

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 4, 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 (via conf. call)
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edward, Superintendent Advisor	James Ford, 2014 Teacher of the Year
Dale Cole, Principal of the Year Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the June 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey shared that, at 7:30 a.m., the State Board and the Department hosted a breakfast for legislators, followed by a demonstration of some of the components of Home Base. Hosted annually, this event provides legislators with better understanding and insight about the work that goes on at the Department for the benefit of North Carolina's 1.5 million public school students. Chairman Cobey thanked the Board's advisors for participating in the breakfast. In addition, he thanked the newest Principal of the Year, Dr. Carrie Tulbert of Morrisville City Schools, and the newest Teacher of the Year, James Ford of Charlotte-Mecklenburg Schools for attending the legislative breakfast as well. Chairman Cobey noted that Dr. Tulbert and Mr. Ford will join the State Board officially during the July meeting.

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.

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted that the times assigned on this agenda for these two days are a guideline and that, to the extent possible, the Board will honor the schedule. However, the Board does exercise flexibility on times when necessary. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for June 4 – June 5, 2014.

Upon motion made by Mr. Gregory Alcorn, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the State Board of Education meeting agenda for June 4 – June 5, 2014, as presented.

ISSUES SESSION

Chairman Cobey reminded the audience that the Issues Sessions provide the Board with in-depth information on topics of importance to its work, impact on public education and the development of education policy. He recognized State Superintendent Atkinson to introduce the first Issues Session.

➤ **NC GEAR (Government Efficiency and Reform) Initiative**
❖ **Mr. Joe Coletti (Deputy Director, NC Government Efficiency and Reform Project)**

Dr. Atkinson explained that all agencies in state government will be undergoing a comprehensive review of planning activities and measures. Funded by the General Assembly, she added that the purpose of NC GEAR (Government Efficiency and Reform) is to transform state government. She introduced Mr. Coletti for the presentation.

Mr. Coletti reiterated that the NC GEAR initiative aims to fundamentally transform the way the State of North Carolina does business by identifying achievable and significant recommendations for North Carolina to become more efficient and effective. Using a PowerPoint presentation, Mr. Coletti provided an overview of the project objectives and scope, which include anything in state government that is not the legislature and judiciary. He explained that the Department of Public Instruction was selected as one of the first agencies for review primarily because of its size and scope.

Mr. Coletti also spoke briefly about each of the five NC GEAR Principles of Program Governance: transparency, collaboration, prioritization, strategic guidance and accountability. In addition, he noted that NC GEAR looks to identify opportunities for operational improvement, efficiency and cost savings within agencies and across functions that span government. He explained that one data collection approach is an automated Statewide Assessment Tool to test and validate selected hypotheses. The

Statewide Assessment was deployed to all agency points of contact on June 3; all responses are requested by June 26. Mr. Coletti also presented relevant sample hypotheses for the Department.

In closing comments, Mr. Coletti announced that additional ideas from state employees and the public can be sent to the NC GEAR website after development is completed later this month.

Dr. Atkinson reported that the State Board's Strategic Plan has been shared with NC GEAR. She stated that it is important to note that the NC GEAR comprehensive review is different from the comprehensive review that the Program Evaluation Committee of the General Assembly is conducting with the Department of Public Instruction. She reiterated that these are two different review initiatives.

Board member McDevitt commented on the sequencing, time table/alignment as things are currently occurring as well as comments related to shared services. Mr. Coletti explained that NC GEAR's target is for the next legislative long session budget.

Superintendent Advisor Edwards noted that there was a comprehensive study, which included ancillary and longitudinal studies of the LEAs as it relates to cost efficiencies, etc., that can be shared with NC GEAR.

Dr. Atkinson announced that Dr. Lou Fabrizio will be the Department's liaison with NC GEAR, and the Department will keep the Board informed as the initiative moves forward.

➤ **Department of Public Instruction's Implementation Plan for the North Carolina State Board of Education's Strategic Plan**
❖ **Dr. June St. Clair Atkinson (State Superintendent)**

Dr. Atkinson prefaced this presentation by explaining that, as a result of the State Board of Education's Strategic Plan, the Department has started working on an Operational Plan to develop activities and strategic work to fulfill the intent and meet the benchmarks identified in the Board's Strategic Plan.

Using a PowerPoint presentation, Dr. Atkinson provided a brief overview of the process, which began following the adoption of the Goals and Objectives for the Board's Strategic Plan. The Department has worked to develop its Operational Plan to align with the State Board's goals and objectives. The planning tool is expected to be complete by August 2014. In developing the Operational Plan, the Department has looked closely at the four major roles of the Department:

1. Carry out State and Federal Laws
2. Carry out State Board Policies
3. Support all NC school districts and schools in their continuous efforts to raise student achievement and meet SBE goals
4. Provide leadership for the state system of schools

Dr. Atkinson explained that the Department also identified the following major functions:

- Professional Development
- Technical Assistance (Capacity Building)
- Technical Support

- Resource Development
- Monitoring of State and Federal Laws
- Partnerships
- Internal Operations
- Communications

Dr. Atkinson explained that the Board's Strategic Plan also reflected the necessity of the Department to have partners such as private industry, Institutions of Higher Education, business and industry, etc. Next, Dr. Atkinson directed Board members to the attachment NCDPI Operational Plan List of Activities by Key Function, located on eBoard, which reflects how the Department is organized by key functions with the appropriate State Board goals referenced in parentheses. Dr. Atkinson highlighted some of the major activities under each key function and fielded questions from Board members.

Board member Oxendine asked Dr. Atkinson to address the Use of Early Warning Systems (# 4 under the Professional Development function). Dr. Atkinson clarified that, through a partnership, North Carolina developed an Early Warning System software program, which takes data from PowerSchool to identify students who are showing the signs of being a potential dropout. She used the example of attendance as one of the potential warning signs. The software program collects data; therefore, schools do not have to spend time doing so, but rather can spend time addressing the needs of students who may be at risk of dropping out of school. Dr. Atkinson stated that Ms. Debora Williams oversees this work to help improve graduation rates.

Dr. Oxendine explained that it would be helpful to know what division is responsible for specific functions. Dr. Atkinson shared that the next step in the process is for each division to develop a matrix of this nature. Dr. Oxendine stated that this information would be a critical communications tool for stakeholder groups, including the General Assembly, to show the level of energy that is being vested by the Department for professional development.

Board member McDevitt commended the Department for listing the State Board goals beside each function. He asked Dr. Atkinson if this exercise had been completed two years ago, what would be different. Dr. Atkinson shared that research shows that the way to change behavior is through professional development. What have changed are the topics, according to Dr. Atkinson. Two years ago, the Department had a dream of Home Base, there would not have been as much of a focus on #8 Maximizing Reading 3D to improve reading outcomes in grades K-3 (because the Department did not have the financial support from the General Assembly to move it statewide). She explained that another big difference is delivery. She explained, for example, that the Department uses multiple ways to deliver professional development where the Department would have relied more on face-to-face meetings two years ago. Mr. McDevitt asked (rhetorically) how much of this is dependent upon RttT as well as continued funding from the state for Home Base, etc. Dr. Atkinson stated that the Department is dependent upon the funding, but what is included in the Operational Plan is primarily the work of the Department in 2015-16. She stated that the Operational Plan reflects work that will be phased out related to RttT management. Dr. Atkinson provided some additional examples of differences from two years ago.

Under the Technical Assistance (Capacity Building) function, Board member Willoughby stated that the Department provides a lot of support for some of the more innovative schools. She cited Early College,

for example, and suggested that this type of work be included under this function. She spoke briefly about the effect of budget cuts and what will happen to the Department's support of these schools.

In response to Board member Oxendine's request to explain #3 – Introduce an LEA-centered governance structure into IT operations under the Technology Support function, Dr. Atkinson explained that North Carolina is the first state in the country to roll out a total technology system such as Home Base. She noted that the Department has learned much through the process of establishing a way to get regular feedback from school district stakeholders including superintendents, principals, teachers, etc. She added that this structure would be on paper and in practice to ensure that the work we do, including the enhancements and maintenance of Home Base, will have that governance structure in place to serve in the feedback loop, helping the Department to become more flexible and timely in making needed changes moving forward. Dr. Oxendine explained that she would like to see that concept applied to other areas of district operations such as the School Improvement Team model. Dr. Atkinson added that, in addition to Home Base, there are approximately 18-25 legacy applications that can be integrated.

Vice Chairman Collins asked if the Operational Plan includes category points related to service to the district versus regulations to the district. Dr. Atkinson confirmed, explaining that all of the following functions – Professional Development, Technical Assistance, Technology Support, and Resource Development – are all a part of services and leadership. The Department has isolated #5 – Monitoring of State and Federal Laws. She noted that the matrix suggested by Dr. Oxendine related to professional development would be appropriate in this area as well. Mr. Collins asked Dr. Atkinson to address going forward that the Department is actually meeting the needs of LEA stakeholders. The request was noted. Dr. Atkinson explained that the Department will also rely on third-party evaluations from the Friday Institute. She added that, in doing that work, the Department understands that larger districts may have different needs than smaller districts.

In response to Mr. McDevitt's question, Dr. Atkinson explained that the second tier will provide additional levels of detail including lead responsibilities and supported responsibilities. Following the development of Division Plans, an internal review will take place to ensure that the Department has addressed every area objective.

Dr. Oxendine asked how the Department will go about ensuring that online professional development is of high quality, i.e., improving webinar content, etc. Dr. Atkinson stated that, as a general practice, feedback is gathered from participants following every professional development activity, and focus groups have been used in the past to reflect on how to improve. She added that the Department welcomes suggestions from Board members on how to improve the process.

Dr. Atkinson summarized the Board's feedback, which included the following recommendations:

1. Add a function dealing with support of innovative schools such as Early Colleges
2. Add matrices to include lead responsibility with supporting divisions for professional development, service, leadership, and state and federal requirements
3. Include differentiation and involve LEAs and RESAs in making the determination about what is important
4. Identify cost savings (return on investment)

In closing comments, Dr. Atkinson stated that, if acceptable to the Board, the Department will present the entire picture of the Operational Plan in August, followed by monthly Division reports to provide a deeper dive of the Department's work. A brief discussion ensued about moving the fall workshop to an earlier date, perhaps in September.

Chairman Cobey explained that the agenda has been rearranged so that staff can be at the Legislature for key presentations and meetings. Therefore, the committee meetings have been moved to accommodate staff. Dr. Oxendine was recognized to facilitate the TCP Committee meeting at this time.

Following lunch, Vice Chairman Collins called the meeting to order and recognized Dr. Weeks to present the next Issues Session.

➤ **Standards Review Process**

❖ **Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, and Dr. Robin McCoy (Director, Curriculum and Instruction)**

Dr. Weeks set the context by explaining that the purpose of this Issues Session is to provide greater understanding of the process for reviewing standards and to speak briefly about legislation currently being discussed, which could affect the process. She recognized Dr. McCoy for the presentation.

Using a PowerPoint presentation, Dr. McCoy provided a comprehensive review of the State Board's policy delineating the process for standards review – SBE Policy # GCS-F-012, which has been in place since 2002. She highlighted requirements for minor revisions and substantive changes, as well as the standards review schedule. In addition, Dr. McCoy shared a sample standards review timeline.

Dr. McCoy fielded questions.

In light of legislative discussions about stopping the Common Core, a brief discussion occurred about the consequences and the type of work that would need to occur in English/Language Arts and Math as it relates to tagging and content alignment.

A brief discussion also occurred about the amount of time it takes for the revision process. State Superintendent Atkinson explained that part of the reason is to allow opportunity for substantive input from stakeholders statewide (superintendents, teachers, parents, IHEs, business & industry). Dr. McCoy shared that ongoing collection of feedback is constantly occurring as it relates to changes that need to be made in all of the content areas. A brief discussion occurred about revising individual standards and the implications on connected standards.

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 (via conf. call) |
| 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 the handling of the following cases: Alexander Vedder v. NC Department of Public Instruction; and Partnership Achieving Community Education "PACE" Academy v. NC Board of Education.

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

Upon motion made by Ms. Patricia Willoughby, and seconded by Ms. Marcella Savage, the Board voted unanimously to recess the State Board of Education meeting until Thursday, June 5 at 9:00 a.m.

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June 5, 2014**

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

William Cobey, Chairman	Wayne McDevitt
A.L. “Buddy” Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Janet Cowell, State Treasurer	John Tate (via conf. call)
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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the June 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 explained to the audience that the Board approved its June agenda on Wednesday in addition to receiving Issues Session presentations and holding its committees’ meetings.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Vice Chairman Collins and Board members Marcella Savage and Reginald Kenan recused themselves from discussing and voting on TCS 2. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Wayne McDevitt was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes from the April 30 and May 1, 2014, meeting.

Discussion/Comments:

- There was no discussion.

Mr. Kevin Howell made a motion to approve the minutes of the April 30 and May 1 State Board meeting. Seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the minutes as presented.

SPECIAL PRESENTATION – OUTGOING STATE BOARD OF EDUCATION ADVISORS

- **Mr. Mark Edwards, Superintendent Advisor, 2013-14**
- **Mr. Dale Cole, Principal of the Year Advisor, 2013-14**
- **Ms. Darcy Grimes, Teacher of the Year Advisor, 2012-14**

On behalf of the State Board of Education, Chairman Cobey expressed public appreciation to the outgoing State Board Advisors for their commitment and contributions to the Board meetings in their advisory roles.

Each Advisor was invited forward to receive a plaque of appreciation in recognition of his/her service to the State Board of Education. The presentations were photographed.

Race to the Top – District and Transformation Update

- **Dr. Pat Ashley (Director, District and School Transformation Division)**

Dr. Ashley prefaced this presentation by reminding Board members of District and School Transformation's (DST) three goals as a part of the Race to the Top work, which are to:

- Improve student achievement in the bottom five percent of schools
- Raise graduation rates in any high school where the rate was below 60 percent
- Assist the lowest ten percent of districts in the state (12 LEAs)

Dr. Ashley explained that DST actually assists a total of 36 LEAs that make up the three categories above.

After providing statistical data on the student population, Dr. Ashley spoke briefly about support strategies used by DST to help build capacity for the schools and to provide professional development so that there is an impact on student learning. Dr. Ashley was pleased to report that, as of last year, all of the schools that had graduation rates below 60 percent now have graduation rates above 70 percent. She referred Board members to a brochure, located at their places, *Professional Development for Turnaround School Leaders*, which describes in detail the professional development series provided to LEAs through the RttT grant to help build capacity in schools. Dr. Ashley also spoke briefly about the

professional development evaluation ratings, which were consistently rated at levels 4 and 5 by participants.

Other initiatives include: Recruitment Incentive, High Growth Incentive, New Teacher Support, NC Teacher Corps, Marstrats Recruiting & Retaining Plans, and Leadership Academies. Using a PowerPoint presentation, Dr. Ashley provided data for each of the RttT initiatives for low-achieving schools as it relates to their degree of penetration and how these different strategies can be attributed to the increased performance composites. In addition, Dr. Ashley provided longitudinal performance composite data for all 118 schools identified under RttT to attempt to show if the schools are really growing. She noted that 11 of the 118 schools were closed. Of the 107 left, only 29 are in the bottom five percent. All but a few made growth on the new assessment, which is an accomplishment, according to Dr. Ashley. In closing remarks, Dr. Ashley explained why she is very encouraged that she will be able to return at the end of this year with higher student achievement data.

Board member Rebecca Taylor shared that she has visited several of these schools and knows that the DST work is very valuable as she has seen the difference first hand.

In response to Board member Olivia Oxendine's request, Dr. Ashley addressed the challenges and successes of the Principal Leadership Academies. She elaborated on the internship experience, which, in her opinion, is very valuable because it provides a solid foundation prior to taking over the role of leading a school. Dr. Ashley explained that there are challenges because these leaders are trained to create change, and sometimes the rate of change they want to create exceeds the rate of change a community may be ready to accept. On the other hand, Dr. Ashley explained that they are well prepared as it relates to helping students learn, which is a valuable skill toward being an effective leader in a challenged environment.

In light of potential cuts to the Department by the General Assembly, Board member Tate expressed concern about the availability of funds to continue this work after the RttT funding period expires. Dr. Ashley spoke briefly about the work of DST prior to RttT, which was primarily funded with state resources and a small amount of federal dollars. RttT allowed DST the ability to expand the number of schools that could be served by blending the RttT funds with the state and federal resources already allocated to this work. Dr. Ashley spoke briefly about the fifth-year extension of RttT funding. She explained that while RttT allowed DST to double its efforts, there will be a reduction of staff funding by 50 percent next year; after next year, DST will be back to its original capacity of serving approximately 60 schools if state funding is maintained.

In response to Board member Alcorn's request for Dr. Ashley's prediction of what these efforts will do toward increasing graduation rates, Dr. Ashley noted that she has seen the cost-benefit analysis that the RttT evaluation team will provide to the Board. She explained that this independent analysis will show statistics similar to DST's partnerships with schools being worth two weeks or more student instruction, which is a very profound number, according to Dr. Ashley. The independent analysis shows that resources spent on DST provide very high student gains per dollar spent.

Superintendent Advisor Edwards expressed appreciation for Dr. Ashley's work, noting that she was awarded the Jay M. Robinson award in 2013. He also shared that superintendent colleagues commend Dr. Ashley's leadership.

Lt. Governor Dan Forest asked Dr. Ashley to speak about funding mechanisms as it relates to LEA responsibilities in funding. Noting that, largely, the low-performing districts are 52 percent rural and the remaining are urban, she explained that the urban districts, with more capacity, provide more funding and the state sends far fewer resources for support. The small rural districts, very challenged with capacity (for example, Halifax had a 35 percent turnover rate last year and may be at 50 percent this year), depend heavily on the state. Dr. Ashley spoke to the reasons for this reliance on the state.

Board member Willoughby added her applause and reiterated for Board members that the RttT allowed DST to expand its services; however, the Department of Public Instruction has historically offered its services for many years, preceding the DST team, because it was the right thing to do for students.

STATE SUPERINTENDENT'S REPORT

Governor's Teacher Network (GTN) Initiative Selections Made

Teachers in the initial class participating in the Governor's Teacher Network have been selected and notified of their appointment. Governor Pat McCrory, in partnership with the NC Department of Public Instruction, established the Governor's Teacher Network to recognize and reward teachers who can help advance Race to the Top (RttT) funded educational remodeling efforts across the state.

- Approximately 450 outstanding teachers from across North Carolina are selected through an application process to serve for one year as content experts and professional development creators and facilitators.
- Network teachers will develop projects designed to spread understanding and use of new resources and practices in their schools and districts.
- Network teachers will participate in specialized training related to their projects June 30 and July 1, will receive coaching and support from NCDPI staff and will receive \$10,000 for the Home Base instructional resources and online learning module components produced during the 2014-15 year.

The Governor's Teacher Network overview will be presented to the Board in July.

Mooresville Middle School Principal Named Principal of the Year

Mooresville Middle School Principal Carrie Tulbert has been named the 2014 Wells Fargo North Carolina Principal of the Year.

The Mooresville Graded Schools' principal succeeds Southside High School Principal Dale Cole (Beaufort County Schools).

Tulbert led Mooresville Middle through one of the state's first schoolwide 1:1 digital conversions when very few people in the state had even heard of the term '1:1'. Today, Mooresville Middle School is a national model for using technology to support instruction.

Tulbert is described as a pioneer who believes in the power of shifting school culture, thoughtful planning, and cultivating meaningful and productive relationships among teachers and students.

Tulbert joins the State Board of Education in July as principal advisor.

Home Base Professional Development System District Pilot Launches

The Home Base Professional Development System (HBPDS) pilot launched May 22 and continues through July 18. This process will inform future system improvements for districts choosing to opt-in for local functionality.

The twelve districts participating in the pilot (Beaufort, Carteret, Wilson, Northampton, Columbus, Moore, Montgomery, Asheville City, Elizabeth City-Pasquotank, Stokes, Union, and Newton-Conover) will provide feedback regarding the following processes:

- Creating and managing district-level instructor-led and self-paced courses in their local catalog
- Leveraging Moodle Integration
- Targeting courses to specific participants
- Creating aggregate and individual reports
- Producing course completion certificates and surveys

Managing enrollment and participant processes including wait lists, courses and sections, rosters, attendance, completion, and other functions

Each week the Educator Effectiveness team, 12 pilot members, and the system vendor meet to discuss successes, questions and challenges using the system. This weekly collaboration with all stakeholders is productive and already informs resources produced to assist LEAs and future enhancements of the system.

2014 Summer Institutes Slated in All Eight Regions

- Summer Institutes 2014 will take place in all eight regions across the state of North Carolina, July 7 – July 8.
- Each institute will feature sessions created and presented by LEAs and charters.
- These “Implementation Innovation” sessions include authentic practices from the field that have proven to be successful in moving the district or charter forward in building local leadership capacity.
- The overarching goal of SI 2014 is to connect educators across the state with meaningful professional development around best practices.
- Implementation topics include curriculum content, instructional practices for student differentiation, Home Base resources for classroom instruction, and local professional development planning time for the year.
- This institute series launches the yearly professional development calendar in partnership with NC DPI’s eight Regional Service Alliances (RESAs).

Dates and locations are

Region 1 July 7-8	Region 2 July 7-8	Region 3 July 9-10	Region 4 July 9-10
Washington High School <i>Beaufort County</i> 400 Slatestone Rd. Washington, 27889	Croatan High School <i>Carteret County</i> #1 Cougar Lane Newport, 28570	Rocky Mount High School <i>Nash County</i> 1400 Bethlehem Rd. Rocky Mount, 27803	Gray’s Creek High School <i>Cumberland County</i> 5301 Celebration Dr. Hope Mills, 28348
Region 5 July 7-8	Region 6 July 9-10	Region 7 July 7-8	Region 8 July 9-10
West Stokes High School <i>Stokes County</i> 1400 Priddy Rd. King, 27021	Cox Mill High School <i>Cabarrus County</i> 1355 Cox Mill Rd. Concord, 28027	West Wilkes Middle School <i>Wilkes County</i> 1677 N NC Hwy 16 Wilkesboro, 28697	Pisgah High School <i>Haywood County</i> 1 Black Bear Dr. Canton, 28716

Superintendent's Small Group Regional Meetings

Local superintendents representing North Carolina's Sandhills region met in Carthage on May 9 while the Southeast and Southwest regions met via conference call on May 7.

Discussion topics included

- The General Assembly's A-F system of grading schools
- Course for credit policy, and
- The Governor's Teacher Network

**Superintendent's Principal Advisory Council Meeting
Principals Provide Feedback on NC School Report Cards**

The State Superintendent's Principal Advisory Council met May 2 in Raleigh.

Agenda topics included

- Feedback on NC School Report Cards
- A-F School Grades
- Home Base Demonstration
- Course for Credit Policy

New Hires – New Additions Join DPI Team

- Melissa Conover – Technology Support Analyst, Information Technology Services
- Cynthia Floyd – Education Consultant II, K-12 Curriculum and Instruction
- Darrell Johnson – Education Planning and Development Consultant II, Office of Charter Schools
- Karen Hoeve – Education Testing and Accountability Consultant II, Accountability Services

Recent Activities of the State Superintendent **Attended and/or delivered remarks/keynote address at**

- Principal of the Year Luncheon, Cary, NC
- Council of State meeting, Raleigh, NC
- Sandhills Leadership Academy, Carthage, NC
- Chatham County Schools CTE Awards Ceremony, Pittsboro, NC
- SREB Commission on Career and Technical Education, Frankfort, KY
- East Carolina University Interdisciplinary Literacy Summit, Greenville, NC

 Visited

- Morehead Elementary School, Greensboro, NC
- White Oak Elementary School, Edenton, NC
- DF Walker Elementary School, Edenton, NC

Loss of Population

Dr. Atkinson explained that one of her responsibilities as State Superintendent is to bring forth issues that the state needs to address. One such issue is that some LEAs are losing population. Dr. Atkinson recognized Dr. Michael Dunsmore (Superintendent, Tyrrell County Schools) to speak about the issues that his small, low-wealth school district faces due to the loss of population.

Dr. Dunsmore prefaced his comments by stating that he is very concerned about the future of his school district. He provided demographic data noting that Tyrrell County Schools serves 551 students. In his five-year tenure, 29 staff members or 21 percent of the entire staff have been cut. Administrative support staff in the central office consists of six people all of whom wear many hats. Dr. Dunsmore himself handles all personnel matters, transportation and maintenance issues. He spoke briefly about the challenges and the successes, noting that

without the support of Dr. Atkinson, Ms. Tamara Ishee, Dr. Ashley, and others at DPI, and RttT funding, Tyrrell County is dying on the vine. For example, due to logistics, specialists do not want to travel to provide services. He shared that his district needs a high school Algebra teacher, and after two months of advertising, there have been zero applicants. Dr. Dunsmore stated that he is extremely concerned moving forward as the population numbers are continuing to decline for a number of reasons including recent hurricanes, economic hardships, etc. (Tyrrell County is the largest employer in the county.) Teachers are overwhelmed, and he expressed concerned about the lack of professional development for his staff, which he cannot provide.

Board member Rebecca Taylor stated that all of these concerns stem back to the funding formula for these small school districts, which makes it hard for these districts to be successful. Board member McDevitt noted a special provision in the Senate Bill, which requires the Department to develop a plan related to shared services among the 25 small districts. A brief discussion occurred about the consolidation of systems, and the challenges due to geographical distance. Dr. Dunsmore also spoke about the implications of losing small county funding, which would mean 17 positions in his district. This round of cuts would affect employees who are non-degreed individuals such maintenance workers, custodians, cafeteria workers and bus drivers. Mr. McDevitt noted for context that he believes that the Senate Bill charges the Department with developing the recommendations. State Superintendent Atkinson stated that she believes it will be important to look at the demographics as this is a problem that will continue to grow in several areas of the state. Therefore, there is a critical need to have a long-term strategy about how to deal with a dwindling student population, and at the same time provide those children with the same opportunities that others students receive in larger districts, according to Dr. Atkinson.

In response to Vice Chairman Collins' question, Dr. Dunsmore explained that Tyrrell County is an Early College High School, which does everything virtually with the Community College. In addition, as a region, they support each other. He reported that a one-to-one initiative was rolled out in the high school this year; however, there have been many challenges as 60 percent of the county is not wired for high speed Internet access and many families cannot afford the service. He elaborated on what the county and region is doing to provide service and access.

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 52 amended DSWs this month, as of May 19 (have approved 229 LEA/Charter School amended DSWs since July 1, 2013)
- Conducted two webinars for LEA and charter school finance officers and RttT coordinators on how to either close out their RttT projects, if completing work in their DSW by September 30, 2014, or apply for a "no cost extension"
- Coordinated logistics and provided requested materials for auditors from the Office of the Inspector General at USED for three separate weeks of on-site work in April and May for an audit related to reporting on USED's Annual Performance Report for sections C and D of the state's DSW
- Worked with program officers at USED to answer questions, provide additional materials, and make modifications related to the items in the state's omnibus budget amendment and "no cost extension" request that are still pending approval
- Began production of a series of videos that will help to tell the story of how Race to the Top looks in classrooms across the state of North Carolina; this includes demonstration of the new standards in action, strong professional development, technology, district and school transformation, and testimonials about the various elements of Home Base and how teachers and administrators are already experiencing success with it. Videos will be completed by late June, and others may be added as resources allow.

- Continued 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. NCDPI distributed the document to teachers, principals, superintendents, NCPTA, and local Common Core Coalition support groups.
- Completed READY IV meetings, which were face-to-face meetings held across the state in March and April 2014 to provide superintendents and key central office personnel with: 1) Home Base implementation updates and information about the opt-in process, 2) information about the Educator Effectiveness system (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
- Developed fact sheet for educators and the general public regarding the Year 5, no-cost extension for the Race to the Top grant
- Continued discussions around how to develop communications strategies for Educator Effectiveness and the new Accountability model; challenges remain around understanding of Standard 6 among educators and others in the public, and NCDPI is awaiting the General Assembly's action regarding whether or not the A-F model will be implemented in fall 2014 or the following year
- Continued working with Governor’s Teacher Network to develop communications planning as this program continues (see Great Teachers and Leaders section for additional information)

Standards & Assessments:

- Continued review by Curriculum and Instruction staff of assessment items to support the work of the Accountability Division in creating and refining assessment items for the Read to Achieve 3rd grade portfolio, the End of Grade (EOG) tests for grades 3-8, the End of Course (EOC) tests, and the NC Final Exams
- Continued work by Accountability Division staff to complete the Roster Verification process in order to assure that correct student data are assigned to the appropriate teachers such that Standard 6 is correctly populated for the teacher evaluation process
- Led regional trainings for all areas of Curriculum and Instruction as a part of the spring series of Regional Education Service Alliance (RESA); hosted trainings through the professional development (PD) calendar (see Great Teachers and Leaders section for additional updates on this initiative)
 - Math trainings have focused on analyzing the EOG math results and discussing how instruction needs to change to meet the needs of our students
 - English Language Arts (ELA), Science, and Social Studies have continued to focus on understanding of the standards at a deeper level and suggested instructional strategies
 - Information is available online for trainings in
 - Arts Education: (<http://ances.ncdpi.wikispaces.net/RESA+Training>)
 - English as a Second Language (ESL) / Title III: (<http://eldnces.ncdpi.wikispaces.net/Spring+2014+RESA+Regional+Training>)
 - Student Support Services: (<http://schoolcounseling.ncdpi.wikispaces.net/Spring+2014+PD+Opportunities>)
 - World Languages: (<http://wlnces.ncdpi.wikispaces.net/2013-2014+RESA+Sessions>)

- Continued planning summer PD on the *NC Standard Course of Study*:
 - Science trainings will focus on three-day sessions to assist teachers in the creation of high quality instructional units
 - Social Studies trainings will focus on writing Social Studies concept-based units
 - Math trainings will focus on secondary trainings in Math I, II, III and in the new transitional Southern Regional Education Board (SREB) math course
 - ELA has created and advertised a Summer PD Menu; the offerings are meant to provide a more customized approach to districts for teacher professional development in deepening understanding of the ELA standards
 - English Language Learners (ELL) section staff are creating the first ever ELL state conference to be held this summer
 - Continued planning sessions for Summer Institute trainings related to the *NC Standard Course of Study*
- Established a Virtual Networking communication forum for the implementation of the *NC Arts Education Essential Standards* (<https://www.facebook.com/pages/NC-K-12-Arts-Education/275863095921095>)
- Made available the Model Performance Indicators (MPIs) created by the “Common Core and ELL Collaborative Task Force” 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) on the NC English Language Development wikispace: <http://www.livebinders.com/play/play?id=1089921&backurl=/shelf/my>
- Crafted additional tools for teachers and administrators to use as they implement the *World Language Essential Standards*; a set of proficiency outcome posters which can be used in classrooms or in communication with stakeholders to illustrate what students will be able to do with the language being learned once they complete a course have been posted to the World Language wiki at <http://wlnces.ncdpi.wikispaces.net/Proficiency+Posters>

Data Systems to Improve Instruction:

- Shared the formal Home Base opt-in process with superintendents; NCDPI created a simple web form that allows superintendents or their designees to officially opt in, and NCDPI set a deadline of July 15 (as of May 20 forty-one districts and seven charter schools have already formally opted in, and many others have expressed their intent to opt in)
- Launched the Home Base Professional Development (PD) System which currently offers state-provided professional development opportunities and began piloting the use of the PD system for the creation and administration of local professional development (see Great Teachers and Leaders section for more information about the pilot process)
- Integrated OpenClass with the NC Learning Object Repository (LOR), enabling educators to search for resources available in the LOR
- Continued planning for the build of the final tool in Home Base, TestNav, which will allow for delivery of summative assessments; NCDPI expects to have the build for this tool complete by the summer of 2014 and the system will be ready to pilot in the fall of 2014
- Trained NCDPI Support Center staff who specialize in the instructional components on technical and administrative OpenClass functions, e.g. integrating with PowerSchool and setting up new campuses
- Continued work internally to ensure that the organizational structure of the Department is one that can sustain Home Base long term; NCDPI is in the process of identifying current and future needs, including deliverables, and knowledge transfer and human resources needs, and creating and implementing plans that address those needs

- Added a new collection of 2,100 cultural resources for PK-12 to the SchoolNet bank of materials; collection includes photos, blueprints, lesson and research guides, online activities and exhibits, field trip planners, and articles and other media contributed by North Carolina's 27 historic sites, seven museums of history and two museums of art, and the N.C. Arts Council, N.C. Symphony, State Archives, State Library, and State Offices of Archaeology and Historic Preservation

Great Teachers & Principals:

- Launched online platform for the Spring ASW Pilot and began conducting webinar trainings for participants; approximately 1,100 participants have signed up to participate in the process and between 750 and 800 of them are actively participating in the online modules
- Began initial pilot of Student Perception Surveys through Panorama Education in 58 schools across 13 LEAs
- Finalized new evaluation tool users' guides for Career Development Counselors, Instructional Technology Facilitators, School Psychologists, School Social Workers, Speech Language Pathologists, Physical Therapists, and Teacher Leadership Specialists
- Completed peer review of seven new teacher licensure program proposals; staff will present recommendations on these to the NC State Board of Education (SBE) in June
- Received 12 superintendent licensure program blueprints for review as a part of the SBE required remodeling efforts; DPI has solicited volunteers to train as peer reviewers for the review process this summer
- Met with deans of Schools of Education for both the UNC system and North Carolina Independent Colleges and Universities (NCICUs) and continued to discuss potential uses of the effectiveness of program graduates data from the Educator Preparation Report Card in both the state program approval process and the Council of Accreditation of Educator Preparation (CAEP's) accreditation process
- Collaborated with UNC General Administration and Carolina Public Policy Center to design and deploy an updated 'new teacher survey,' which collects data from first-year teachers about their perceptions of their level of preparedness and the effectiveness of the preparation program they completed; the survey is open through the end of the year
- Hosted the NC Statewide K-12 & Higher Education Alignment Summit in Raleigh; over 300 attendees representing K-12 institutions, the UNC system, NCICUs and community colleges participated to discuss how the state's education sectors could promote greater student success and learn about the NC College and Career Ready standards
- Met with the NC Cooperative Planning Consortium (NCDPI/NC Teacher Education Division of the Council of Exceptional Children) to discuss how measures of student growth used in Standard 6 of the North Carolina Educator Evaluation System applies to teachers of exceptional children and how that data will be connected back to exceptional children's teacher preparation programs/campuses via the Educator Preparation Report Card
- Participated in a collaborative meeting with a group of NCICU education faculty and SAS on the potential development of a NCICU Educator Preparation Assessment System to help develop assessment tools to analyze large amounts of data and drive continuous improvement in their programs
- 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

- Held celebration dinner at the Hunt Library, NC State University on May 3 to recognize the accomplishments of 2013-14 Kenan Fellows and their mentors from business, industry and the NC Department of Public Instruction
- 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 New Teacher Support Program (NTSP)
- Continued providing one-on-one coaching and access to online resources to 272 first and second year Teach For America (TFA) corps members
- Continued planning for 2014 summer intensive training for new TFA corps members
- Conducted professional development on active student engagement and differentiated instruction for 61 NC Teacher Corps (NCTC) Cohort I and Cohort II members on March 15, 2014
- Continued providing on-site classroom observations and instructional coaching to 94 NCTC members
- Continued providing university licensure coursework for NCTC Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Continued work toward sustainability of the Regional Leadership Academies (RLA)
 - Representatives from the three RLAs made a presentation on April 8 to the NC Joint Legislative Oversight Committee on Education
 - The Piedmont Triad Leadership Academy (PTLA) Leadership Team convened a meeting of the PTLA Advisory Team on May 6 to discuss sustainability plans; the meeting included two school district partners not currently participating in the PTLA
- Provided job placement support for the 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
- Established the Home Base PD System Advisory team with 12 members (representing Lee, Wake, Moore, Columbus, Hertford, Moore, Beaufort, and Guilford and Elizabeth City-Pasquotank counties); the team will help inform the use and training of the system
- Launched the Home Base PD system on April 15, 2014 with approximately 30 courses; new courses are scheduled to be loaded into the system during the next two months ahead of their release on June 30
- Enrolled 1,204 LEA/charter PD Leadership Team participants for Summer Institutes 2014 through the Home Base PD system
- Launched the pilot of Local PD system functionality on May 22; this program will provide orientation and training on the Home Base Local PD system functionality through July 18 for twelve districts (Beaufort, Carteret, Wilson, Northampton, Columbus, Moore, Montgomery, Surry, Jackson, Asheville City, Elizabeth City-Pasquotank, Stokes, and Currituck); these districts will provide feedback on the system to inform future system improvements as well as test the system's functionality from a district's perspective
- Continued planning Summer Institutes 2014, which will take place in all eight regions across North Carolina (Institutes in Regions 1, 2, 5, and 7 will occur on July 7-8, 2014, while Institutes in Regions 3, 4, 6, and 8 will occur on July 9-10, 2014); approximately 200 "Implementation Innovation" sessions have been developed by the districts with approximately 20 sessions planned by DPI
- Received 1,194 complete applications (1,488 partial applications) for the Governor's Teacher Network (GTN); Pathway 1 (Professional Development) received 531 applications while Pathway 2 (Instructional Resources) received 663 applications

- Began review of GTN applications in both pathway teams; up to 450 successful applicants will be notified by May 30 that they have been chosen to participate in the initiative
- Finalized location and dates (June 30-July 1) for the summer face-to-face trainings for the participants in the Governor's Teacher Network and began planning sessions for the training
- Continued delivering PD sessions on the 2013-14 calendar, with plans to deliver all sessions by June 4; plans are underway for the 2014-15 calendar, and as a part of that process PD leads will work with their regional roundtables to help customize the training sessions for their regions on the calendar in 2014-15
- Held discussions with each Regional Education Service Alliance (RESA) about restructuring their contracts to fulfill all financial obligations for years 1-4 and to extend contracts for year 5, as needed, to support delivery of PD through NC's no-cost extension of RttT

NC Virtual Public Schools:

- Completed development of the second half of Biotechnology/Agriscience I in early March 2014 for schools to implement for the remainder of the spring semester
- Continued development work on Biotechnology/Agriscience II and Math III; these courses are on track for completion by June 15 in order to roll them out in the fall of 2014
- Hired the team that will begin revisions to the Forensic Science course on June 2; these revisions will create a "non-mobile" and "non-blended" version of the course offered through the NCVPS catalog; we anticipate completion by December
- Began discussions with the Curriculum and Instruction staff at NCDPI regarding the possible Math IV course to develop during 2013-14
- Began developing web pages to provide information about and to highlight the work of the NCVPS STEM project
- Continued working with the legal department at NCDPI and NC State Information Technology Services (NC ITS) to implement their feedback on the format and structure of two mobile application Request for Proposals (RFPs) in order to resubmit RFPs to NC ITS
- Continued delivery of professional learning to NCVPS STEM teachers and "Face-to-Face" LEA STEM teachers, which primarily focused on the teacher creating a "Co-Teacher" Action Plan together; began planning for professional learning needs for Year 5 of the project
- Developed and disseminated end of year surveys to students and teachers to gather feedback regarding the blended courses during the 2013-14 school year

Turning Around the Lowest-Achieving Schools (TALAS):

- Delivered *Professional Development for School Leaders Session #15* focusing on "Understanding the Needs of Diverse Learners;" approximately 300 school leaders attended and learned about the needs of particular subgroups of students (e.g., children of poverty, exceptional children, English learners, and African-American males) and received 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 TALAS schools:
 - Lexington City Schools: Picket Elementary, Northeast Elementary, Charles England Elementary, Lexington Middle, and Lexington High School
 - Rowan-Salisbury City Schools: Knox Middle (TALAS), North Rowan High School
 - Public Schools of Robeson County: Fairgrove Middle, Pembroke Middle, Magnolia Elementary

- Warren County: Vaughn Elementary, Warren County Middle, Warren County Early College, Warren County New Tech High School
- Wayne County: Dillard Middle, Goldsboro High School
- Wilson County: Vick Elementary, Beddingfield High School
- Weldon City: All schools
- Winston-Salem Forsyth County: Cook Elementary
- Lenoir County: Southeast Elementary, Northeast Elementary, Rochelle Middle
- Guilford: Union Hill Elementary
- Completed district-level CNAs for the following districts:
 - Lexington City Schools
 - Weldon City Schools
- 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 (137 administrator accounts have been claimed as of the end of April); the IAM team announced that LEAs can begin to integrate year one applications for LEAs with the IAM solutions
- 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

Science, Technology, Engineering & Math (STEM):

- Continued development of STEM courses (through North Carolina School of Science and Mathematics):
 - Continued development for Level IV in Biotechnology and Agriscience, Aerospace, Security and Advance Manufacturing, Energy and Sustainability, and Health and Life Sciences.
 - Completed levels I through III course materials revisions and copyright clearance
- Provided Instructional and Leadership Coaching (through North Carolina New Schools):
 - Provided 12 days of Leadership coaching for principals at the Anchor and Affinity Network Schools (three days at Anchor Schools and nine days at Affinity Schools)

- Provided 50 days of Instructional Coaching for teachers at the Anchor and Affinity Network Schools (4.5 days at Anchor Schools and 45.5 days at the Affinity Schools are planned)
- Provided study visit trips to four innovative schools in New York City (Manhattan/Hunter Science High School, High School for Computers and Technology, Urban Assembly School for Law and Justice, Urban Assembly for Applied Math and Science) that East Duplin and North Duplin High School assistant principals participated in
- Held four STEM Industry Innovation Council meetings in focus areas: Energy and Sustainability Industry Innovation Council (May 6); Aerospace, Advanced Manufacturing, & Security Industry Innovation Council (May 14); Health and Life Science Industry Innovation Council (May 20); Biotechnology & Agriscience Industry Innovation Council (May 22)
- Promoted STEM Education (NC Department of Public Instruction):
 - Met with the team of STEM Recognition application reviewers on May 9 and initially selected ten out of the 21 applicants for a site-visit at their school/program
 - Participated in “Real World Design Challenge” conference calls; the team from STEM Early College NC A&T, an Affinity Network School, was announced as the NC State Champion and will attend the National competition in May

Evaluation:

- Continued activities related to fall 2013 data analysis; completed spring 2014 field work activities related to Teacher and Leader Effectiveness
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders:
 - Submitted the following initial drafts to NCDPI for review:
 - *North Carolina Regional Leadership Academies: Final Summative Activity Report*
 - *Strategic Staffing in North Carolina: A Summative Review of Local and State Implementation across the Race to the Top Period (submitted by May 30)*
 - *North Carolina Virtual Public Schools Blended Learning STEM Courses: Final Report: Impact, qualitative assessment, and policy recommendations (submitted by May 30)*
 - Continued data analysis for reports related to Professional Development:
 - Completed data analysis and write-ups for reports related to statewide, online, and local outcomes for Year 4 professional development
 - Began first internal draft of DLP Year 4 report
 - Finalized internal review for activities for the 2012-13 District and School Transformation report and continued data analysis and report writing for STEM:
 - Submitted (by May 30) the draft report *Evaluation of District and School Transformation School-Level Coaching and Professional Development Activities: 2012-13* for initial review by NCDPI
 - Received feedback from NCDPI on the draft report titled *A Preliminary Cost Analysis of North Carolina’s Race to the Top Initiatives: Formative Evaluation Report*

Legislative Update

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

Ms. Beaulieu highlighted the following list of recent activity of education-related legislation. She drew attention to a one-page handout, which is also posted on the State Board website. In addition, Ms. Beaulieu drew attention to a two-page report that contains 53 bills filed by the House in Senate this session. She

explained that some of the bills are duplicative; the sum total is approximately 40 bills. This document is also located on eBoard.

Key Education Bills

1. House Bills

- HB 230 – Clarify Read to Achieve/School Performance Grades (Malone, S. Martin, Brody, Samuelson)
- HB 1040 – Improve Administrative Program Monitoring at DPI (Howard)
- HB 1060 – Military Student Identifier
- HB 1061 – Replace Common Core to Meet NC’s Needs (Holloway, Pittman, Speciale)
- HB 1062 – Schematic Diagrams and Keys of Schools (Holloway, Johnson, Hanes, Lucas)

2. Senate Bills

- SB 370 – Respect for Student Prayer/Religious Activity (Bingham, Daniel, Hise)
- SB 744 – Appropriations Act of 2014 (Brown, Harrington, Hunt)
- SB 793 – Charter School Modifications (Tillman, Cook, Soucek)
- SB 812 – NC Academic Sovereignty (Soucek, Tillman)
- SB 815 – Ensuring Privacy of Student Records (Barefoot, Brock, Soucek)

3. 2014 Budget Analysis: <http://www.ncpublicschools.org/fbs/budget/>

A brief discussion occurred about the Master’s Pay provision. Ms. Elizabeth Grovenstein (Office of State Budget Management) clarified that, in the Governor’s recommendation, it did permanently reinstate Master’s pay for those teachers who were in Master’s in field 70 percent of the time; the Senate Bill does not. Superintendent Advisor Edwards spoke about Master’s in administration/leadership roles, and hopes that it will be fully reinstated.

Principal Advisor Cole asked if there was any sense of pause with the General Assembly members due to the fact that virtually every statewide business coalition has come out as supporters of Common Core and its benefits to the business community. Ms. Beaulieu stated that one can look at the difference between the Senate Bill and the House Bill. She explained that the Chamber of Commerce has been very involved in helping legislators understand the impact of this legislation. The short answer was “yes,” according to Ms. Beaulieu.

Rules Review Update

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

Ms. Cornetto explained that TCS 7 – Technical Changes to Public Schools of North Carolina Policies, Effective June 2014, is a consent item the Board is about to consider. She explained that Stage One policy review has been completed by DPI staff to make technical corrections to policies. Dr. Vinetta Bell, Project Manager, Ms. Lou Martin, and Mr. Jason Weber are coordinating this initiative. Another review, Stage Two, will include substantive review and will span all of the Board’s committee areas.

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, policy changes mandated by state statute or federal regulations, 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 ten items for consideration on the consent agenda. He asked if any Board members wanted to remove an item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve HRS 1 – Healthy Active Children Policy Revisions, GCS 2 – Advanced Placement (AP) and International Baccalaureate (IB) Courses Satisfying Graduation Requirements, GCS 3 – Technical Corrections to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process, TCP 1 – New Licensure Areas for Institutions of Higher Education Programs, TCP 2 – Elementary and Special Education Licensure Exam, TCP 3 – Initial Teacher Licensure Exam Requirements, TCS 4 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind, TCS 5 – Procedures Manual: Public School Building Capital Funds (PSBCF), TCS 6 – Pre-Approval of Financial and Business Services’ Policy Manuals, and TCS 7 – Technical Changes to Public Schools of North Carolina Policies, Effective June 2014 (Stage One).

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments HRS 1, GCS 2, GCS 3, TCP 1, TCP 2, TCP 3, TCS 4, TCS 5, TCS 6, and TCS 7)

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

CONSENT**HRS 1 – Healthy Active Children Policy Revisions**

Policy Implications: SBE Policy # GCS-S-000

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

Description:

The Healthy Active Children Policy has been in effect since 2003. Since that time, some implementation and reporting processes have been institutionalized. Others continue to be confusing and, as a result, require continuous clarification. In order to ensure more accurate implementation and reporting of the Healthy Active Children Policy and to incorporate the federal guidelines for local wellness policies, these changes are being proposed.

Recommendations:

State Board members are asked to accept the changes to the current policy.

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

CONSENT

GCS 2 – Advanced Placement (AP) and International Baccalaureate (IB) Courses Satisfying Graduation Requirements

Policy Implications: N/A

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs)

Description:

In practice, it is fairly well known that certain Advanced Placement (AP) and International Baccalaureate (IB) courses satisfy North Carolina students' graduation requirements. However, clarity is needed to ensure that *all* school/district personnel and students/families are informed of which AP and IB courses satisfy North Carolina's graduation requirements. This policy will help schools and families make the most appropriate educational decisions. AP and IB courses that have been determined to satisfy graduation requirements have been reviewed to ensure they represent similar content and match the intent of the State Board's graduation requirements. DPI recommends that the following policy be adopted by the State Board of Education to ensure clear communication of how AP and IB courses satisfy graduation requirements.

Recommendations:

State Board of Education members are asked to accept the proposed new policy.

CONSENT

GCS 3 – Technical Corrections to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process

Policy Implications: SBE Policy # GCS-A-016

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Technical corrections for the administration of the state-designated assessments for use in the North Carolina teacher evaluation process are being provided for Consent at the June 2014 meeting of the SBE. Clarification is being provided to the following sections: (a) number 1—clarification to remove the wording “for Performance Based Courses” because now some EC courses and World History are included in “Analysis of Student Work” (g) numbers 1-3---clarification that a science or social studies score is not required if the teacher already has a test score for the same year from the EOG tests of ELA, Mathematics, Science or the NCFE of Science or Social Studies, and that the decision not to have these Science/Social Studies scores must be applied consistently to all schools within a district.

Recommendations:

State Board of Education members are requested to accept the amendment to the attached policy.

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

CONSENT

TCP 1 – New Licensure Areas for Institutions of Higher Education Programs

Policy Implications: SBE Policy # TCP-B-003

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Lynne Johnson (Director, Educator Effectiveness) and Dr. Rachel McBroom (Director, Educator Preparation)

Description:

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

Recommendation(s):

It is recommended that the licensure areas for the IHEs on the attached list be approved by the State Board Education.

CONSENT

TCP 2 – Elementary and Special Education Licensure Exam

Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), and Dr. Rachel McBroom (Director, Educator Preparation)

Description:

In December 2012, the State Board of Education adopted the Foundations of Reading and General Curriculum for North Carolina exams (formerly referred to as MTEL) as an Elementary and Special Education: General Curriculum licensure requirement effective July 1, 2014. The Board subsequently revised the effective date to October 1, 2014. The current SBE approved tests for Elementary and Special Education General Curriculum licensure are:

- * Pearson Test 090 – Foundations of Reading
- * Pearson General Curriculum for North Carolina
 - ^Subtest 103 – Multi-subjects
 - ^Subtest 203 – Mathematics

- * Praxis II Test 0543/5543 – Special Education: Core Knowledge and Mild to Moderate Applications (required for Special Education: General Curriculum licensure only)

Per LEA feedback, such extensive testing requirements may be prohibitive to the LEA hiring process overall for Special Education: General Curriculum, which is a difficult to staff area. The requirements to qualify may mitigate the benefits of the recent October 1 effective date extension.

Recommendation(s):

It is recommended that the State Board of Education approve the following revision of testing requirements for Special Education: General Curriculum license applicants. These applicants shall achieve the currently approved minimum passing score on the State Board approved Special Education: General Curriculum core knowledge test prior to licensure. Special Education: General Curriculum teachers shall be permitted to fulfill remaining testing requirements before or during the second year of teaching and prior to being issued a clear SP2 license provided all remaining State Board approved exams were taken at least once during the first year of teaching. This change would go into effect October 1, 2014.

CONSENT

TCP 3 – Initial Teacher Licensure Exam Requirements

Policy Implications: General Statute § 115C-296; SBE Policy # TCP-A-003

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), and Dr. Rachel McBroom (Director, Educator Preparation)

Description:

Per Session Law 2013-360, the State Board of Education shall require applicants for initial bachelors or graduate degree teaching licenses to pass the appropriate licensure exam. Currently initial middle school, high school and K-12 licensure applicants are not required to pass licensure exams by the end of the applicant’s second year of teaching.

Recommendation(s):

It is recommended that the State Board of Education approve this policy clarification for initial bachelor’s and graduate degree license applicants who must pass the appropriate licensure exams prior to being issued a clear SP2 license. These applicants shall be permitted to fulfill any such testing requirement before or during the second year of teaching provided the State Board approved exam was taken at least once during the first year of teaching. This change would go into effect July 1, 2014.

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

CONSENT

TCS 4 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind

Policy Implications: General Statute § 115C-84.2; SBE Policy # TCS-V-000

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2014-15 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). A copy of the calendar for each of the three schools is attached indicating the total number of days allocated for student instruction, teacher workdays, and holidays. The school calendars are attached to this item.

Recommendation(s):

It is recommended that the State Board of Education approve the school calendars for the Residential Schools for the Deaf and Blind as presented.

CONSENT

TCS 5 – Procedures Manual: Public School Building Capital Funds (PSBCF)

Policy Implications: General Statute § 115C-546.2; Procedure Manual/Public School Building Capital Fund

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and Dr. Kenneth Phelps (School Planning Consultant, School Planning Section)

Description:

The Public School Building Capital Funding Procedure Manual is being updated to provide guidance to local school units involved in funding school construction and to designate and allocate funds in a timely manner. The 2013 General Assembly changed the source of funding and the manner for apportionment of those funds; administrative policies have been developed to support this change.

Recommendation(s):

It is recommended that the current Procedure Manual be deleted from use and the updated Procedure Manual (2014 Revision) be adopted and published.

CONSENT

TCS 6 – Pre-Approval of Financial and Business Services’ Policy Manuals

Policy Implications: SBE Policy # TCS-T-000; TCS-M-003; TCP-D-003

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

Description:

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy #TCS-T-000)
- Allotment Policy Manual (SBE Policy # TCS-M-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy #TCP-D-003)

Should circumstance and/or legislative action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

Recommendation(s):

It is recommended that the State Board of Education pre-approve the amendment of manuals (Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual, and the Benefits and Employment Policy Manual for Public School Employees) at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2014-15 and supporting legislation.

CONSENT

TCS 7 – Technical Changes to Public Schools of North Carolina Policies, Effective June 2014 (State One)

Policy Implications: Rules Review presentation by SBE Attorney

Presenter(s): Ms. Katie Cornetto (Attorney, North Carolina State Board of Education)

Description:

In March, staff began the process of revising the State Board of Education policy manual. This review process will take place in two stages. During the initial phase, staff recommends technical changes to the policies. In the second phase, staff will review and recommend whether substantive changes to SBE policies are necessary.

This Consent item represents the initial phase of SBE policy review. Over 260 policies have been reviewed. The attachment represents the required technical corrections that include: correcting proofreading mistakes, updating obsolete language, and revising policy titles to ensure the SBE policies are easily accessible.

Recommendation(s):

It is recommended that the State Board of Education approve the technical corrections to the policies as outlined in the attached documents.

Prior to moving to the Action and Discussion Agenda, Chairman Cobey recognized Vice Chairman Collins for an announcement. Mr. Collins announced that Lt. Governor Dan Forest recently received the NC Champion of Education award by the Public School Options Parent Coalition.

ACTION AND DISCUSSION AGENDA**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)*****ACTION ON FIRST READING*****LFI 1 – Charter School Advisory Board Recommendations on Application Process, Timeline, and Content**

Policy Implications: General Statute §115C-238.29

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

Description:

On Tuesday, May 27, 2014, the Charter School Advisory Board (CSAB) held a special meeting via conference call to consider recommendations from one of its subcommittees. The subcommittee drafted a timeline for submission of the applications, process for evaluation of the applications, and modifications to the actual charter application. These recommendations were unanimously approved by the CSAB and are now forwarded to the State Board of Education for approval.

Application Process: the attached flow-chart explains the overall process that will be utilized. The past few rounds, Letters of Intent (LOI) were required to be submitted by any applicant group interested in attaining a charter; however, those LOIs are not required at this round or in future rounds. The process can be divided into three sections: (1) structural integrity, (2) application clarity, and (3) proposal overview. These changes allow applicant groups to submit a response to any deficiencies discovered by the external evaluators. Also, during the subcommittee interviews, applicants could be in attendance and may have the ability to answer some clarifying questions before the full CSAB decides on whom to bring in for an interview.

Application Timeline: the applications would be online and available in mid-July with the application deadline being the last Friday of September. With the submission deadline in September, the External Evaluators will review the application through January, and the CSAB subcommittees will perform their review in February and March. Any groups brought back for an interview will receive their interviews in April, May, and June. The CSAB recommendations will be presented to the State Board of Education in July.

Application Changes: there were several suggested changes to the Charter Application. Primarily, the application changes are to add clarity, remove duplicative questions, ensure ease of the rubric, and solicit additional information due to experience with the most recent application review.

The attached documents go into significant depth regarding each of these suggested changes.

Recommendations:

The Charter School Advisory Board recommends that the State Board of Education approve these suggested changes regarding the application process, timeline, and content.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted discussion of this item during the LFI Committee meeting on Wednesday. However, she explained that there was an oversight in the discussion related to a request for financial information on EMOs. She recognized Dr. Medley to provide the additional information.
- Dr. Medley directed Board members to pg. 4 of the Attachment (5th block), which states: “In the event of a CMO/EMO being under contract, need financial statements and history in addition to the contract.” Dr. Medley explained that the motion made by the CSAB included additional language that for some reason did not make it into this document – a simple oversight. However, the information has been shared with the individuals who are revising the application. Dr. Medley stated that language from the actual motion put forth by the CSAB adds the following statement: “That financial statements or audits containing confidential information shall be provided separately to the Office of Charter Schools and are not to be disclosed to the public.” Dr. Medley shared that the Office of Charter Schools is working with legal staff because there may be some interpretation about whether the information provided is or is not public information.
- In light of this new information, Board member Willoughby asked if there was a reason that this item should be Action on First Reading. Dr. Medley explained that if this item is not acted upon this month, that the recommendation from the CSAB to be the end of September would create a decrease in time for applicants. Dr. Willoughby suggested that a conference call would allow a little time for feedback on an issue that has impact for a lot of people. Vice Chairman Collins disagreed, citing multiple reasons. For instance, he stated that these are the types of issues that should have been taken care of a long time ago, i.e., rules and regulations/procedures for advisory boards are important; he was disturbed that this is being done in piece-meal fashion because of particular needs that have arisen in the approval process. Therefore, he was opposed to waiting because there is an urgent need since we haven’t done what should have been done already.
- With that said, Vice Chairman Collins spoke briefly about the following three items that also need urgent attention.
 1. In statute there is a bidding process for schools that are closing for other charter operators to come in and take over the schools.
 2. Replication is another issue as a number of charter schools have been approved for a similar situation and some applicants are finding themselves not being approved without explanation.
 3. A renewal process needs to be created so that the Office of Charter Schools is not bogged down with routine matters.

Dr. Medley explained that the CSAB is meeting on June 15 and will be provided recommendations about the renewal process from the Office of Charter Schools. As it relates to replication, Dr. Medley explained that a subcommittee of the CSAB has been working on this issue since January. Chair Taylor added that the Replication subcommittee has been meeting and has made progress. Dr. Medley shared that the bidding process has not been vetted because the CSAB has been focused on getting the applications through the process. Mr. Collins reiterated that schools are being kept open even when the operators are not the best operators and the statute provides a method for handling this issue. He believes it inexcusable and suggested that staff focus on this issue. Chair Taylor agreed, but again explained that the priority of the CSAB has been the applications. She added that the Office of Charter Schools does not have the support to get everything done. She stated that, while it is difficult, it is important to make some fast effort with these issues following the completion of the application process in June. Board member McDevitt stated that he does not recall, at any time, when this Board has considered closing a charter that this Board did not ask about a transition plan to ensure that these

children/parents have an opportunity to transition to another school. Mr. Collins stressed that the bidding process provides another option.

- State Treasurer Cowell stated that she is in general agreement with Board member Willoughby, but expressed concern that if the Board does not take action, it would not have any options to take.
- A brief discussion occurred about voting on the recommendation and adding an amendment for legal to consider the wording of the oversight. Chairman Cobey also suggested that the Board could amend via conference call in July.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Marcella Savage, the State Board of Education voted to approve the suggested changes regarding the charter school application process, timeline, and content as recommended by the Charter School Advisory Board. Board members Patricia Willoughby and Reginald Kenan voted in opposition. (See Attachment LFI 1)

DISCUSSION

LFI 2 – One-Year Delay for Providence Charter High School

Policy Implications: General Statute §115C-238.29

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

Description:

In January 2014, the State Board of Education granted final approval to 26 charter applicants that are permitted to open in August 2014. One of those applicants was Providence Charter High School in Rockingham County. The proposal offers the opportunity for a second charter school to open in that county. The existing charter school does not serve the high school grades, so this would be the first charter high school in Rockingham.

The nonprofit board that oversees the school – Providence Charter High School, Inc. – has notified the Office of Charter Schools regarding unexpected delays in the acquisition of a proposed facility. The Board of Directors also indicated that "reality of the extensive Ready-to- Open checklist in front of us" forced them to ask for the deferment as they see that they are not currently ready to open and serve students. Their letter, which is included as an attachment, provides more information regarding their facility obstacles and why they need additional time.

Thus, the nonprofit is requesting that the State Board of Education grant them a one-year delay in opening the charter school. The Office of Charter Schools supports this recommendation with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board of Providence Charter High School, Inc. provides monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.
3. A Certificate of Occupancy for Education use is presented to the Office of Charter Schools no later than July 1, 2015. If that document is not presented, then the remainder of the charter term is null and void meaning that a new application must be completed in future application rounds.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay by the Providence Charter High School with the above conditions.

Discussion/Comments:

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

This item is presented for Discussion during the June 2014 State Board of Education meeting and will return for Action in July 2014. (See Attachment LFI 1)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor reported that the LFI Committee was introduced to the new Executive Director of the North Carolina Virtual Public School, Dr. Liz Colbert. In addition, the LFI Committee received an informative follow-up Home Base presentation and demonstration from an expert panel of LEA and charter school representatives.

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

TCP Committee Chair Olivia Oxendine explained that TCP 1 – New Licensure Areas for Institutions of Higher Education Programs was listed under the Action and Discussion Agenda in error as it was a Consent item. However, she noted that there are approximately six universities that have submitted blueprints for approval by a committee that carefully examines these degree programs and/or revisions to existing programs. In light of the financial problems in the news recently about St. Augustine’s College, Dr. Oxendine suggested that staff draw attention with the Dean of Education to the fact that we want those programs to succeed.

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a Teacher Working Conditions Survey Preliminary Report from Mr. Eric Hirsch from the New Teacher Center.

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

ACTION

TCS 1 – Council on Educational Services for Exceptional Children

Policy Implications: General Statute § 115C-121; SBE Policy #TCS-B-005; and Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are four-year terms with no person serving more than two consecutive four-year terms.

There are three (3) vacant appointments to represent parents of children with disabilities, two represented District I and one represented District 6. The vacancies are due to a term expiration, a resignation and a retirement. The State of Education is asked to provide recommendations to fill the three (3) vacancies for representatives of parents of children with disabilities.

There are four (4) appointments with terms expiring June 30, 2014; 1) special education teacher representative; 2) LEA representative; 3) Institutions of Higher Education representative; and 4) Vocational, Community or Business representative. Mr. Vicki Simmons, special education teacher representative, is in agreement to serve a second term (7/1/14 – 6/30/18). The other three representatives have not responded with interest to serve a second term. The State Board of Education is asked to discuss the approval of Ms. Vicki Simmons serving a second four-year term. The State Board of Education is asked to submit recommendations for the remaining three vacancies of LEA representative; Institutions of Higher Education; and Vocational, Community or Business representative. Three of the vacancies represented District 5 and one represented District 3. The Council seeks recommendations with geographical, gender and race diversity.

The Exceptional Children Division is seeking replacements for two (2) executive appointments expiring June 30, 2014, representing an individual with a disability and private schools through the appropriate legislative office.

Recommendations:

At the June meeting, the State Board of Education is asked to: approve a second four-year term for Ms. Vicki Simmons as a representative of special education teachers; approve the State Board of Education recommendations of Greg Singleton, Katie Holler and Gina Smith. Biographical information of the recommendations is attached; and approve Cathy Kea, Institutions of Higher Education representative, for a second four-year term. Also, at the June meeting, the State Board of Education is asked to submit a recommendation of (1) parent of child(ren) with disabilities and (1) vocational, community or business representative.

Discussion/Comments:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve a second four-year term for Ms. Vicki Simmons as representative of special education teachers; and Greg Singleton, Katie Holler and Gina Smith as recommended by State Board of Education members. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Approval of Grants

Policy Implications: SBE Policy #TCS-O-001; Grants

Presenter(s): Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Ms. Donna Brown (Director, Federal Program Monitoring and Support Division), Dr. Lynn Harvey (Section Chief, Child Nutrition Services Section), Mr. William Hussey (Director, Exceptional Children Division) and Dr. Robin McCoy (Director, K-12 Curriculum and Instruction)

Description:

The grants listed below are being submitted for approval. Please see attachments for description of grants.

- Attachment 1 – McKinney-Vento Homeless Children Assistance Grant
- Attachment 2 – Fresh Fruit and Vegetable Program Awarded to NCDPI from USDA
- Attachment 3 – State Personnel Development Grant
- Attachment 4 – Mathematics and Science Partnership (MSP) Grant

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Chair Alcorn reminded the Board that Vice Chairman Collins and Board members Savage and Kenan have recused themselves from discussion and voting on this item.
- Board member McDevitt provided commentary on confusion by some applicants related to the review team ratings for the Mathematics and Science Partnership Grants. Following his comments, State Superintendent Atkinson agreed that it is fair for applicants to understand the point scale system and provided assurance that this information will be shared appropriately.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by State Treasurer Janet Cowell, the State Board of Education voted to approve the four grants as presented. Vice Chairman Collins and Board members Kenan and Savage recused themselves from the vote. (See Attachment TCS 2)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 3 – Digital Learning Grant Funding Formula

Policy Implications: N/A

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning)

Description:

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

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

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

In FY 2013-14, funding was distributed in two phases. In December 2013, 50% of the funding was distributed based on average daily membership (ADM) and 50% was distributed in February based on submitted and approved applications. Charter Schools were ruled not to be eligible for funding; however, local education agencies (LEAs) were required to include charters within their boundaries if they received funding under the application portion)

Based upon LEA input and experiences, the NCDPI Digital Teaching and Learning division has made recommendations for the funding formula and application process for FY 2014-15:

- 35% will be distributed by ADM to all LEAs (charter schools are not eligible)
- 65% will be distributed based on approved applications (applying LEAs or consortiums of LEAs must include/serve charter schools located within their boundaries).

Recommendations:

It is recommended that the State Board of Education approve the funding formula (65% application/35% ADM) and application procedure/packet for the 2014-2015 Digital Learning funds (PRC 030). Allocation of all funds is contingent upon an approved state budget by early July 2014.

Discussion/Comments:

- Noting that this item was moved from Discussion to Action on First Reading following the Committee discussion on Wednesday, TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the funding formula (65% application/35% ADM) and application procedure/packet for the 2014-15 Digital Learning funds (PRC 030) as presented. Allocation of funds is contingent upon an approved state budget by early July 2014. (See Attachment TCS 3)

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.

Vice Chairman Collins reported that his LEA plans to work this weekend to manually reconcile graduation records for its seniors due to the uncertainty of the calculations being provided by PowerSchool with respect to graduation criteria. He asked for clarification about the scheduled shutdown of PowerSchool this weekend and strongly urged that PowerSchool not be shut down the weekend prior to graduation.

Chair Alcorn stated that he talked with staff about this issue this morning, and staff members have reached out to Mr. Collins' LEA about the plan to make the upgrades this weekend with the assurance that the system will become operational Sunday at noon. Additional comments were made by Mr. Collins to express concern about the timing of this shutdown. Mr. Nicolaidis explained that Pearson is to release updates to the system, which will allow accurate graduation calculations, noting that this is a critical update by the vendor. With regard to manual calculations, the system automatically checks the calculations for more than 95% of the graduates. Mr. Nicolaidis explained that there are some exceptions to the rules and those would be the only cases in which a district should have to calculate manually. He provided several examples. Mr. Collins continued to express frustration about the timing of the shutdown. State Superintendent Atkinson explained that some of the complicating factors stem from some of the larger districts using course codes in the past that have not followed the protocol of NC WISE. She added further that NC WISE did not have a quality check to determine if the course codes followed that protocol. Since some of the districts used course codes outside of the protocol it has resulted in some of that work having to be done manually by districts because they are converting a local course code to the protocol. Dr. Atkinson empathized with Mr. Collins' frustration stating that is why the Department has been communicating with his LEA, Forsyth County Schools, to assist in making the work less challenging.

After a brief discussion, Mr. Nicolaides stressed that this is an emergency shutdown to update the system to provide for accurate calculations.

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

NEW BUSINESS

Under New Business, HRS Committee Chair Tricia Willoughby reported that the HRS Committee received an informative presentation from Dr. Lynn Harvey (Section Chief, School Nutrition Services) about Child Nutrition Programs and Issues.

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

DISCUSSION

GCS 1 – Dropout Policy Revision

Policy Implications: SBE Policy # GCS-Q-000

Presenter(s): Mr. Rob Hines (Director, LEA Projects)

Description:

The Charlotte-Mecklenburg School System has requested a policy amendment that would alter the manner in which dropouts are identified and counted. Currently, North Carolina students who leave the public school system and enter an Adult High School Diploma program must be withdrawn using a code that identifies them as dropouts. This change would allow school districts instead to use a different code and to count these students as transfer students. This change would remove these students from the calculation of dropout rates and graduation rates.

Recommendations:

It is recommended that the State Board of Education discuss the proposed change and assess whether to implement or explore other options.

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 June and will be brought to the State Board for Action in July 2014. (See Attachment GCS 1)

CHAIRMAN'S REMARKS**Announcements**

Chairman Cobey announced that it is possible that the Board's July meeting will be a one-day or a conference call meeting. In either case the meeting is scheduled for Thursday, July 10. A decision will be forthcoming. In July, the Board will welcome three new advisors to the Board table.

Chairman Cobey bid farewell to Superintendent Advisor Dr. Mark Edwards, Principal of the Year Advisor Mr. Dale Cole, and Teacher of the Year Advisor Ms. Darcy Grimes, and thanked them again for their service.

NEW BUSINESS

- **Proposed Memorandum of Understanding with Lille, France**
 - ❖ **Dr. June St. Clair Atkinson (State Superintendent)**

Chairman Cobey recognized State Superintendent Atkinson to present the Memorandum of Understanding with Lille, France.

Dr. Atkinson reminded Board members that, in June, representatives from France were present to introduce the State Board to a Memorandum of Understanding with objectives to support the learning of the French language and French cultures in North Carolina and the learning of the English language and American culture in France; promote a better knowledge and understanding of their respective educational systems; provide professional growth opportunities to teachers of North Carolina and of the Académie; establish collaboration between teachers and encourage their teaming through common projects; and facilitate language learning opportunities for students, including short-term educational exchanges.

Dr. Atkinson asked the State Board to endorse this Memorandum of Understanding with Lille, France.

Upon motion by Mr. Wayne McDevitt, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the Memorandum of Understanding with Lille, France. Lt. Governor Dan Forest was not present for the vote.

OLD BUSINESS

No old business was brought before the Board.

CLOSED SESSION

Chairman Cobey announced that the Board will meet in closed session for one item and will adjourn immediately following closed session. The Chairman recognized Vice Chairman Collins for a motion.

Upon motion made by Mr. A.L. Collins, and seconded by Mr. Wayne McDevitt, the Board voted to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: Hammocks Beach Corporation v. the NC State Board of Education. Lt. Governor Dan Forest was not present for the vote.

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

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Ms. Marcella Savage, and seconded by Dr. Olivia Oxendine, Board members voted unanimously to adjourn the June 4 and June 5, 2014, meeting of the State Board of Education.