Reginald Kenan, Board members voted unanimously to adjourn the February 5-6, 2014, meeting of the State Board of Education.