

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

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

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

Also present were:

June St. Clair Atkinson, State Superintendent	Madison Bell, Senior Student Advisor
Richard Hooker, Local Board Member Advisor	Shykeim Williams, Junior Student Advisor
Karyn Dickerson, Teacher of the Year Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the March 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the State Board will begin its meeting with a meeting of the Special Committee on Digital Learning, followed by an Issues Session covering several topics.

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

Chairman Cobey drew attention to the full meeting agenda, which is available 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 March 5 and 6, 2014.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for March 5 and 6, 2014, as presented.

**SPECIAL COMMITTEE ON DIGITAL LEARNING
(Lt. Governor Dan Forest, Chair; Ms. Rebecca Taylor, Vice Chair)**

NEW BUSINESS

Under New Business, Chair Forest shared that the Special Committee on Digital Learning met a month ago to talk about the plans that need to be in place to move forward with the \$1 million Digital Learning Grant from the General Assembly. He recognized Mr. Price to provide a status update of the plan with the Board.

Mr. Price prefaced the update by noting that a summary of the Digital Learning Transition Plan is located on eBoard. He recognized Mr. Phil Emer (Friday Institute) who was present in the audience and available to address specific questions related to connectivity and cloud issues, which are the basis for much of the work in digital learning.

Mr. Price shared that the summary report provides a historical recap as well as the proposed specific deliverables. Mr. Price's comments focused on the following deliverables:

- Develop a plan to transition from funding for textbooks to funding for digital materials.
- Develop a plan to provide educational resources that remain current, that are aligned with curriculum, and effective for all learners by 2017.
- Develop an inventory of the infrastructure needed to support robust digital learning in public schools.

Prior to entertaining questions, Lt. Governor Forest stated that this is an exciting time for the state. He shared that much work has been going on for many years and North Carolina is extremely well-positioned in the digital learning marketplace – better than any state in the country. Lt. Governor Forest shared that, in his opinion, North Carolina will be the first state in the nation with all of its classrooms connected, students with one-to-one devices in hand, etc.

Board member Kevin Howell recused himself from the discussion as it relates to the Friday Institute and NC State University.

Board member Greg Alcorn asked about the timeframe for completion. Mr. Price explained that the next step in the process includes working with the State Budget Office and ITS to move forward with procurement of a vendor. He noted that while the Scope of Work is fairly well outlined, detailed steps

need to be added as requested by legal to provide better clarity on the deliverables. Mr. Price shared that the Department anticipates being able to start the actual planning process by the beginning of April. In response to Mr. Alcorn’s question, Mr. Emer stated that the planning phase for Digital Learning by the 2017 timeframe will take many years. He explained that the scope of work includes a feasibility study to frame what digital learning by 2017 looks like, assessing where we are, and providing enough information to inform local and state policy makers about the roles they will have to play, funding changes, costs, etc. He anticipates a final report by next summer with interim steps, i.e. legislative briefs and assessment documents in the fall. Board member McDevitt spoke briefly about the importance of having Institutions of Higher Education and homes connected as well. He also noted that other states are not standing still and that it is important that these timelines be met, be aggressive and be bold. Board member Willoughby commented briefly about the work on this issue back in 2001, and the importance of framing this as a necessary utility for the times.

Lt. Governor Forest announced that Dr. Atkinson, Mr. Phil Emer et al. will be making a trip to Washington, DC, next month to meet with the FCC Chairman to talk about eRate, which is another component of financial assistance that may help North Carolina meet its deadlines.

After the Lt. Governor shared his perspective about the Friday Institute being engrained in this work for a long time, he asked Mr. Price to speak about the process to move forward with the Friday Institute versus an RFP process. Mr. Price explained that a waiver of competition must be secured, which includes two phases. He noted that permission is granted with state funding to direct contractual work with the universities or other state agencies. Therefore, the state funding portion is already in General Statutes. The RttT portion requires that we have a prior relationship with a vendor for the exact type work that we are asking to be done, which comes from an Executive Order of the RttT grant. The Department meets that condition as well, according to Mr. Price. He then spoke briefly about the approval and Procurement process, noting that the Department anticipates completion of these final processes by April 1.

Board member Olivia Oxendine asked if the Committee could produce a timeline for the project. The request was noted. In addition, Mr. Emer addressed Dr. Oxendine’s query about the vision for the infrastructure capacity assessment. He explained that the assessment is not purely infrastructure but focuses on all facets including readiness. Mr. Emer shared that the technology infrastructure is the easiest feature to assess due to NCREN connections, which will provide approximately half of the data through the network connections already available with every district. According to Mr. Emer, the hardest part is articulating readiness on some spectrum as it relates to purely moving to a content management environment – readiness for managing content, classroom readiness, teacher readiness, etc. Mr. Emer spoke briefly about the process for conducting the assessment piece of the plan, which is broken up into state/district/local assessments, writing 247+ LEA and charter school plans, and a deliverable of the plan work. Board member Oxendine suggested that the assessment include a way to gather information about the capacity of the home, which is important as we move toward digital textbooks and other learning resources.

ISSUES SESSION PRESENTATIONS:**Presentations from External Partners****➤ Teach for America****Ms. Robyn Fehrman (Executive Director, Eastern North Carolina at Teach for America)**

Using a PowerPoint presentation, Ms. Fehrman set the context by sharing Teach for America's (TFA) approach to recruit diverse recent college graduates and professionals with demonstrated leadership ability, to train and support corps members, pre-classroom training, and ongoing regional support. In terms of the scale of the recruitment efforts, TFA selected 6,000 of the 57,000 applications received last year. Ms. Fehrman spoke about the intensive multi-phase selection process, which includes seven criteria believed to be of impact in the classroom, for example: GPA, demonstrated leadership ability, perseverance and ability to build relationships in diverse settings.

In addition, Ms. Fehrman's comments focused on the need for TFA in North Carolina, which currently serves in two regions. In Eastern North Carolina (partnering with 15 schools districts and five mission-aligned charter schools), TFA supports 300 teachers who are reaching 22,000 children from Durham to the coast. TFA anticipates 165 new TFA teachers for 2014-15 school year in Eastern North Carolina. In Charlotte, TFA partners exclusively with the Charlotte-Mecklenburg School district. They have requested 150+ teachers for five of the past six years, according to Ms. Fehrman. Beginning with the 2014-15 school year, TFA will expand into a third region based on statewide demand in the Piedmont-Triad Region. TFA will initially partner with Guilford County Schools to provide up to 30 TFA teachers to their district. Ms. Fehrman shared that it is important to note that TFA receives calls from LEAs in North Carolina on a regular basis, but are not able to meet the demand. Ms. Fehrman spoke briefly about the reasons LEA respondents provided in a survey for wanting to hire TFA teachers.

Mr. Tim Hurley provided a status update of TFA's five commitments to North Carolina, which include:

1. Increase the number of teachers provided to North Carolina
2. Expand placement across Northeastern and Southeastern North Carolina
3. Open the Piedmont Triad Region
4. Strengthen the North Carolina teacher corps
5. Increase the number of corps members retained in North Carolina

Mr. Hurley presented information about work to date in North Carolina using a PowerPoint geographic map to show TFA's footprint for the 2013-14 school year. In addition, his comments focused on increasing contributions as it relates to retention and diversity efforts in North Carolina.

Mr. Hurley explained that North Carolina can expect TFA to continue working toward delivering on the five commitments (mentioned above). In addition, the State Board will continue to receive quarterly progress reports, according to Mr. Hurley.

In response to Board member Tate's comments and question, a brief discussion occurred regarding TFA retention data specifically related to the number of TFA teachers that stay in the classroom or move to administrative roles. Mr. Hurley provided several data points about this issue noting that TFA looks at the data in several ways. Ms. Fehrman suggested that as the board looks at teacher retention broadly in high need schools, they should cut the data to look at rural vs. urban schools. She noted that talent,

recruitment and retention in every sector of recruitment in rural America and North Carolina is an extreme challenge, which is also true for education. She stated that there are some strategies and opportunities for innovation that TFA would like to partner with the state to look at more closely. Mr. Tate spoke briefly about the critical nature of leadership in our schools related to recruitment and retention.

Local Board Member Advisor Richard Hooker commended TFA for increasing their efforts to embrace diversity. In response to Mr. Hooker's question, Ms. Fehrman addressed TFA's work related to Native American Indians, specifically in North Carolina.

➤ **Communities in Schools**

Mr. Eric Hall (President and CEO, Communities in Schools NC) and Ms. Tina Wilson (Board Chairman, Communities in Schools NC and Manager of Corporate Affairs for IBM)

Ms. Wilson thanked the State Board for providing Communities in Schools (CIS) the opportunity to share how CIS partners with LEAs, schools and teachers to ensure that students graduate and have a pathway to having a livable wage, and spoke briefly about how CIS changes generational poverty one child at a time. She thanked Board members Tate and Willoughby for their longstanding support as well as State Superintendent Atkinson who serves on the CIS Board.

Ms. Wilson spoke about the monetary costs for each high school dropout when they cannot find work and have to go on welfare/public assistance and, many dropouts end up in the state's prison system. She explained that this is why IBM helped to start CIS in North Carolina in 1989. The organization's mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS is considered the leading dropout prevention program in the nation. Staff site work with school administrators to identify school-wide needs such as violence prevention, combating truancy, increasing graduation rates and identifying students in greatest need of targeted services. In addition, staff determines goals to be accomplished through the deliverance of whole-school and targeted services. Ms. Wilson described the power of CIS by using an example of four young female students who had dropped out of school, but were now attending the Performance Learning Center (PLC) in Cabarrus County, which is an alternative high school for students like these four young women, none of whom live with their parents. She shared that each of the four students describe the PLC as their family. Ms. Wilson was pleased to report that all four will graduate and have postsecondary education plans.

Mr. Hall used a map to show the geographic footprint of CIS in North Carolina. CIS currently partners with more than 40 counties in North Carolina. In addition, Mr. Hall provided an overview of the CIS transformational model of service. He explained that the first level is based on a school-wide approach based on a needs assessment for the school, which helps to bring in community resources. For example, he cited the CIS partnership with Walmart in the "Build a Backpack" program conducted each summer that results in hundreds of thousands of dollars of school supplies into the classrooms to help students and classrooms have the things that they need to support instruction. The second level of service is more deliberate and intentional in working directly with students that are at highest risk inside a school.

It provides interventions and supports, such as tutoring, mentoring and other things based on research that make an impact and drive academic outcomes.

Using a number of PowerPoint tables and graphs, Mr. Hall provided data related to the number of students served from 2008-2013, types of CIS sites, and services offered. He shared examples of innovation and impact such as READS for Summer Learning and Performance Learning Centers.

Mr. Hall explained that this year, CIS is now using a third-party review (Research Triangle Institute) to evaluate the outcomes. He recognized Ms. Laura Nap to review some of the outcomes CIS has accomplished in North Carolina. Ms. Nap spoke first about a national evaluation effort commissioned by the National CIS Office. She elaborated on the five-year evaluation study using rigorous methods called a random control trial study that looked at CIS services and the impact of these services individually on students. She shared that this is the only study of a national program that was conducted in such a rigorous manner and showed positive results. The results proved that the CIS model lowered dropout rates, raised graduation rates, and improved attendance and academic performance of their students regardless of grade level and race ethnicity, which held up across all 50 states as well as different settings such as rural, urban and suburban. Turning her attention to North Carolina, Ms. Nap focused on data outcomes for Level 2 students grouped by grade level for 2012-13 and outcomes for Level 2 high school graduates for 2012-13, which show that CIS is working in North Carolina. (See attachments)

In closing comments, Mr. Hall noted that CIS presented to the Joint Legislative Education Oversight Committee (JLEOC) on Wednesday to highlight the outcomes and the results of what CIS is doing in North Carolina. He reiterated that going through a third-party review was an opportunity to learn and share the highlights of CIS's work. Mr. Hall explained that another Board member was present to wrap up the presentation at JLEOC. However, this individual, Law Enforcement Officer John Tries is on duty and could not be present today. Mr. Hall shared that Officer Tries went through the Durham PLC as a student. On Wednesday, he shared with the General Assembly the impact of the Durham PLC that provided relationships and encouragement to take advantage of the opportunities to learn and grow. The CIS site coordinator and the principal engaged him into being a Governor's Page. He spoke about his family scraping together the funds for a couple of suits to wear while serving as a Governor's Page, and then described how that experience opened his eyes to another world that he did not realize existed and made him realize he could do more than he was doing. He also shared that several weeks later, the site coordinator and principal invited him into a room filled with cameras and media where he was joined by Bill Gates who had a conversation with him. Through that discussion, he realized again that he could be somebody. After graduating from the Durham PLC he entered and graduated from the Police Academy. Today he is serving his community, county, state, and serves on the Board of CIS to ensure that CIS stays focused on the core of its work. Board member Willoughby encouraged Mr. Hall to continue to use the benefit of having students tell their powerful success stories.

Board member McDevitt shared appreciation for the CIS's work. He shared that the anecdotal evidence is there at the local level in the lives of the students. Mr. McDevitt drew attention to the map where in Northeastern NC there are a lot of challenging demographics, he wondered out loud what could be done to partner and make an impact in that region. Mr. Hall shared that CIS is looking at what the data and trends show as far as effective replication especially in the Northeast. He also reported that CIS has

begun to look at business partners and to reach out to groups like Dominion Power because the goal is to expand the focus to more children. Ms. Wilson spoke briefly about IBM Impact Grants, which are available to school systems and non-profits as consulting services. She shared that IBM has been communicating with State Superintendent Atkinson and the RESAs. In the Northeast, through CIS, IBM provided a Leadership in Collaboration one-day workshop, where 60 education leaders convened to talk about collaboration leadership. She shared that one of the superintendents shared that this was the first time this group of education leaders was convened in one meeting to talk about this issue. IBM plans to do more of these, working strategically with CIS to provide the workshop statewide, according to Ms. Wilson.

In response to Board member Taylor's question, Mr. Hall explained that the lack of CIS programs in the Northeast historically comes back to the lack of resources.

Directing his attention to the dropout data, Mr. Tate asked Dr. Atkinson to ensure that CIS is aware of where the dropouts are located so they can target their expansion programs in these areas.

Board member Oxendine spoke briefly about the CIS Charter School in Robeson County, specifically about the proficiency data, which she noted as very impressive. Mr. Hall spoke about the community support and partnerships of this school, which have been quite successful. He also noted that the school was born out of a request from the local school district. Board members agreed that perhaps this is a model that the Board should look at more closely. Highlighting several examples of CIS involvement such as graduation coaches, and gang prevention programs, Board member Hooker provided a plug for CIS in Cleveland County as invaluable partner to Cleveland County Schools and the community at large.

➤ **BB&T Leadership Development Center**

Ms. Rosalind Guerrie (Senior Vice President/Education Programs Manager, BB&T)

Ms. Guerrie prefaced her presentation by providing historical information about BB&T's leadership development model, which has a long history of successful leadership development, spanning over 40 years. Using a PowerPoint presentation, Ms. Guerrie provided a comprehensive overview of the newly formed BB&T Leadership Institute, which focuses on developing exceptional leaders, teams and organizations. She explained that BB&T plans to continue doing comprehensive leadership development for their leaders at BB&T, which is the primary focus of the organization. However, BB&T also plans to focus on new audiences that represent high school and college financial literacy programs. In addition to organizations that are critical to BB&T's long-term success, BB&T plans to focus on school leaders to provide them with the same leadership development opportunities BB&T does internally, but will customize programs to meet the needs of their new audience groups.

Ms. Guerrie explained that this work begins with a belief that organizations and leaders are important and the quality of an organization's performance cannot exceed the quality of its leaders. Directing Board members to a summary sheet located on eBoard, Ms. Guerrie described a variety of concepts around successful leadership through its Leadership Model, Awareness Model and Conscious Leadership Model. She provided a high-level overview for each of the models. Ms. Guerrie also spoke

about each of the key leadership development program goals, which are customized, impactful, relevant, scalable, and unique.

Important to note as it relates to scalability, in addition to North Carolina, there are eleven other states representing the rest of BB&T's footprint. Ms. Guerrie shared that BB&T would like to pilot this program in North Carolina since this is home for BB&T. She also noted that BB&T's Leadership Institute is not intended to replace but rather supplement the already occurring leadership development programs in North Carolina.

In addition, she spoke about the educational leadership competencies, which include:

- Self-awareness
- Defining and Communicating a Shared Mission and Vision
- Leading Change
- Facilitating Progress and Process
- Making Decisions and Solving Problems
- Building Trust and Engagement
- Guiding Conflict Resolution
- Developing Leadership in Others
- Collaborating with and Influencing Others

Ms. Guerrie announced that BB&T's plan is to pilot the Leadership Institute in June/July 2014 with several cohorts of North Carolina principals, and collect feedback from the participants. By fall, BB&T anticipates being able to run this program full force so that principals can take advantage of this professional development opportunity. She noted that the full year-round run-rate should be able to accommodate 500-600 principals in the program. Ms. Guerrie shared that it is important to note, that once BB&T moves the program into the eleven other states, it will become much more limited in North Carolina. She stated that BB&T will depend on Dr. Atkinson to work with LEA superintendents to identify principals for the program.

In addition to the Mastery of Leadership Dynamics Program, a second program, which will be introduced next year, will be for graduates of the initial program. She explained that this program will consist of a much smaller group comprised of about three cohorts of 20 leaders, which will be selected from within the individuals who attend the initial program. These leaders will be provided a six to seven month in-depth program about decision making, thinking skills, leading change, etc.

In final comments, Ms. Guerrie stated that BB&T's intent is not to tell leaders how to run schools, but what they can do is to help develop leaders. She announced that BB&T is offering these leadership programs at no cost.

Chairman Cobey noted that, in his opinion, this is the best list of educational leadership competencies that he has ever seen. State Superintendent Atkinson publicly thanked BB&T for reaching out to provide this program to the Public Schools of North Carolina. She noted that in the planning process, BB&T representatives have met with other Leadership Development entities such as the Distinguished Leaders Program, and they are practicing the leadership competencies that they teach by listening to others. Dr. Atkinson stated that she believes this program will help develop leaders in very difficult and challenging times. Board member Willoughby also acknowledged BB&T for its work noting that this is

a great example of the kind of corporate citizens we want in this state. Board member Tate acknowledged, with admiration, this sort of investment in our children through our principals.

In response to Board member Alcorn's questions, Ms. Guerrie explained that the introductory program consists of five days; however, the program will be customized to three full days recognizing the challenges for a principal to be absent from school for five days. She added that the remaining portions of the program will be conducted virtually. Noting that reinforcement is critical, Mr. Alcorn asked if superintendents could be considered for the program. Ms. Guerrie shared that the superintendent audience could be accommodated, but cautioned that principals need to experience the program without their own leader and, BB&T could perhaps provide the program with a cohort of superintendents. Dr. Atkinson noted that she herself was offered the opportunity and will attend the program in June. She also shared that she promised BB&T to work with her colleagues in other states to spread the word about this program.

In response to Board member Oxendine's comments about the lack of technology mentioned in the presentation, Ms. Guerrie explained that the workshops are based on discussions around awareness activities, and reflections about people.

Board member McDevitt asked about consideration of a marketable certificate. A brief discussion ensued about the possibility of continuing education credit and/or badging, etc.

➤ **State Board of Education Strategic Plan Discussion**

Chairman Cobey drew attention to the State Board of Education's Draft Strategic Plan including the performance measures, which support the goals and objectives. He shared that the Strategic Plan has been a work in progress for many months, and the plan is now available on eBoard for stakeholder feedback. State Superintendent Atkinson shared several mechanisms for gathering feedback from stakeholders. The first is via a conference call on Friday with the Board of Directors for the Superintendents' Association, which is comprised of elected representatives from each of the eight education regions in North Carolina. In addition, the Teachers of the Year for 2012-13 and 2013-14 will gather for a Teacher of the Year Symposium in April and can be asked to provide feedback at that time.

The committee chairs provided comments for the goals for which they are responsible.

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

GCS Committee Chair Marcela Savage reported five objectives under this goal. She noted that discussions focused heavily on Objectives 4 and 5, which address remediation for students and increased student performance on EOGs, EOCs and the NAEP.

Board member Oxendine pointed out that there appears to be a duplication in Measures 1.3.3 and 1.4.3. Dr. Rebecca Garland explained that Measure 1.3.3 focuses on career readiness and Measure 1.4.3 focuses on the number of students meeting college readiness.

Goal 2: Every student has a personalized education

LFI Committee Chair Rebecca Taylor explained that this goal deals with personalized education. Under that goal there are five objectives with measures showing the proposed targets as well as the results. She noted that there are several targets for which there is no baseline data available at this time. That data will be available at the end of the 2013-14 school year. She explained that her committee is introducing some additional measures related to personalized education.

Goal 3: Every student, every day has excellent educators

TCP Committee Chair Olivia Oxendine shared that there are four objectives under this goal. She echoed Ms. Taylor's comments about missing data, which will be available later through the EVAAS system in 2014-15. She stated that Goal 3 is an ambitious goal and gets to the heart of improving and retaining public school educators through innovative strategies. Dr. Oxendine thanked staff members for meeting the deadlines and looks forward to the action steps.

Board member Tate commented on the hopeful objective of moving toward national average pay for teachers. He expressed desire for a specific quantifiable action step for teacher compensation.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

TCS Committee Chair Greg Alcorn explained that this goal's objectives speak to teachers, students and parents having access to the reports, instruction, and communications. He also noted that baseline trigger points and goal setting data will be created this year. But most are clear as it relates to expectations.

Goal 5: Every student is healthy, safe, and responsible

HRS Committee Chair Patricia Willoughby prefaced her comments by noting that this goal is adding a measure back in around student health because it is critical and speaks to the link between a child's health and academic performance. She reported that there are three objectives under this goal and she is interested in receiving feedback from stakeholders. Ms. Willoughby shared that when the Board receives the Healthy Active Children Report on Thursday, it will set the context for why this goal is so important. She also reported that North Carolina has a good mechanism for collecting data through the Youth Risk Behavior Survey that will provide great measures for this goal.

Board member McDevitt commented about the alignment of these objectives with other entities, i.e. universities, community colleges, education cabinet, et al. Specifically, Mr. McDevitt mentioned the work of the Global Committee and that he would like to see a reflection or objective around the vision of globally engaged citizens as the Board moves forward. Chairman Cobey stated that this is something that can be addressed during the Board's work session in April. He encouraged preliminary work with some options. A brief discussion ensued about embedding under the other established goals. For example, Mr. Hill noted that the global education component is captured on page 6 under Objective 2.3.1. Dr. Atkinson stated that another place where that focus may be included is under Goal 3 where a measure could be added dealing with badging of teachers and principals.

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:

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

Also present were:

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

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

CLOSED SESSION

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

Upon motion made by Mr. A.L. Collins, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider personnel matters, and to consider the handling of the following cases: (1) Philip Smith vs. Union County Board of Education and Department of Public Instruction; (2) PACE v. NC State Board of Education; (3) Richardson et al. v. The State of North Carolina, NC State Board of Education, and State Education Assistance Authority.

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

Upon motion made by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 6 at 9:00 a.m.

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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
Dale Cole, Principal of the Year Advisor	

CALL TO ORDER AND INTRODUCTION

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

Prior to reading the Ethics Statement, Chairman Cobey recognized Representative Chuck McGrady who was present in the audience.

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.

For the record, Chairman Cobey reported that the Board approved the agenda for the March 5 and 6 meeting on Wednesday morning, but explained that there are some proposed changes to the agenda. He requested a motion to amend the agenda.

Upon motion made by Vice Chairman A.L. Collins, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to amend the Consent Agenda for the March 6 meeting to include the revised organizational chart for the Department of Public Instruction and approval of a personnel hire.

Board member Rebecca Taylor 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 February 5-6, 2014, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the February 5-6, 2014, State Board of Education meetings. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the minutes as presented.

SPECIAL REPORT TO THE BOARD

➤ Race to the Top Initiatives Evaluation Report – Part II

Dr. Jeni Corn (Director of Evaluation Programs, Friday Institute for Educational Innovation, NC State University), Dr. Trip Stallings (NC State's Friday Institute) and Dr. Gary Henry (Carolina Public Policy, UNC-Chapel Hill)

Dr. Stallings set the context for the second part of the third-year overview of the RttT evaluation report by reminding the State Board that there are a number of different features in the evaluation process. He reported that there are 13 separate teams working collectively to find ways to strengthen each of the initiatives moving forward through the years of RttT, which have led to a number of formative reports that have been presented to the Board. He reminded Board members that the evaluation process is transitioning this year to summative evaluations focused on four cross-cutting initiative areas: Turning Around the Lowest-Achieving Schools; Educator Effectiveness, Supply and Distribution; Professional Development; and Data Systems to Support Instruction.

Using a PowerPoint presentation, Dr. Henry shared some of the evaluation findings from the past year for District and School Transformation, which in the RttT proposal was known as Turning Around Lowest-Achieving Schools (TALAS). He explained that the work was focused on 118 schools originally, which were the five percent of the lowest-achieving schools in the state. Lowest-achieving was determined by two measures: performance composite that reflects the number of tests passed over

the number taken and the graduation rate being below 60%. The initiative also focused on 12 low-performing school districts. Dr. Henry spoke about the process for turning around the schools and districts in order to increase the capacity for sustaining any progress made through the transformation team. The process included mandatory planning using a “Framework for Action” supported by DST personnel, focused professional development, school and classroom coaching, and implementation and adaptation. The next report will focus on sustainability of the “Framework for Action” plans and how they are being implemented. He noted that a key component to almost all of these interventions was principal and teacher replacement. He shared that in the second evaluation report, evaluators found establishing professional connections between students, teachers, principals, and district personnel key to successful turnaround. Dr. Henry stated that the next report will focus on the impact of leadership development and coaching.

Dr. Henry shared a table of the DST schools, which have shown positive progress over the course of three years, i.e., improvement of performance composite more than other schools in the state, and at the high school and middle school levels, there is a positive difference for those schools that have had both the district and school-level intervention over those that just had school-level intervention (overall a 1.7 percentage point gain). However, that is not the case at the elementary level, according to Dr. Henry. The next step is to transition from looking at these gains overtime to doing an impact study to be more definitive about whether the DST intervention actually caused these changes to happen or what component of the DST intervention has been most effective. This study will help inform the State Board’s decisions about sustaining these kinds of interventions in the future as it looks toward how to improve the lowest-performing schools.

In addition, Dr. Henry spoke about the STEM Anchor and Affinity Schools. He reported that much progress has been made in putting these initiatives in place. Noting a network of 20 STEM schools, four of which are anchor schools, each was developed focusing on one of four themes: health and life sciences; biotechnology and agriscience; energy and sustainability; and aerospace, security, and automation. Dr. Henry stated that there is progress in that these schools are serving more minorities and children from economically disadvantaged families than in past years. While the initiative is on track and is working in the smaller STEM-themed schools, less progress has been made on networking and collaboration, and implementation in large comprehensive high schools. A final report will be provided in September 2014.

As a follow-up to the previous presentation to the State Board, Dr. Henry focused on Teacher Evaluation and Student Growth Measures in the next segment of this presentation. Specifically he shared data about the correlations between teachers’ ratings by their principals and EVAAS scores as well as the correlations between EVAAS and Tripod Student Surveys. According to the findings, EVAAs scores correlated with teachers’ views of their ability to manage the classroom, their own effectiveness, and their use of advanced instructional practices. Board member Olivia Oxendine suggested that she would like to see long-term data on Standard 5. Dr. Henry noted the request stating that they will be coming back to the Board with reports about the other standards as well.

As it relates to the Regional Leadership Academies (RALs), Dr. Henry noted that RttT funded three different RALs to provide an alternative way of preparing leaders to transform and turn-around low-achieving schools. Over 60 new leaders have been prepared through the RALs and, those participants have found internships in low-performing, but not necessarily the five percent of the lowest-achieving schools. There are more of those schools located in the eastern part of the state; therefore, the

Southeast Regional Leadership Academy has had a higher percentage placed in low-achieving schools. Dr. Henry also noted that the first two cohorts of graduates found positions (but often not principal positions) in low-performing schools (average pass rates for reading/English I: 58%).

Dr. Corn provided a high-level overview of Distinguished Leadership in Practice (DLP) initiative and DST professional development. The DLP is led by the NC Principals and Assistant Principals Association (NCPAPA). DLP is a year-long program where principals go through face-to-face, regional and online professional development. She reported that the program has been well-received by participants/positive feedback. An initial analysis was conducted to look for differences between principals who participated in DLP and those who did not. Findings reveal that changes in evaluation ratings for principals who participated in DLP were similar to changes in ratings of other principals. Dr. Corn shared that the final report will include several years of data and will also look at differences overtime at the school level.

As it relates to District and School Turnaround (DST) Professional Development, there are three major strategies focused on a school leader professional development series, coaching for both leaders and instructional coaches, and district and school-level professional development focused on institutes and workshops. Findings show that it provides high quality professional development that helped principals to understand the US Department of Education's (USED) turnaround models they had to implement. Dr. Corn noted that formative feedback was shared with DPI that show participants wanted the professional development to be more differentiated. To work with other principals and also by experience or different types of schools (e.g. elementary versus high schools). Principals also wanted more professional development on differentiated focus on literacy at every level, professional development and building capacity.

Dr. Corn also spoke briefly about statewide and local professional development. She shared that North Carolina is fulfilling the requirement of the RttT professional development plan. However, this year, evaluators are starting to see folks implement some of the strategies they have learned in the classroom. Dr. Corn also provided summary comments about the online professional development, which has had a lot of impact on a large scale through modules and webinars. She shared that educators have been positive about the quality and relevance but less so with not having the opportunity to interact with both experts at DPI and out in the field and their colleagues as fluidly as you can in face-to-face professional development. She noted that a lot of the modules were designed for local teams to use in their PLCs. But many of them have been completed independently and, many without opportunities for feedback or collaboration. In her opinion, that has a lot to do with a lack of time in a school for a group of teachers to participate in a module together.

In response to Mr. Alcorn's question about professional development efficiencies (fast-track), a brief discussion ensued about the intense nature of the professional development. Dr. Corn shared that the evaluation team is currently talking about different types of analyses and cuts on the data and that is something that could be added about what it would take to make professional development more efficient with more collaboration and interaction among participants.

In addition, Dr. Corn spoke about the evaluation work related to the Instructional Improvement System (Home Base). She explained that with the first full year of implementation this school year, the evaluation team is providing evaluation planning services for the Home Base implementation team. Completed activities from October 2013 through January 2014 include a sample evaluation

plan, a logic model basics and draft, consensus on goals/outcomes for Home Base; and team-based/function-based discussion of major strategies. Next steps include developing evaluation questions and identifying data sources.

Dr. Henry also provided a high-level overview of local spending and the Education Cloud noting one major point - that \$34.6 million was withheld from the local portion of RttT spending allotments to consolidate costs and provide central location for data and learning materials previously procured by individual districts in a more economical and efficient manner. He explained that the pilot stages began in Year 2 with full rollout proceeding. The evaluation will estimate cost savings for school districts now that they have access to the Education Cloud, and the evaluation team will be looking closely at cost and effectiveness. In addition, the evaluation team will be looking at the allocations of local funds and how the allocations have been spent locally as well as the patterns to see performance improvements associated with patterns of expenditures.

As a follow-up to Board member questions during the last presentation about evaluation work during the no-cost extension period, Dr. Henry stated that the no-cost extension will allow the evaluation team to get the 2013-14 data and come back with the impacts through 2014 rather than 2013. There have been a lot of changes in 2013 with the transition to the Common Core that we may see stabilize in 2014, which gives the evaluation team a better look at the effectiveness of these programs, according to Dr. Henry.

In closing comments, Dr. Henry spoke briefly about emerging lessons learned, which include:

- Set ambitious goals, but be realistic about expectations for short term impact.
- Major initiatives with multiple components are challenging to implement in a short time span.
- Planning, leadership, and capacity are as important as quality of implementation.
- One-size-fits-all approaches to implementation often do not fit all.
- Disconnects between state, LEA, school, and teacher levels have improved but persist.
- Sustainability will require ongoing supportive financing, leadership, planning, and reflection.

STATE SUPERINTENDENT'S REPORT

Give Five – Read Five Campaign Launches Today

Book Distribution Program Aims to Boost Summer Reading

Dr. Atkinson announced that today the NCDPI launches the statewide 2014 Give Five – Read Five campaign.

As a part of this effort, the Department is asking parents, business leaders and community members across North Carolina to donate five new or gently used books to their local elementary school.

- Research from Harvard has shown that even reading four or five books during a break from school helps to prevent summer reading loss.
- During last year's campaign, 74 elementary schools collected 123,152 books and sent them home with students when the school year ended.
- Participation in Give Five – Read Five provides parents, business leaders and others an opportunity to support public schools and raises awareness of the importance of summer reading.

A number of groups have already indicated their intent to conduct their own Give Five – Read Five book drives. One of these groups includes high school students who are members of Holland’s United Methodist Church in Garner. Dr. Atkinson recognized Ms. Libby Bowes and fellow students for a presentation of their plan to help with the Give Five – Read Five campaign.

Using a PowerPoint presentation, Ms. Libby Bowes (12th grade, Garner Magnet High School) who was joined by Ms. Lindsay Wright and Mr. Matt Smothers (both juniors at Garner Magnet High School), Drew and Bryan Gamble (both sophomores at Middle Creek High School) shared their plan to help launch the statewide campaign with the Board.

In addition, Dr. Malbert Smith, III (Co-founder and President of MetaMetrics) shared with the Board news about his company’s donation to the Give Five – Read Five campaign. For more information, visit: <http://www.ncpublicschools.org/give5read5/> .

2014 ACT Awards Announced

ACT Exemplar Awards Recognize Student, High School and Community College

Superintendent Atkinson announced the ACT Exemplar awards for exemplary college and career readiness efforts of a North Carolina community college, high school, and a student through the presentation of the ACT Exemplar Awards. She introduced ACT representatives Mr. Scott Frein (Associate Vice President for Policy, Advocacy and Government Relations) and Ms. Elizabeth Farrell (Director of Public Affairs) to present the awards to the honorees with Chairman Cobey.

Prior to presenting the awards Mr. Frein thanked the Department of Public Instruction and the State Board of Education for their partnership with ACT in this endeavor. In addition to Ms. Farrell, Mr. Frein introduced Ms. Jackie Twiggs (State Client Relations Lead for North Carolina). Mr. Frein explained that this is Year 2 of the ACT Exemplar Awards Campaign and, North Carolina is one of eight states whose state honorees will advance to national competition.

The College and Career Readiness Campaign is an annual campaign in which ACT works with top state officials to celebrate achievement and create awareness around the goal of college and career readiness for all.

ACT has long defined college and career readiness as the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution such as a two- or four-year college, trade school, or technical school.

The winners of the ACT 2014 Exemplar awards are

High School: Myers Park High School, Charlotte-Mecklenburg Schools

Myers Park High School is a 2,800 student school with a 31 percent free and reduced-price lunch student population. The school

- instituted a new program to identify underrepresented racial/ethnic/socioeconomic background students who have AP potential
- provides teacher mentors for at-risk students
- piloted Common Core Measures of Academic Progress
- operates a successful credit recovery program to keep students on track to graduate
- provides multiple opportunities for students to be engaged and to collaborate, compete and develop confidence

Ms. Kit Rea (Community Superintendent, Central Learning Community) and Ms. Allyson Davis (Assistant Principal, Myers Park High School) received the award for Myers Park High School.

Student: Cierra Dawn Coleman, East Columbus High School, Columbus County Schools

Cierra is a Native American student who exemplifies being the total all-round student. Her accomplishments and activities include

- 4.0 GPA
- very active with the Native American youth activities both locally and nationwide
- Senior Class President
- Morehead Scholarship nominee
- extensive work as a volunteer

Student winner Ms. Cierra Dawn Coleman was accompanied by her parents, Mr. and Mrs. Crystal and Frankie Coleman, Dr. Alan Faulk (Superintendent, Columbus County Schools) and Mr. Bobby Vaughan (Principal, East Columbus High School) to accept the award.

Community College: Wake Tech Community College, Raleigh, NC

Wake Tech received recognition for its

- online job board service
- regular recruiting visits on campus from employers with job openings
- collaboration with employers about training for their employees
- ongoing partnerships with student success counselors
- use of The Five Practices of Exemplary Leadership by the Student Leadership Challenge
- proactive approach to advising students about careers and challenges the students have in and out of the classroom

Dr. Stephen Scott (President, Wake Tech Community College) was presented the Community College award.

2014 RttT READY IV Meetings to be held in March and April

Race to the Top READY IV meetings will be conducted across North Carolina in March and April, with key leadership teams from local school districts and charter schools invited to participate.

Agenda items include:

- Brief Historical Perspective on NC Initiatives
- Home Base – Status and Opt-In Information
- Educator Effectiveness
- General Assembly's Accountability Model
- Update on Turning Around Low-Achieving Schools

The dates and locations are

- **Region 1** – Friday, March 21, 12:30 - 3:30 PM, Washington Civic Center, 110 Gladden St., Washington, NC
- **Region 2** – Monday, April 14, 1:30 - 4:30 PM, Wilmington Convention Center, 515 Nutt St., Wilmington, NC

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- **Region 3** – Wednesday, March 26, 9 AM - NOON, Durham Public Schools Staff Development Center, 2107 Hillandale Rd., Durham, NC
- **Region 4** – Tuesday, March 11, 1:30 - 4:30 PM, Cumberland County Educational Resource Center, 396 Elementary Dr., Fayetteville, NC
- **Region 5** – Wednesday, April 9, 9 AM - NOON, The Event Center at Summit Square, 333 Summit Square Blvd., Winston-Salem, NC
- **Region 6** – Thursday, March 20, 9 AM - NOON, NC Research Campus, 201 N Main St., Kannapolis, NC
- **Regions 7 and 8** - Thursday, April 10, 9 AM - NOON, Doubletree Asheville, 115 Hendersonville Rd., Asheville, NC

READY Principal Meetings Offer Evaluation Support

READY Principal training sessions aimed at supporting principals in their use of the NC Educator Evaluation System are taking place across the state during late February and March in all eight regions.

Topics for the spring training sessions are

- NC Professional Teacher Standards 1 and 5
- Coaching Conversations for Teacher Growth
- Educator Evaluation Data Analysis

Character Matters

New Initiative Focuses on Promoting Positive School Climate

Character Matters is the new statewide campaign to support Character Education in North Carolina and is a partnership between the North Carolina Department of Public Instruction and Capitol Broadcasting (WRAL/FOX50). The goal of the campaign is to help develop a positive climate and culture in schools and the community and productive citizens by

- Using the power of student voice to share examples of good character, leadership, and service to the community;
- Bringing awareness to issues that impact students' social, emotional, physical and academic well-being; and
- Developing tools to support the awareness and implementation of this initiative such as a state-wide media campaign, an educator toolkit, a website, a student advisory committee, and a summer leadership institute.

Character Matters is currently focused on bringing awareness to the issue of bullying. The official website for Character Matters is www.charactermattersnc.com.

Dr. Atkinson directed Board members to a copy of the *READY Career- and College-Readiness for all Students: North Carolina's Transition to the New NC Standard Course of Study, 2010-2014*, which was located at their places. She highlighted several components of the publication, and noted that this book will be helpful to State Board members as they prepare for their planning session in April.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Emerging Issues Forum, Raleigh, NC
- North Carolina Association of School Business Officers Academy Graduation, Greensboro, NC
- Common Core Legislative Research Study Committee, Raleigh, NC
- Future Teachers of America Convention, Raleigh, NC
- Women's Forum, Raleigh, NC
- North Carolina State University Encore Program, Raleigh, NC
- NC ACT Summit, Greensboro, NC
- Franklinton Common Core Forum, Louisburg, NC
- North Carolina School Boards Association Board Meeting, 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 February 6.
- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved nine amended DSWs this month, as of February 19 (have approved 146 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 the Educator Effectiveness information (both the NC Educator Evaluation System and the Truenorthlogic platform), and 3) information on the "A-F Accountability Model" process ahead of the first school designations in August 2014.
- Completed and began dissemination of a communications piece for parents about why the Common Core State Standards in Math and English Language Arts (ELA) are part of the new *NC Standard Course of Study* and what this means for students and their success; the materials provide an overview of the new standards by grade level and include samples for parents to examine.
- Developed (and shared with the Governor's Office) the logo, communication's plan and draft press release for the Governor's Teacher Network program that is part of the state's Amendment 15 and No Cost Extension request submitted in early January; if approved by USED, communication with stakeholders about the program will need to begin immediately.
- Continued updating the READY and Home Base websites, including the Home Base toolkit materials.
- Developed and conducted Home Base weekly project status webinars, accompanied by weekly online reporting, which highlights: 1) recent accomplishments and major attention areas, 2) future updates, releases, training and professional development, and 3) weekly performance indicators, based on support center activities.

Standards & Assessments:

- Planned spring regional trainings on the *NC Standard Course of Study (NCSCOS)* for all K-12 program areas (Arts Education: Dance, Music, Theatre Arts, and Visual Arts; English as a Second Language/Title III; Student Support Services; and World Languages); English Language Arts; Science; and Mathematics. The training dates and locations are posted on the NCDPI professional development calendar: <http://www.ncpublicschools.org/profdev/calendar/>.

- Formed the "Common Core and ELL Collaborative Task Force" in order to support NC content and ELL educators in providing academically rigorous content instruction while promoting English language development. This task force created Model Performance Indicators (MPIs) based on ELA Common Core Standards (Reading for Literature and Reading for Informational Text) and World-Class Instructional Design and Assessment (WIDA) Standards (Grades 1, 3, 5, 6, 7, 8, 9-10, and 11-12) that will be available to educators by the end of February.
- Continued developing tools for teachers and administrators to use as they implement the *World Language Essential Standards*, such as a set of "Administrator Briefings," which will include a short overview of a World Language program paired with an observation form aligned to the NCEES standards.
- Continued development, review, and revision of assessment items for the 2014 NC Final Exams and End-of-Course exams.
- Created documents aligning the course codes in Power School to the *NCSCOS* in order to reach the goal of providing districts with the option of using an online standards-based report card for all content areas that will allow teachers to report student progress toward mastery of the *NCSCOS* to parents.
- Completed review of sequence of secondary math courses:
 - Completed *NCSCOS* crosswalk document to compare curriculum for previous math courses (Algebra I, Geometry, and Algebra II) and the integrated math courses (Math I, II, and III) to help educators understand where to locate concepts from the previous courses in the new curricula and to identify next steps for course development and training.
 - Completed detailed comparison of curricula for fourth level math courses (Pre-Calculus, Advanced Functions and Modeling, and Discrete Math) to determine the amount of overlap with the curricula for Math I, II, and III; these comparisons allow NCDPI to provide guidance to LEAs and charter schools about where to place students during the transition to the new math courses (which began in the 2012-13 school year) and whether to make revisions or eliminate these existing fourth level courses (where there is significant overlap) ahead of the FY 2015-16 school year (when students who entered high school and took Math I in 2012-13 would have worked through the course sequence of Math I, II, and III and need these fourth level courses to provide unique and not overlapping material).
- Presented a proposal to the State Board of Education to move from four levels to five levels for reporting student progress on End-of-Grade and End-of-Course assessments in order to provide more specificity to teachers and families related to student performance; the SBE will consider the proposal and discuss it further at a future meeting.

Data Systems to Improve Instruction:

- Turned on benchmark "Key Performance Indicator" functionality for benchmark assessments in Schoolnet; this allows users at a district or school level to view in a snapshot how schools, teachers, and students are doing in various benchmarked subjects.
- Made considerable progress and have seen marked improvement in Schoolnet system performance across the state, as indicated from both performance monitoring reports and communications directly with LEAs.
- Continued discussions with Cloud team regarding integration of Identity Access Management System (IAMS) with Home Base applications; NCDPI holds weekly technical meetings to identify technical integration options.

- Continued work to prepare the Truenorthlogic professional development tool for launch and initiated second pilot course in the system (see the bullet in Great Teachers and Principals section for additional information).
- Continued work to roll out OpenClass:
 - 17 LEAs have completed integration setup, and 18 are in the process of completing integration setup in the first and second waves of implementation.
 - 17 LEAs are preparing for integration setup in the second wave of implementation.
 - 11 LEAs are signed-up for the third wave of implementation.
- Delivered webinars on Schoolnet and OpenClass that provide users with demonstrations on how to use various tools within the system and allow time for questions from the participants.
- Continued loading historical EOC and EOG, Career and Technical Education (CTE), and mCLASS assessment data for use in Schoolnet Dashboards.
- Continued planning for build of the summative assessment component (TestNav).
- 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:

- Notified and began registering participants for Analysis of Student Work (ASW)-specific RESA training sessions (through the PDI calendar) in February and March.
- Posted two more training modules (clarifying objectives and processes for collecting student work) to the ASW Wikispace; more than half of the pilot participants have completed or are working to complete the modules.
- Finalized technological requirements for ASW platform and began arranging data imports (class schedules, rosters, etc.) for ASW online platform engineers to use in building the platform.
- Revised request form for flexibility to use school-wide growth for Standard Six ratings for teachers, at request of SBE, to require districts/charter schools to outline their communication/outreach plan for involving teachers in the decision to submit the request, as well as the educational rationale for the request; and requested those of the 12 districts or charters that already submitted requests to submit an addendum to their request with the new information.
- Completed district preview window for public reports on educator effectiveness; launched public reporting site on February 19.
- Completed administration of NC Final Exams in first-semester courses.
- Closed teacher window of first-semester roster verification process and opened window for school administrator review and approval; announced dates and next steps for the second roster verification window (for second-semester and year-long courses) for later this spring.
- Created “IHE Educator Preparation Roster Generation and Verification Process” document to help IHEs navigate the process and changes to the roster verification process from the previous year.
- Released second generation *Educator Preparation Report Card* to the public on February 18.
- Continued providing leadership training and mentoring for 20 Kenan Fellows working on curricular projects and professional development in three major areas related to implementation of the Mathematics and English/Language Arts components of the revised *NC Standard Course of Study* (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows). Mentors are currently reviewing each of the projects and providing feedback.
- Continued providing on-site classroom observations and induction coaching for 1,190 first- and second-year teachers in 129 schools and 29 local school districts served by the NTSP.

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- Continued providing one-on-one coaching and access to online resources to 277 first- and second-year TFA corps members.
- Recruited, interviewed and inducted 115 new TFA corps member for the 2014-15 school year from the third application deadline, and reviewed applications from the fourth and final application deadline for the 2014-15 school year.
- Continued planning for 2014 summer training for new TFA corps members.
- Conducted professional development on February 8 for 62 NCTC Cohort I and II members.
- Provided on-site classroom observations and instructional coaching to 94 NCTC members during the month of January.
- Continued planning for March 15 professional development on active student engagement and differentiated instruction for NCTC Cohort I and Cohort II 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 and university coursework for NELA, PTLA and SLA Cohort III administrative interns.
- Continued providing leadership coaching to Cohort III administrative interns and beginning administrators from Cohort II.
- Continued collaborative meetings between RLA directors, NCDPI staff and RttT evaluation team regarding formative and summative evaluation needs, sustainability efforts and no-cost extension needs.
- 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).
- Assembled an LEA advisory group of to discuss the best possible uses of the new PD systems in Home Base, and possibly to serve as pilot districts for the full system; NCDPI selected LEAs based on whether they have expressed an interest in opting-in to the optional tools in Home Base for the 2014-15 school year.
- Launched a new professional learning series, “Unpacking Problems of Practice in our Work,” led by NCDPI and the Friday Institute's Digital Learning Collaborative; the five sessions run through May 9 and provide educators with a chance to receive face-to-face, differentiated professional development on topics such as using social media to connect with peers and incorporating aspects of instructional design into online tools to support professional learning
- Planned webinar (scheduled for February 27) to introduce educators across North Carolina to the features of the online PD system; the webinar will be led by members of NCDPI’s PD team and staff from TrueNorthLogic.
- Launched the second pilot in the new Home Base PD system, a version of a Massive Open Online Course (MOOC) called a MOOClet that will focus on "Effective Digital Strategies for Teaching and Learning in the K-12 Classroom;" NCDPI filled the 150 spots for the course in two days of registration and had a waiting list of 20 educators.

NC Virtual Public Schools:

- Continued development of STEM courses.

- Hired three STEM Course Development Coordinators to assist in quality assurance and alignment to NCVPS Instructional Design Standards for the newly developed or revised STEM courses. (Biotechnology/AgriScience II, Math III and Forensic Science)
- Continued development of the second half of Biotechnology/AgriScience I; content should be ready by early March 2014 for schools to implement.
- Continued planning and development of Biotechnology/AgriScience II and Math III to ensure alignment to NCVPS Instructional Design Standards and to ensure all materials can be viewed in a mobile environment; completed planning for Math III and began development of the course in mid-February.
- Continued weekly meetings of the STEM leadership group to discuss updates from each area of the initiative (technology, teachers, professional learning, etc.) and to discuss how courses and co-teacher relationships are going in the schools; the group uses these sessions to plan for and provide targeted school support (e.g., communications, professional learning opportunities) related to blended STEM courses.
- Provided February professional learning session to discuss the deployment of course iBooks and how the virtual and face-to-face teachers can use them together in the courses.
- Hired STEM Project Web Developer to develop webpages to provide information about and to highlight the NCVPS STEM project.
- Received feedback from the legal department at NC State Information Technology Services (NC ITS) on two mobile application Request for Proposals (RFPs), and began making changes in order to resubmit RFPs to NC ITS.

Turning Around the Lowest-Achieving Schools (TALAS):

- Postponed “Professional Development for School Leaders Session #14” focusing on “Understanding the Needs of Diverse Learners” until April 2014 due to inclement weather across the state. 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:
 - Elizabeth City-Pasquotank Schools: PW Moore Elementary (TALAS)
 - Wilson County Schools: Margaret Hearne Elementary (TALAS)
 - Rowan-Salisbury City Schools: Knox Middle (TALAS)
 - Weldon City Schools: Weldon Middle (TALAS), Weldon High School (TALAS)
 - Mecklenburg County: Crossroads Charter (SIG)
- Continued providing professional development and coaching for currently served schools/districts.
- Continued interviewing and hiring for RttT positions, though as the September 2014 end of the RttT grant approaches, the challenge to find and hire qualified coaching candidates is intensifying; to address this, NCDPI has adjusted current staff assignment locations in several cases where there were no qualified candidates to fill advertised vacancies.
- 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, and the IAM team has initiated the process of integrating LEA applications into the system (the team is phasing rollouts to ensure a high level of continuity to the LEA throughout the process).
- 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.
- Continued working to develop an 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 and will next submit the RFP to NC ITS for its review
- Continued to meet with NC ITS, the state IT agency, to share information as they undergo a legislatively required restructuring plan.
- Finalized and submitted the no-cost extension request for the Cloud initiative to USED.

Evaluation:

- Continued development of STEM course materials (through North Carolina School of Science and Mathematics).
- Continued development for Level IV course materials in Biotechnology and Agriscience, Aerospace, Security and Advance Manufacturing, Energy and Sustainability, and Health and Life Sciences.
- Continued to refine levels II and III course materials using feedback from teachers; continued revisions and copyright clearance work for Level III course materials.
- Continued providing instructional and leadership coaching to Anchor and Affinity Schools (through North Carolina New Schools):
 - Provided 22 days of leadership coaching for principals at the Anchor and Affinity Network Schools (five days at Anchor Schools and 17 days at Affinity Schools).
 - Provided 82.5 days of instructional coaching for teachers at the Anchor and Affinity Network Schools (20 days at Anchor Schools and 62.5 days at the Affinity Schools are planned).
 - Provided three professional development opportunities for teachers, principals, and staff at STEM Anchor and Affinity Schools.
- Promoted STEM Education (through NC Department of Public Instruction):
 - Promoted the NC Stem Recognition Program in multiple venues:
 - Conducted webinar on the NC STEM Recognition Program to provide information about the components of the application and the process for completing it, and to allow participants to ask questions about the program.
 - Met with the staff at the North Carolina Center for Afterschool Programs about supporting STEM education and how the STEM Recognition Program and/or components of the process (such as the attributes of STEM education used in the application) could be used to support STEM efforts in out-of-school educational opportunities.
 - Presented a session on the NC STEM Recognition Program (focusing on the components of the application and the process for completing it) at the “Scaling STEM” Conference on February 17 and 18.

- 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 activities related to spring 2013 and fall 2013 data analysis and spring 2014 data collection related to Teacher and Leader Effectiveness.
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders:
 - Completed revised draft of the *North Carolina New Teacher Support Program: Interim Evaluation Report*.
 - Created slides and conducted supplementary analyses for *The Distribution of Teacher Value Added in North Carolina* (teacher quality baseline report) presentation for the State Board of Education 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.
 - Presentation titled *NC Race to the Top Professional Development Evaluation: Third Annual Evaluation Report* was 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 processing of 2012-13 financial data and developed an analysis strategy for the final report on local spending.
Submitted draft report titled *A Preliminary Cost-Effectiveness Analysis of North Carolina's Race to the Top Initiatives: Race to the Top Formative Evaluation Report* to NCDPI for review.
- Prepared materials for a follow-up presentation on *North Carolina's Race to the Top Initiative: An Evaluation Update* (formative findings) for the State Board of Education March meeting.

Legislative Update

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

Ms. Beaulieu highlighted the following list of recent Education Committee meetings and presentations as well as future Education Committee meetings. She drew attention to a one-page handout, which is also posted on eBoard.

In response to a question from Principal Advisor Cole, a brief clarifying discussion took place about teacher quality committees.

Recent Presentations/Committee Meetings

- A. House Study Committee on Education Innovation
February 19, 2014: Teachers of the Year/Panel Discussion
- B. Joint Legislative Program Evaluation Committee
February 19, 2014: NCVPS Audit
- C. Legislative Research Commission (LRC) Common Core State Standards
February 20, 2014

- D. North Carolina Educator Effectiveness and Compensation Task Force
February 25, 2014
- E. Joint Legislative Education Oversight Committee
March 4, 2014: Charter Schools
- F. Read to Achieve Workshop for Legislators
March 4, 2014
- G. Joint Legislative Committee in Information Technology
March 6, 2014: PowerSchool

Education Committees/Future Meetings

- A. North Carolina Educator Effectiveness and Compensation Task Force
March 17, 2014
March 31, 2014: NC Educator Evaluation System
- B. House Study Committee on Education Innovation
March 19, 2014
- C. Joint Legislative Program Evaluation Oversight Committee
March 19, 2014: Driver Education Report
- D. Legislative Research Commission (LRC) Common Core State Standards
March 20, 2014
- E. Joint Legislative Education Oversight Committee
April 8, 2014

Rules Review Update

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

Ms. Cornetto prefaced this status update by describing the four attachments on eBoard: (1) The agenda from the APO Committee meeting, (2) The members of the APO Committee, (3) The transcript from the APO Committee meeting, and (4) The SBE draft report justifying an exemption from rulemaking.

Ms. Cornetto reported that on February 4, the State Board of Education (SBE), the UNC System and the Board of Community Colleges (SBCC) were asked to present a justification for their respective rulemaking exemptions as required by the Regulatory Reform Act. She explained that the University and SBCC have wholesale exemptions from rulemaking. The SBE presented justification for having a rulemaking exemption for establishing licensure fees. Ms. Cornetto reported that during that presentation, the members of the APO Committee asked the SBE to provide a report justifying a wholesale exemption for the agency and to provide a specific example of the challenges.

Mr. Cornetto explained that the SBE draft report outlines that the SBE is a constitutionally created agency that follows a detailed and public policy adoption process. The Administrative Procedure Act (APA) established the rulemaking process to ensure that state agencies adopt rules in a transparent, fair, uniform and accountable process. The SBE has such a process that is also very responsive to the immediate needs of education policy for the state. She noted that the rulemaking process, which occurs after the SBE policy adoption process is redundant and very slow. A case in point is the longer than 12-month process it has taken the Read to Achieve rule to go through rulemaking, according to Ms.

Cornetto. She noted that a timeline and explanation of the Read to Achieve rulemaking process is provided in the report in Appendix A.

Following the update, Chairman Cobey asked for a motion to approve submission of the report.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve submission of the report to the APO Committee. (See Attachments)

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

INFORMATION

GCS 5 – March 2014 Report to the Joint Legislative Education Oversight Committee on Progress Toward Implementing the Race to the Top Initiative

Policy Implications: Session Law 2012-77

Presenter(s): Mr. Adam Levinson (Director, Race to the Top Project)

Description:

In section 7.(b) of Session Law 2012-77, the North Carolina General Assembly required that "The State Board of Education shall report to the Joint Education Oversight Committee by September 15, 2012, and semiannually thereafter through September 15, 2014, on the State Board's progress toward implementing the above initiatives," which included eleven components in the state's Race to the Top (RttT) plan:

- (1) Transition to new standards and assessments
- (2) Establishment of an Instructional Improvement System
- (3) Establishment of the North Carolina education cloud technology infrastructure
- (4) Full rollout and enhancement of the North Carolina Educator Evaluation System
- (5) Provision of performance incentives to teachers in the lowest-achieving schools to improve recruitment and retention
- (6) Establishment of regional leadership academies
- (7) Expansion of teacher recruitment and licensure programs to support low-performing schools
- (8) Provision of effective teachers for schools through virtual and blended courses
- (9) Provision of aligned professional development and establishment of professional development system
- (10) Expansion of District and School Transformation work to turn around the lowest-achieving schools
- (11) Establish STEM thematic high schools and network

The State Board has submitted these reports every six months since September 2012. The attached report is the fourth in the series, representing progress implementing the above RttT initiatives between September 2013 and January 2014. Each section of the report provides information on major accomplishments and challenges during this period, and where applicable, important implementation milestones for the coming months.

Material covered in the report is similar in content to the monthly progress reports submitted to the US Department of Education, which are available on the RttT website and which are usually included in the State Superintendent's report to the State Board each month.

Recommendations:

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

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Mr. Levinson to provide this report.
- Mr. Levinson prefaced this report by directing Board members to the eBoard for the legislated bi-annual report to be submitted to the Joint Legislative Education Oversight Committee (JLEOC). He shared that the Department has submitted reports to the JLEOC every six months since the inception of RttT. This is the fourth report in the series, according to Mr. Levinson.
- After reviewing the reporting requirement, Mr. Levinson used a PowerPoint presentation to provide a high-level overview of the progress made since September 2013 (the last reporting period) for each of the sections in the report, which include:
 - Transitioning to New Standards and Assessments
 - Instructional Improvement System (Home Base)
 - NC Education Cloud
 - Educator Evaluation
 - Performance Incentives for Lowest Achieving Schools
 - Regional Leadership Academies
 - Teacher Recruitment (NCTC, TFA, NTSP)
 - Virtual Schools
 - Professional Development
 - District and School Transformation
 - Science, Technology, Engineering, and Mathematics (STEM)
- In response to Board member Oxendine's question, a brief discussion occurred about the types of questions typically asked by the JLEOC. Topics include: timelines, challenges, successes, sustainability, budget, and future obligations.
- There was no further discussion.

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

HEALTHY RESPONSIBLE STUDENTS
(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

INFORMATION

HRS 1 – Healthy Active Children Policy Report 2013

Policy Implications: SBE Policy # GCS-S-000

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

Each LEA is to submit its Healthy Active Children Policy (GCS-S-000) Report to DPI annually on July 15th. The summative report is presented to the State Board of Education for information each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, and Coordinated School Health Program status and trend data since the 2003-2004 school year.

Recommendations:

N/A

Discussion/Comments:

- Prior to recognizing the presenter for this information item, HRS Committee Chair Patricia Willoughby noted that this is the first time in the past 12 months that the HRS Committee has brought forward a health item. She emphasized the importance of this item because there is direct correlation between healthy students and academic achievement. She noted that this report requires every school system to submit this report and requires that the results are shared in this venue. She recognized Dr. Essick to present the report.
- Dr. Essick followed up on Chair Willoughby's comments about the correlation between health and academic achievement by explaining that North Carolina actually has its own data to support that relationship through the Youth Risk Behavior Survey (YRBS), which has been administered every odd number year for the last 15 years. She noted that the data can be used for national comparisons as well. The survey asks students about their health risks as well as their grades. Dr. Essick explained that while the Department has the 2013 data, it has not yet been analyzed. Therefore, Dr. Essick shared middle school and high school data from the 2011 YRBS to show correlations between health risks and academic performance.
- Dr. Essick explained that the Healthy Active Children Policy Report is divided into five sections, which include: Local School Health Advisory Councils, Physical Education, Recess and Physical Activity, Coordinated School Health Programs, Policy Reporting and SHAC Successes. Dr. Essick provided the following key points included in the HAC Policy Report:
 - 95 percent of the LEAs responded to the policy report. The six LEAs that did not report results were Bertie, Duplin, Edgecombe, Weldon, Northampton and Warren.
 - 83 percent of the SHACS list a representative from each required area of coordinated school health (health education, physical education, staff wellness, safe environment, mental and social health, nutrition services, and parent and family involvement).
 - 35 percent of SHACS meet at least quarterly.
 - 61 percent of SHACS provide reports to their local boards of education.
 - 44 percent of LEAs report that 76 percent to 100 percent of their elementary school students received 150 minutes of weekly physical education with a certified teacher.
 - 58 percent of LEAs report that 76 percent to 100 percent of their middle school students received 225 minutes of weekly physical education with a certified Healthful Living teacher.
- Board member Tate expressed concern over the percentages on the YRBS graph. A brief discussion ensued about survey administration and accuracy rates. Dr. Essick stated that the CDC has conducted several studies on validity and reliability of the survey and, the results are considered accurate and representative.
- Using a PowerPoint presentation, Dr. Essick provided an overview of the data for each of the five report sections. Dr. Essick fielded several questions about the data, and comments were made by

Board members about dental care, sleep deprivation, physical activity, and obesity and nutrition issues. In response to Principal Advisor Cole's question, Dr. Essick stated that schools and districts can visit the www.nchealthyschools.org website for resources to improve wellness in schools. Board member McDevitt suggested that the State Board set a goal for healthy schools.

- GCS Committee Chair Willoughby shared that another Issues Session is scheduled for the Board in May. She encouraged Board members to contact Mr. Hill with items they would like to be addressed.
- There was no further discussion.

This item is presented for Information only. (See Attachment HRS 1)

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 that the State Board amended the Consent Agenda to include the organization chart and the Chief Academic and Digital Learning Officer.

Chairman Cobey noted the items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve

GCS 6 – Proposed Technical Correction of High School Diploma Endorsement;

GCS 7 – Amendments to the Career and Technical Education State Plan;

GCS 8 – Technical Correction to SBE Policy # GCS-B-000 – High School Accreditation Framework;

TCP 3 – Report to the North Carolina General Assembly: Educator Preparation Licensure and Performance Reporting;

TCP 4 – North Carolina Regional Leadership Academies: Final 2013 Activity Report;

TCP 5 – New Teacher Support Program: Interim Evaluation Report;

TCS 4 – Amendment to SBE Policy Establishing an Advisory Council for Each Residential School for the Deaf and the Blind; and

TCS 5 – Inclement Weather Calendar Modifications for the Residential Schools for the Deaf and Blind

LFI 2 – Report to the Joint Legislative Education Oversight Committee on UNC iSchool/Career and College Promise.

Organization Chart for the NC Department of Public Instruction and a personnel hire – Chief Academic and Digital Learning Officer.

Upon motion by Mr. John Tate, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve GCS 6 – Proposed Technical Correction of High School Diploma Endorsement; GCS 7 – Amendments to the Career and Technical Education State Plan; GCS 8 – Technical Correction to SBE Policy # GCS-B-000 – High School Accreditation Framework; TCP 3 – Report to the North Carolina General Assembly: Education Preparation Licensure and Performance Reporting; TCP 4 – North Carolina Regional Leadership Academies: Final 2013 Activity Report; TCP 5 – New Teacher Support Program: Interim Evaluation Report; TCS 4 – Amendment to SBE Policy Establishing an Advisory Council for Each Residential School for the Deaf and the Blind; TCS 5 – Inclement Weather Calendar

Modifications for the Residential Schools for the Deaf and Blind; and LFI 2 – Report to the Joint Legislative Education Oversight Committee on UNC iSchool/Career and College Promise; the NC Department of Public Instructional Organization Chart and the Hiring of the Chief Academic and Digital Learning Officer as presented. (See Attachments)

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

CONSENT

GCS 6 – Proposed Technical Correction of High School Diploma Endorsement

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

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

Description:

In accordance with Session Law 2013-1, which requires the State Board of Education to set criteria for diploma endorsements, the State Board of Education passed SBE 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 accept the proposed changes as written.

CONSENT

GCS 7 – 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, 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 accept the amended State Plan.

CONSENT

GCS 8 – Technical Correction to SBE Policy # GCS-B-000 – High School Accreditation

Framework

Policy Implications: Session Law 2011-306; HB 342; GCS-B-000; APA #16 NCAC 6G.0504

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Rob Hines (Director, LEA Projects)

Description:

State Board of Education Policy # GCS-B-000 – High School Accreditation Framework was approved by the State Board at its December 2013 meeting. The amended policy is being returned to the Board for a technical correction in language.

Algebra II/Integrated Math III will be replaced by Mathematics III or equivalent (“math rigor”).

Recommendations:

The State Board of Education is requested to accept the change in language.

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

CONSENT

TCP 3 – Report to the NC General Assembly - Educator Preparation Licensure and Performance

Reporting

Policy Implications: Session Law 2013-360 (SB 402, Budget Bill), Section 9.3(e)

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

Description:

The attached report (Educator Preparation Licensure and Performance Reporting) presents the information required by legislation in SL 2013-360, (SB 402, Budget Bill), Section 9.3e.

The State Board of Education shall develop a plan to require the schools of education to measure performance and provide an annual report on the demonstrated competencies included in their elementary and special education general curriculum teacher education programs on (i) teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension; (ii) evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of

reading deficiencies; and (iii) appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students. The plan shall address requiring this information to be included in the annual performance reports to the State Board and the higher education educator preparation program report cards required by G.S. § 115C-296, as enacted by this section. The State Board shall report to the Joint Legislative Education Oversight Committee on or before March 15, 2014, on the plan to include this information in the performance reports required for the 2014-15 school year.

Recommendation(s):

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

CONSENT**TCP 4 – North Carolina Regional Leadership Academies: Final 2013 Activity Report Policy**

Implications: Session Law 2013-360 (SB 402, Budget Bill), Section 9.3(e)

Presenter(s): Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office) and 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.

North Carolina’s RttT plan acknowledges the pressing need for high-quality leadership in low-achieving schools. To accomplish this in North Carolina, the state has established three Regional Leadership Academies (RLAs), each of which has laid out a clear set of principles about leadership in general, leadership development in particular, and leadership development for high-need schools most specifically. The policy objective of the RLA initiative is to increase the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas (i.e., to prepare approximately 185 turnaround leaders). NC RttT funds support three RLA programs that serve collaboratives of partnering LEAs:

- Northeast Leadership Academy (NELA) – Established in 2010 (one year before RttT funding was available) and serving 14 LEAs in northeast North Carolina,
- Piedmont Triad Leadership Academy (PTLA) – serving four LEAs in north-central North Carolina, and
- Sandhills Leadership Academy (SLA) – serving 13 LEAs in south-central North Carolina.

Findings

- All three RLAs utilize essential features of effective leadership preparation programs as organizing principles in designing and delivering their individual principal preparation programs. The content, pedagogy, and experiences reflect best practices for developing leaders who can facilitate high-quality teaching and learning for all children.
- Fidelity of implementation of program designs (i.e., the degree to which the interventions have been delivered as intended) has been strong (e.g., each RLA has recruited and prepared over 60 “turnaround principal” candidates).
- Participants in every cohort in each RLA have found internship placements in targeted schools and LEAs (i.e., low-performing schools, though not always schools on the list of the 5% of lowest-achieving schools in the state).
- The year-long internship experience for the principal candidates has consistently provided them with mentoring and coaching that the candidates believe will enhance their effectiveness as principals.
- Cohort 1 and Cohort 2 graduates have found employment in low-performing schools and LEAs (19 as principals, 79 as assistant principals, 8 as central office leaders, and 9 as teacher leaders/facilitators). On average (based on data from 2008-09 through 2011-12, prior to the new 2012-13 assessment results), their employing schools host high numbers of lower-income students (68.2% receive free or reduced-price lunch) and exhibit low achievement rates (e.g., the Reading/English I pass rate is 62.6%; the Mathematics/Algebra I pass rate is 72.3%).

Recommendation(s):

It is recommended that SBE accept this report.

CONSENT**TCP 5 – New Teacher Support Program: Interim Evaluation Report**

Policy Implications: Session Law 2013-360 (SB 402, Budget Bill), Section 9.3(e)

Presenter(s): Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office) and 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.

The North Carolina New Teacher Support Program (NC NTSP) is a comprehensive induction program that targets beginning teachers in schools across the state that qualified for RttT services by being in the lowest 5% of student achievement or by having a graduation rate below 60%. The overall purpose of this evaluation is to assess the extent to which this program improves the instructional practice quality, self-efficacy, value-added effectiveness, and retention of participating teachers through the provision of

three support components: an institute, instructional coaching, and professional development.

The NC NTSP is implemented by the University of North Carolina General Administration (UNC-GA) in partnership with the North Carolina Department of Public Instruction (NCDPI). The program is organized and administered through a central NC NTSP office and four regional anchor sites located at UNC institutions – East Carolina University, the UNC Center for School Leadership Development, UNC Greensboro and UNC Charlotte.

The purpose of this report is to provide UNC-GA and NCDPI with formative feedback on Year 2 (2012-13) program implementation ahead of the final summative report due in fall 2014. The report covers the following areas: (1) descriptions of the evaluation sample for the NC NTSP and of the comparison sample teachers; (2) data sources for this interim evaluation report; (3) data on program implementation, participation, and participants' perceptions of quality for each of the three NC NTSP components; and (4) reports of teacher self-efficacy and job satisfaction.

The Evaluation Team found that combined nearly 57% of the NC NTSP evaluation sample teachers attended either the Summer or Winter institute, with Institute attendance varying across regions. For those teachers who attended an Institute and responded to the *Perceptions of Success Inventory for Beginning Teachers (PSI-BT)* survey, evidence indicates positive perceptions of Institute quality, with stronger perceptions of quality among those who attended the Winter Institute. The average number of monthly visits per teacher varied between the four regional anchor sites and over the course of the year, ranging between one and eight visits per month. The average amount of time the instructional coaches spent with each teacher varied as well, with an average of over three hours per month. Over the course of the 2012-13 academic year, NC NTSP instructional coaches made a total of 11,903 in-person coaching visits to participating evaluation sample teachers.

Responses to the NC NTSP Instructional Coach Survey indicate that the most frequent activities employed by instructional coaches were observing teaching and giving feedback, providing strategies for improved instruction, identifying necessary resources, and promoting teachers' self-efficacy. Overall, NC NTSP teachers who responded to the (*PSI-BT*) survey reported positive perceptions of instructional coach quality, and indicated significantly higher levels of satisfaction with their NC NTSP instructional coach than with their school- or LEA-provided mentor. NC NTSP teachers also indicated significantly higher levels of satisfaction with their NC NTSP instructional coach than the comparison sample teachers expressed about their school- or LEA-provided mentor. Comparing across regions, NC NTSP teachers in the UNC-G region provided the highest ratings of their instructional coaches. Overall, professional development attendance was generally low, but was varied across regions. The region that had the highest level of attendance, the UNC Center for School Leadership Development region, also offered multiple intra-region professional development sessions and received the most support from LEAs and schools via requirements that their teachers participate. Those teachers who attended at least one NC NTSP professional development session and responded to the *PSI-BT* expressed a higher level of satisfaction with program-provided professional development than with their school-provided professional development. They also expressed a higher degree of satisfaction with program-provided professional development than the comparison sample expressed about their school-provided professional development. These professional development ratings varied across NC NTSP regions, with teachers in the UNC-CSLD region reporting lower levels of satisfaction with NC NTSP professional development. Finally, NC NTSP teachers who responded to the *PSI-BT* survey reported higher levels of self-efficacy and job satisfaction than did comparison

sample teachers. Within the NC NTSP, teachers in the UNC-CSLD region expressed less satisfaction with their current job and a greater likelihood of leaving their LEA/school or the profession.

Recommendation(s):

It is recommended that SBE accept this report.

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

CONSENT

TCS 4 – Amendment to SBE Policy Establishing an Advisory Council for Each Residential School for the Deaf and the Blind

Policy Implications: SBE Policy # TCS-B-007

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The State Board of Education appoints five (5) members for Advisory Councils, one (1) at each of the Residential Schools for the Deaf and the Blind. These Advisory Councils should meet in each of the school communities they serve and advise the State Board of Education regarding all aspects of residential school operations including timelines, standards, criteria and other matters as designated by the State Board of Education. The Advisory Councils shall meet at least once per quarter during the school year and as often as necessary to conduct its business.

Recommendation(s):

It is recommended that the North Carolina State Board of Education approve the policy amendment for the Advisory Councils for the Residential Schools for the Deaf and the Blind.

CONSENT

TCS 5 – Inclement Weather Calendar Modifications for the Residential Schools for the Deaf and Blind

Policy Implications: N/A

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

Weather events impacting safety and student care on campus, as well as, the safe transportation of students, families and staff has resulted in the interruption of classes. Pending no further events, the following adjustments in school calendar are recommended to make-up instruction. (See attachments)

Recommendation(s):

It is recommended that the North Carolina State Board of Education approve the Residential Schools make-up day plans.

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

CONSENT

**LFI 2 – Report to the Joint Legislative Education Oversight Committee on the UNC
iSchool/Career and College Promise**

Policy Implications: Session Law 2013-360 (SB 402, Budget Bill), sec. 11.18

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

Description:

The General Assembly’s Joint Legislative Education Oversight Committee (JLEOC) directs that “the University of North Carolina at Greensboro and DPI shall report to the JLEOC the findings and recommendations” of a feasibility study regarding restarting the UNC-G iSchool by incorporating it as a part of the Career and College Promise Program. UNC-G and DPI shall consider the cost of incorporating the iSchool within the existing structure of the Career and College Promise Program.

Recommendation(s):

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

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

ACTION AND DISCUSSION AGENDA

DISCUSSION

LFI 1 – Report to the North Carolina General Assembly: Virtual Charter School Study

Policy Implications: Session Law 2013-360 (SB 402, Budget Bill), sec. 8.48

Presenter(s): Mr. Martez Hill (Executive Director, State Board of Education), Mr. Zane Stilwell (Legislative Liaison, State Board of Education), and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

An initial strategy was created and shared with an internal ad hoc group of individuals from the State Board and Department of Public Instruction. These members revised that strategy by pointing to the need for consideration of two perspectives: (1) a national review of the virtual charter school scene and (2) a North Carolina specific data collection.

In order to gauge the national perspective, the State Board contracted with Public Impact, a national education policy and management-consulting firm based in Chapel Hill, N.C. For 15 years, Public Impact has provided advice and conducted research and analysis for leading foundations, nonprofits, states, districts, and other organizations engaged in the reform of public education. Further, the organization had just completed a national virtual school survey, so their expertise was timely. The team included a diverse set of individuals with extensive backgrounds in teaching, education policy and research, evaluation, law, and business.

While the national perspective is valuable, the State Board also wanted to attain a North Carolina specific perspective on the issues presented by virtual charter schools. Thus, a short survey was prepared by the Department and sent to Public Impact for their assistance in revising questions to ensure the survey provided the most beneficial data. When finalized, the survey was sent to as many stakeholders as possible, which included district superintendents, charter schools, educational policy groups, home school parents, private school parents, charter support groups, etc. These stakeholders were provided 30 days to submit their answers; upon official closing of the survey, the results were analyzed and presented by Public Impact.

The internal ad hoc group also recommended the formation of an external stakeholder group to gain additional perspective outside of the Department of Public Instruction on this vital issue. The primary purpose of this external group was to review data and then provide recommendations for the State Board. The members of that group are provided in Attachment 1.

Recommendations:

It is requested that the State Board of Education members accept the Virtual Charter School Study that will be submitted to the Joint Legislative Education Oversight Committee.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She reported that, based on a directive from the General Assembly, an internal ad hoc group as well as an external group of stakeholders developed this report.
- Chair Taylor explained that consensus was reached during the LFI Committee meeting on Wednesday to hold a special Board meeting on March 19 to vet this item further. She stated that the Committee welcomes additional information and comments from the public and stakeholders prior to March 19.
- Chairman Cobey also noted that Mr. Stilwell was directed to check on an extension of the due date for this report during the LFI Committee meeting on Wednesday. He stated that if the General Assembly grants the extension, the Board will discuss this issue during its work session in April.
- After sharing several comments about subgroups, Local Board Member Advisor Hooker shared that he would like to see the data disaggregated by subgroup. Mr. Hill reported that he was not aware of any data that disaggregates the data at this time, but noted the request for the committee's work prior to March 19 to incorporate the data into the revised report.
- There was no further discussion.

This item is presented for Discussion in March and will be brought to the State Board for Action in April 2014. (See Attachment LFI 1)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that on Wednesday, the LFI Committee received an informative update about North Carolina Virtual Public School Race to the Top STEM Program from Ms. Sherry Bell (NCVPS RttT Director) and Mr. Jose Garcia (Teacher, Greene County Schools). She reminded Board members that Mr. Garcia promised to provide the video online since there were technical difficulties with the video during the LFI Committee meeting on Wednesday.

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

TCS Committee Chair Alcorn prefaced his report by reiterating the highlights of the NC Public School Budget that was provided to Board members.

ACTION ON FIRST READING

TCS 1 – Low-Wealth and Small County Non-Supplant Requirement

Policy Implications: Session Law 363 Section 3.20

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

Description:

In fiscal year 2013-14, the General Assembly appropriated \$212.5 million in low-wealth supplemental funding and \$44.8 million in small county supplemental funding. In order to remain eligible for low-wealth and small county supplemental funding, local education agencies shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

The current criteria used to determine if a county has supplanted local funds are as follows:

The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of local expenditures current expense appropriations per student for the three prior fiscal years.

Session Law 363 Section 3.20 states that the Department of Public Instruction shall study the non-supplant requirement for low-wealth counties supplemental funding and the non-supplant requirement for small county supplemental funding allotments. The study shall include consideration of potential modifications to the non-supplant requirements that would account for increases to the local fund balance from the previous fiscal year.

The Department of Public Instruction shall report the results of the study and any recommendations for modifications to the non-supplant requirements for low-wealth and small county supplemental funding to the Fiscal Research Division by March 15, 2014.

Recommendations:

It is recommended that the State Board of Education approve the recommendation for the non-supplant requirement.

Discussion/Comments:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the calculation method and allocation estimate for the non-supplant requirement as presented. (See Attachment TCS 1)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 2 – Process for Awarding New Four-Year Teacher Contracts for Each Residential School for the Deaf and the Blind

Policy Implications: Session Law 2013-360 (S402) 9.6(g)(h)

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The performance and evaluation of all teachers who have been employed for at least three consecutive years shall be reviewed. Based on these reviews, the superintendent shall identify and recommend 25% of those teachers to be awarded four-year contracts beginning with the 2013-14 school year.

Recommendations:

It is recommended that the State Board of Education approve the process for awarding new four-year teacher contracts for the Residential Schools for the Deaf and the Blind.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted that following a thorough discussion of this item during the TCS Committee meeting on Wednesday, this item was moved from Discussion to Action on First Reading. There were no objections.
- 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 process for awarding new four-year teacher contracts for the Residential Schools for the Deaf and the Blind as presented. (See Attachment TCS 2)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 3 – Advisory Council Membership for Each Residential School for the Deaf and the Blind

Policy Implications: SBE Policy # TCS-B-007

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The State Board of Education appoints five (5) members for Advisory Councils, one (1) at each of the Residential Schools for the Deaf and the Blind. These Advisory Councils should meet in each of the school communities they serve and advise the State Board of Education regarding all aspects of residential school operations including timelines, standards, criteria and other matters as designated by the State Board of Education.

Recommendation(s):

It is recommended that the North Carolina State Board of Education approve the Advisory Council Membership for the Residential School for the Deaf and the Blind.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Following the discussion, the Committee recommended that this item be moved to Action on First Reading. There were no objections.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the Advisory Council Membership for the Residential School for the Deaf and the Blind as presented. (See Attachment TCS 3)

NEW BUSINESS

Under New Business, TCS Committee Chair Gregory Alcorn reported that the TCS Committee received an informative Update about Home Base and PowerSchool from Mr. Philip Price.

UPDATE ON CONTRACTS

(See Attachment in book)

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

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

ACTION

TCP 1 – Corporal Pruitt Rainey Brass-to-Class Act Report

Policy Implications: Session Law 2013-268, House Bill 767

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynn Johnson (Director, Educator Effectiveness), Mr. Doug Taggart (Troops to Teachers Coordinator) 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 State Board of Education is requested to approve the Joint Legislative Education Oversight Committee report only. The proposed amended policy will come back for approval in April 2014.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She noted that today's action is to approve the Joint Legislative Education Oversight Committee Report only, and amendments to various policies will return to the State Board in April.
- There was no further discussion.

<i>Upon motion by <u>Dr. Olivia Oxendine</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the State Board of Education voted unanimously to approve the Joint Legislative Education Oversight Committee Report. (See Attachment TCP 1)</i>

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCP 2 – Requests from LEAs and Charter Schools for Standard Six Flexibility

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Thomas Tomberlin (Director, District Human Resources 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 of particular grades/subjects and courses. The attached documents are requests from LEAs or Charter Schools requesting the use of school-wide growth values in lieu of administering 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. At its February meeting, the Board requested information about how using school-level data would impact teachers' ratings on Standard 6. The Department will present these data at the March Board Meeting.

Recommendation(s):

The Department of Public Instruction recommends approval of the proposed changes to SBE Policy # TCP-C-006.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She explained that ten charter schools have submitted requests and, in each case, they are asking to use state growth results in lieu of administering the NC Final Exams or the Middle School Career and Technical Education Assessments and use school-wide growth to determine their Standard 6 rating.
- Following Dr. Oxendine's motion, Chairman Cobey noted that this item was listed as a Discussion item on the agenda. Chair Oxendine clarified that, on Wednesday, during the Committee's discussion, Mr. Tomberlin recommended that this item be moved to Action on First Reading. She noted Committee consensus and, explained that those 10 charter schools need time to prepare for testing.
- 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 requests from the charter schools to use school-wide growth value for determining Standard 6 ratings for the 2013-14 school year. as presented. (See Attachment TCS 1)

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a Race to the Top Teacher Quality Distribution Baseline report from Dr. Gary Lauen and an informative Troops for Teachers Update from Dr. Lynn Johnson.

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

ACTION

GCS 1 – Academic Achievement Levels and Descriptors

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

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

Description:

In October 2013, the State Board of Education (SBE) adopted 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 and enables more accurate identification of students who need additional instruction and assistance. With this additional achievement level, effective for the 2013 school year, North Carolina 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.

After this recommendation was presented to the SBE at its February meeting, the test development staff set the scale score for a new Level 3 and drafted a corresponding achievement level descriptor for the new level. The scale scores for each of the five academic achievement levels and the achievement level descriptor for the new Level 3 are being presented for action at the March SBE meeting.

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 and Level 4 meeting College and Career Readiness. Also recommended is the Level 3 Achievement Descriptor.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- Board member Tate expressed concerns about adding another level, but noted positive input from the school-level leadership represented at the Board table. It was his opinion that this would cause unnecessary confusion. A brief discussion ensued. Ms. Savage stated that local superintendents were comfortable with the additional level, and asked Dr. Atkinson to elaborate to that effect. Dr. Atkinson shared that, while meeting in small group meetings with superintendents across the state, except for a small number, most superintendents believe that this change will allow for greater precision and would allow them to differentiate instruction. The recommendation also recognizes that any test has error, which could be positive or negative for the student. This is a way to have that greater precision for differentiation.
- Ms. Taylor noted that she is in favor of the levels, which are much clearer, but hesitates due to the 10-12% of the third-grade students that are on the bubble and may miss out on some intervention that they could have had and for the parent's understanding that their children really do need some additional help. Dr. Atkinson explained that there are at least three other ways to ensure that the children on that bubble receive the necessary extra help and assistance they may need.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Dr. Olivia Oxendine, the State Board of Education voted to 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 and Level 4 meeting College and Career Readiness, and the Level 3 Achievement Descriptor as presented. Voting in opposition: State Treasurer Janet Cowell, Mr. John Tate, Ms. Rebecca Taylor and Ms. Patricia Willoughby. (Lt. Governor Dan Forest was not present for the vote.) The motion passed 8-4. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – 2014 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina -

Mathematics

Policy Implications: General Statute § 115C-85-86, 93; SBE Policy # GCS-H-000, GCS-H-001, GCS-H-006 and GCS-H-007; APA # 16NCAC 6D.0204, .0205, .0206

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Donna Brown (Director, Federal Program Monitoring and Support)

Description:

The *2014 Invitation to Submit Textbooks Evaluation and Adoption in North Carolina* is submitted each year to the State Board of Education for approval. The *2014 Invitation* contains adoption information for Mathematics Education. The *2014 Invitation* also includes rules and regulations based on General Statutes, Administrative Code, and State Board Policies that govern the adoption process. As directed by SBE Policy # GCS-H-007, the *2014 Invitation* has been reviewed by General Counsel to the Board.

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

The statewide adoption process offers one way for schools to have access to quality instructional materials at the lowest prices available. The entire adoption process stresses compatibility with the *North Carolina Standard Course of Study* and the appropriateness of the materials for the teachers and students who are end users.

Recommendations:

The State Board of Education is requested to approve the *2014 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* at its March 2014 meeting for the curriculum as presented.

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. Chair Savage reminded Board members of the black-out period where Board members are not to be in contact with textbook publishers during the evaluation and adoption process.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the 2014 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina for the mathematics curriculum as presented. (See Attachment GCS 2)

ACTION ON FIRST READING

GCS 3 – Instructional Hours

Policy Implications: SBE Policy # GCS-M-001

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

Description:

In order for a course to count for credit, SBE Policy # GCS-M-001 requires 135 hours of instruction for a block course and 150 hours of instruction for a course taught on a traditional calendar. School systems are reporting challenges this academic year with meeting the clock hours for block courses even though they can meet the 185 day or 1025 hours requirement. First, DPI requests that the State Board consider waiving the course for credit clock-hour requirement for 2013-14 referenced in SBE Policy # GCS-M-001. Second, DPI suggests that beginning in April, the SBE deliberate new policy language that would maintain the integrity of courses, but also allow some flexibility to local school systems when faced with weather challenges and little calendar flexibility.

Recommendations:

It is recommended that the State Board of Education waive the clock-hour requirement for course credit for 2013-14, notwithstanding the 185 days or 1025 hours of instruction required by state statute. DPI requests that beginning in April, the SBE begin deliberating new policy language as it relates to clock hours required for course credit. (See Attachment GCS 3)

Discussion/Comments:

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- Chairman Cobey explained that since this item is requesting suspension of a policy the vote must pass with two thirds of the vote.
- Chair Savage explained that the suspension of this SBE Policy for the 2013-14 school year will help schools meet the challenge of the many days of school missed this year due to inclement weather.
- Chairman Cobey reminded the Board that the issue of AP tests came up in this discussion on Wednesday, and for clarification purposes, he reported that a student can sit for an AP test without ever taking the course.
- In response to State Treasurer Cowell's question, Dr. Garland clarified that this discussion is not about the 1,025 hours or the 185 days requirement. The discussion is about the Board's policy for block schedules that requires 135 hours of instruction each semester. She added that due to inclement weather, many schools had to continue to extend their first semester because students couldn't get to school to take exams. In essence, second semester has been compressed. The Department has heard that schools are talking about four to five hours of instruction out of 135, which is not a significant amount of time. However, due to the bus schedules, LEAs will have to reschedule elementary and middle schools in order to accommodate high schools on a block schedule.
- 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 suspend the seat-time requirements in SBE Policy #GCS-M-001 for the 2013-14 school year and that local boards of education be directed to ensure that there is sufficient instruction to meet the NC Standard Course of Study as appropriate. Hearing no opposition, Chairman Cobey declared that this motion passed by two-thirds vote. (See Attachment GCS 3)

DISCUSSION

GCS 4 – State Advisory Council on Indian Education Annual Report

Policy Implications: General Statute § 115C-210; SBE Policy # TCS-B-001

Presenter(s): Mrs. Kamiyo Lanning (Chairperson, State Advisory Council on Indian Education) and Dr. Ogletree Richardson (Liaison, NC Department of Public Instruction)

Description:

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to education of American Indian students in grades K-12. In the same year, the North Carolina General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for advocating on behalf of American Indian students. Members consist of American Indian parents and educators, legislative members from the North Carolina Senate and House of Representatives, representatives from the UNC Board of Governors, the North Carolina Commission of Indian Affairs and the Office of the State Superintendent of Public Instruction.

The Council serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. More specifically, the Council is charged with the following duties:

- to advise the SBE on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the SBE and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations and to conferees at the annual North Carolina Unity Conference; and
- to advise the SBE on any other aspect of American Indian education when requested by the SBE, educators, parents, students, business leaders and other constituents.

This report includes data from the 2012-13 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares these data to the performance of other students. The data reveal improvements and disparities between American Indian student scores and statewide scores. Persistent disparities continue to be of concern to the Council. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The State Board of Education is asked to receive the report. Also, the Council recommends that the State Board support a 12-month study to investigate indicators that affect the school experience of many American Indian students to include:

- student attendance rates;
- discipline referral summaries (i.e. amount of time assigned to in-school and/or out-of-school suspensions);
- local efforts to involve American Indian tribes, communities, and families;
- student membership in school organizations; participation in school sports; enrollment in AP courses; and goals beyond high school, and other co-curricular activities;
- students' perceptions of cultural affirmation and inclusion; and
- tutoring and mentoring support provided by licensed educators and/or highly qualified external partners (e.g. Boys and Girls Club).

Discussion/Comments:

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

This item is presented for Discussion in March and will be brought to the State Board for Action in April 2014. (See Attachment GCS 4)

CHAIRMAN'S REMARKS**Announcements**

Chairman Cobey reminded Board members that the April meeting will also include a Planning and Work Session. Board members are to arrive in Pembroke on the campus of UNC-Pembroke at noon on Monday, March 31, for the beginning of the work session. On Wednesday, the Board will hold its committee meetings and will depart Pembroke around lunchtime. On Thursday, the State Board will hold its official meeting in Raleigh. Chairman Cobey stated that he projects that the Board will approve its strategic plan finalized while in Pembroke during its April meeting.

Chairman Cobey also reminded Board members that they are invited to the Teacher of the Year banquet following its April meeting on Thursday. He directed Board members to the invitations located at their places and encouraged them to RSVP for this special occasion. In addition, he also noted that the Board will attend the Principal of the Year banquet following its May meeting.

NEW BUSINESS**SBE Task Force on Summative Testing**

Under New Business, Chairman Cobey announced that the Board is moving forward with the SBE Task Force on Summative Testing. The Task Force is comprised of Mr. Buddy Collins, Chair; Dr. Olivia Oxendine, Vice Chair; and State Superintendent June Atkinson, member; There will be categories of

members who will be named and, in consultation with Mr. Collins, Dr. Oxendine, and Dr. Atkinson, he will make those appointments in a timely manner. These additional members will represent various stakeholder groups. Chairman Cobey shared that this committee will report to the Board in August 2014 with recommendations on a summative assessment system to be in place in 2016-17 and beyond.

Resolution on Local Education Agency Redistricting Authority

At this time, Chairman Cobey recognized Board member John Tate to present a resolution in response to correspondence requesting intervention from Union County citizens. Mr. Tate explained that this resolution is a matter of going on record what is already stated in statute, which is that pupil reassignment is under the legal authority of local boards of education.

NORTH CAROLINA STATE BOARD OF EDUCATION Resolution on School Redistricting by Local Boards of Education March 6, 2014

Whereas, North Carolina public school population has increased by more than 50,000 students over the past six years; and

Whereas, some counties in North Carolina are gaining student population and others are losing student population as a result of population growth and population shifts; and

Whereas, in 1955 the North Carolina General Assembly gave student assignment authority to North Carolina's local boards of education; and

Whereas, the General Assembly in Article 25, G.S. 115C-366, specifies the process for local boards of education to follow in assigning students to schools; and

Whereas, the General Assembly specifies in G.S. 115C-369, the process a parent or guardian of any child must follow if dissatisfied with a local board of education student school assignment; and

Whereas, the General Assembly specifies in G.S. 115C-369 (b) that the local board of education shall make a final determination on the question of student reassignment; and

Whereas, the State Board of Education recognizes the immense challenges inherent in student school assignment decisions; now, therefore be it

Resolved, that the State Board of Education requests each local board of education to deliberate with extensive input from parents and other citizens and make the best decisions on school reassignment for all children.

_____	March 6, 2014	_____
William W. Cobey, Jr. Chairman NC State Board of Education	Date	June St. Clair Atkinson, State Superintendent NC Department of Public Instruction

Discussion/Comments:

- Board member McDevitt expressed concern about having a resolution where the Board does not have any authority. Mr. McDevitt requested the removal of the words “rather than the State Board of Education;” under the third “whereas.” He stated that, in his opinion, it implies that the State Board wants the authority. There were no objections. Board member Tate accepted the friendly amendment.
- Board member Kenan asked why it was necessary to do a resolution since the State Board has no authority anyway. Noting the sensitive nature of this issue, Chairman Cobey explained that State Board members and Superintendent Atkinson have received many emails over the last few weeks, and redistricting issues will come up almost yearly. Subsequently, he would like to have a resolution in order to provide parents and concerned citizens who write requesting our intervention to know clearly what the State Board can and cannot do. Several Board members raised the same concerns and cautioned addressing every local board of education issue with a resolution.
- To provide context, Board member Savage shared that Union County was to bring its redistricting plan to vote on April 1; instead, her board took this issue to a vote on Tuesday night without being widely discussed. The problem was that there was no transparency or parental input, and parents’ concerns fell on deaf ears, according to Ms. Savage. She shared her appreciation for the Resolution’s last line which states “Resolved, that the State Board of Education requests each local board of education to deliberate with extensive input from parents and other citizens and make the best decisions on school reassignment for all children.”
- There was no further discussion.

Upon motion made by Mr. John Tate, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the Resolution on School Redistricting by Local Boards of Education.

Teacher Working Conditions Survey

Dr. Atkinson announced that beginning next week the Teacher Working Conditions Survey will be underway. She encouraged all teachers to participate in this survey.

Dr. Oxendine asked those Board members interested in taking a tour of the Public Schools of Robeson County’s American Indian Resource Center and Museum as well as the CIS Charter School following the Committee meeting adjournment at UNC-Pembroke on Wednesday, April 2, to let her know. A head count was taken and, Chairman Cobey asked Ms. West to poll the members for Dr. Oxendine.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

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