

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
July 10, 2014**

The North Carolina State Board of Education met by conference call, and the following members participated:

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

Also participating:

June St. Clair Atkinson, State Superintendent	Carrie Tulbert, Principal of the Year Advisor
Brady Johnson, Superintendent Advisor	Karyn Dickerson, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman Bill Cobey called the July 2014 conference call meeting of the State Board of Education to order. He explained that the Board was meeting as a committee of the whole via conference call due to the brevity of the agenda and that the meeting was being hosted from the Board Room in the Education Building in Raleigh. Noting that, along with Board members Howell and Willoughby, he was participating on site at the Education Building in Raleigh, while the remaining Board members and State Superintendent Atkinson were participating online. Chairman Cobey also noted that the meeting was being audio streamed as usual. He welcomed online listeners and onsite guests.

The first order of business was to determine a quorum. Chairman Cobey asked Ms. Betsy West to call the roll. A quorum was determined by roll call. (See participant list above.)

Chairman Cobey noted that this is the first meeting of the term of service for Dr. Brady Johnson who was recently named by Governor McCrory as Superintendent Advisor and Dr. Carrie Tulbert who was recently selected as the Wells Fargo Principal of the Year. Chairman Cobey explained that the State Board will officially welcome these new advisors during its August meeting. Mr. James Ford, the new Teacher of the Year, was not present due to participation in a previously scheduled professional development event.

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. Chairman Cobey then requested that if or 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 Chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. After noting a slight change in the agenda (TCP 1 was moved from Action on First Reading to Discussion), Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for July 10, 2014.

Upon motion made by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve the State Board of Education conference call meeting agenda for July 10, 2014, as presented.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes from the June 4-5, 2014, meeting.

Discussion/Comments:

- There was no discussion.

Dr. Olivia Oxendine made a motion to approve the minutes of the June 4-5, 2014, State Board meeting. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.

Prior to recognizing Dr. Atkinson for her report, Chairman Cobey explained that she was participating in the Council of Chief State School Officers' (CCSSO) meeting in Orlando, Florida; she is the President-Elect of CCSSO.

STATE SUPERINTENDENT'S REPORT

MORE THAN 274,000 BOOKS COLLECTED FOR "GIVE FIVE - READ FIVE" CAMPAIGN

Thousands of elementary students across North Carolina have new books to read this summer as a result of the successful second annual "Give Five - Read Five" campaign.

As a part of the campaign, parents, business leaders and community members donated new or gently-used books to local elementary schools. The books were then sent home with students at the end of the school year to help prevent summer reading loss.

This year's campaign was a huge success as 148 schools from 52 school districts collected a grand total of 274,729 books – more than double the number of books collected last year by 74 participating schools.

Three schools will receive one-year licenses to online literacy programs for collecting the most books in their size category:

- Under 350 Students: Royal Oaks Elementary School (Cabarrus County Schools), 3,099 books;
- 350-550 Students: Blue Ridge Elementary School (Ashe County Schools), 8,125 books; and
- More than 550 students: Winterfield Elementary School (Charlotte-Mecklenburg Schools), 12,703 books.

While book distribution varied depending on the number of donations to each school, enough books were collected during the campaign to give each of the 69,194 students at the 148 participating schools at least three books each to take home.

650 STUDENTS GATHER FOR SUMMER RESIDENTIAL PROGRAMS

On June 15, 650 rising high school juniors and seniors from traditional public schools, charter schools, private schools and homeschools in nearly every county began the 2014 North Carolina Governor's School.

- Students selected for Governor's School were nominated by local school superintendents, charter school directors or private school headmasters.
- Each school system, charter school and private school was allotted a certain number of nominations based on its 10th and 11th grade populations.
- Students were nominated in one of 10 curriculum areas: Art, Choral Music, Dance, English, Foreign Language (French and Spanish), Instrumental Music, Mathematics, Natural Science, Social Science and Theater.

The program for intellectually gifted students takes place on two campuses: Governor's School West and East. Governor's School West is located at Salem College in Winston-Salem and Governor's School East is located at Meredith College in Raleigh.

SPECIAL RECOGNITION – SCHOOL BUS PROGRAM HONORED BY EPA

The *Clean School Bus NC: Kids Breathe Here* program has received a 2014 Clean Air Excellence Award from the U.S. Environmental Protection Agency in the Transportation Efficiency Innovations category.

The program

- Reduces emissions from older school buses through policy, outreach and transportation efforts
- Replaces, repowers and retrofits older school buses to reduce emissions (1,891 school buses affected)
- Educates drivers on the benefits of reducing idling, which reduces both pollution and fuel consumption

The Award recognizes individuals and organizations implementing innovative programs that protect Americans' health and the environment, educate the public, serve communities and stimulate the economy. Only nine projects across the United States received the award in 2014.

SUPERINTENDENT’S QUARTERLY – INDIA PARTNERSHIP UNDER DEVELOPMENT

An educational partnership is being expanded between NC Public Schools and schools in India.

Coordinated through the Center for International Understanding (CIU), the “U.S. – India Partnership for Real Communication” project is funded by a grant from the U.S. State Department.

U.S. – India Partnership for Real Communication follows a few guidelines and is unique, in that it:

- Uses a free education platform called “Edmodo” (www.edmodo.com) for interaction
- Allows collaboration between the two schools to present local poverty
- Intends to create a high-level, state-to-state relationship, which will in turn lead to academic opportunities
- Bridges the gap between current and future global leaders by using direct interaction

A more detailed report will be provided at a future meeting.

RECENT ACTIVITIES OF THE STATE SUPERINTENDENT

Attended and/or delivered remarks/keynote address at

- Council of State Meeting, Raleigh, NC
- NC Business Committee for Education Annual Meeting, Raleigh, NC
- Piedmont Triad Leadership Academy Graduation, Greensboro, NC
- NC School Boards Association Board Meeting, Raleigh, NC
- Western Region Education Service Alliance Summer Leadership Conference, Asheville, NC
- Governor’s Task Force on Education and Workforce Innovation, Research Triangle Park, NC
- Governor’s Teacher Network Convening, RTP, NC
- Education Commission of the States, Washington, DC

Visited

- Several schools in India with State Board member Becky Taylor as part of efforts to establish the U.S.-India partnership to benefit North Carolina high school students.

RTTT MONTHLY REPORT OF ACTIVITIES COMPLETED

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 15 amended DSWs this month, as of June 17 (have approved 262 LEA/Charter School amended DSWs since July 1, 2013)
- Processed LEA requests for No Costs Extensions to their local plans. Approved 56 district no-cost extension requests. Three districts are working on revisions to their no-cost extension request
- Continued providing requested materials and addressing follow-up questions for on-site work for auditors from the Office of the Inspector General at USED for their 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
- Continued 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 through demonstrations and testimonials about the new standards in action, strong professional development, District and School

Transformation work, and the various elements of Home Base and how teachers and administrators are already experiencing success with its use; four videos have been completed and posted as of June 20, and remaining 15 to 20 videos will be completed by the end of July (others may be added as resources allow)

- Planned focus groups with educators (June 27), principals and parents (first week of August) to explore their perceptions and understanding of the Educator Effectiveness Model (particularly Standard 6); will use data from these sessions to enrich communication efforts around these initiatives and to improve understanding of them in the field
- Continued working with Governor's Teacher Network staff and the Governor's Office to address communications needs during the program's implementation (see Great Teachers and Leaders section for additional information)
- Featured information on Home Base as part of a series of informational webinars for public information officers (PIOs) in LEAs across the state around pertinent topics for the upcoming school year; NCDPI digital learning officials guided PIOs through where we are with Home Base implementation, opt-in information and other topics
- Presented an update on Home Base at the annual Legislative Breakfast hosted at NCDPI on June 4; approximately 35 legislators attended the breakfast, which was designed to inform the General Assembly about NCDPI's progress and plans for the coming year
- Continued delivering weekly Home Base updates (through both website posting and webinars), including opt-in information for LEAs; as of June 20, 58 LEAs and 17 charter schools have formally opted in to Home Base for the 2014-15 school year

Standards & Assessments:

- Continued review of assessment items by Social Studies, Science, Math and English Language Arts (ELA) content specialists to determine the items' alignment to the *NC Standard Course of Study* for use in End of Grade (EOG) and End of Course (EOC) assessments and NC Final Exams; ELA consultants also reviewed items for the third grade Read to Achieve portfolios; between these two activities content specialists reviewed over 3,000 potential assessment items between May and early June
- Continued work to provide instructional resources to support the *NC Standard Course of Study*, including activities such as:
 - Completed development work on K-2 "Building Conceptual Understanding Fluency Through Games" resources for teachers
 - Updated the grade 3-5 "Lessons for Learning" documents, and the ELA section continued to update and refine resources on the ELA Livebinder (<http://www.livebinders.com/play/play?id=297779>)
 - Established a communication forum for arts educators concerning implementation of the *NC Arts Education Essential Standards* on Facebook (<https://www.facebook.com/pages/NC-K-12-Arts-Education/275863095921095>); regular updates are available through the link and if users "like" the page they will be subscribed to newsfeed updates
 - Created a 'Limited English Proficiency (LEP) Coordinators Handbook LiveBinder' to provide more streamlined resources for our teachers of English Language Learner; this is a living document that will be continuously updated (<http://bit.ly/NCLEPHandbook>)
 - Continued crafting additional tools for teachers and administrators to use as they implement the *World Language Essential Standards*, such as a set of "Administrator Briefings," which will include a short overview of a World Language program paired with an observation form aligned

to the NC Educator Evaluation System standards (this effort is a collaborative with the Educator Effectiveness Division)

- Continued Professional Development to support the *NC Standard Course of Study* in all of the content areas, including activities such as:
 - The ELA “Summer Menu Extravaganza,” which consisted of a menu of professional development options that allowed districts to choose from to address the specific needs of their teachers; based on these selections, NCDPI staff created summer trainings and resources to address the specific needs of the districts (22 districts are scheduled for the training sessions this summer)
 - An ELA webinar for K-12 teachers on the “Speaking and Listening” Standards (approximately 50 teachers took part in the webinar)
 - Planning for Science Summer Institute, which will consist of a three-day workshop to give participants a new perspective on standards-based unit development and additional tools and resources (representatives from 62 LEAs and charter schools are currently registered to participate)

Data Systems to Improve Instruction:

- Created a new page on the Home Base website to provide a weekly status update on progress with LEA opt-in decisions on Home Base for the 2014-15 school year (<http://www.ncpublicschools.org/homebase/status/opt-in/>), and the table below provides a summary of opt-in decisions as of June 17:

Category	Number Covered by LEA Opt-in Decisions	%
LEA	58 of 115 LEAs	50.4
Charter Schools	17 of 126 Charter Schools	13.5
Students Covered	445,734 of 1,520,305 Projected Total Allotted ADM for 2014-15	29.3

- Continued internal work at NCDPI to ensure that the organizational structure of the Department is one that can sustain and provide support for Home Base implementation past the end of the RtT grant
- Continued planning and work for the expanded scope of the partnership team
- Supported selection of and planning of summer face-to-face training for teachers in Pathway 2 of the Governor’s Teacher Network (see Great Teachers and Leaders section below for additional information on this initiative)
- Added 846 new instructional materials to the Schoolnet resource bank (346 Lessons, 62 Units, and 438 Resources)

Great Teachers & Principals:

- Completed administration of the Spring 2013 NC Final Exams
- Completed roster verification for second-semester and year-long courses
- Continued the Analysis of Student Work pilot process:

- Closed the Evidence Collection submission window on June 16, and opened the online platform for reviewers to begin the evaluation process; the department received approximately 450 Analysis of Student Work Evidence Collections from pilot participants via the online platform that need to be reviewed
- Completed 15 online platform webinar training sessions for Analysis of Student Work participants in both the Teacher and Reviewer roles
- Continued initial pilot of Student Perception Surveys in 59 schools across 13 LEAs; NCDPI has received approximately 4,500 responses from 15 schools in six LEAs as of June 17, and the survey will remain open through June 30 to collect additional responses
- Received approval from the NC State Board of Education (SBE) for seven IHE teacher licensure program proposals at their monthly meeting in June
- Completed 2013-14 on-site classroom observations and instructional coaching for 94 NC Teacher Corps (NCTC) members; coaching will resume at the beginning of the 2014-15 school year
- Continued providing university licensure coursework for NCTC Cohort I and II Corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Developed new contractual agreements with East Carolina, UNC-Charlotte, and Appalachian State Universities to continue licensure coursework through June 30, 2015, for NCTC Cohort I and II members
- Selected and notified of their acceptance 450 teachers to be part of the Governor's Teacher Network (GTN) initiative and began processing their paperwork; 226 teachers will participate in Pathway 1 (creating professional development based on their own action research to share statewide via Home Base) and 224 teachers will participate in Pathway 2 (creating instructional sequences across all grades and subjects to share statewide via Home Base)
- Continued planning for a two-day orientation and professional development for all GTN teachers selected to participate; the event is planned for June 30-July 1 in Raleigh, NC
- 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
- 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
- Provided job placement support for the Regional Leadership Academy (RLA) graduates from Northeast Leadership Academy (NELA), Piedmont Triad Leadership Academy (PTLA) and Sandhills Leadership Academy (SLA) who are currently interviewing for leadership positions in high needs school districts
- Conducted graduation ceremonies for Cohort III of Piedmont Triad Leadership Academy (PTLA), Sandhills Leadership Academy (SLA) and Northeast Leadership Academy (NELA):
 - PTLA - 22 graduates
 - SLA - 20 graduates
 - NELA - 20 graduates
- Selected 16 new Cohort IV members for NELA and they began university coursework and summer leadership classes in June
- Finalized planning for the launch of the Principal Calibration tool's first pilot for June 30-July 30 (a second, expanded pilot will occur before statewide launch of the tool); this online system will help principals improve inter-rater reliability across their observations for the NC Educator Evaluation System

- Finalizing plans for Summer Institutes to begin on July 7; the theme of these sessions is *Sustaining Success...Building on Achievement*, and will feature 150 sessions (many of which were proposed by district teams)
- Finalized the 2014-15 calendar of over 200 professional development offerings across the state

NC Virtual Public Schools:

- Cancelled the development of the current RFPs for the two mobile applications (a Data portal and Virtual STEM Lab); the legal teams at NCITS and NCDPI did not find the terms, specification and overall language of the RFPs to be acceptable for the state, and so the NCVPS Leadership Team determined it is best for us to restart the process and is in the process of redrafting more suitable proposals, with a target of late summer for resubmission
- Continued development of the Biotechnology 2 course, which is in the Final Approval Stages of the review process; approved materials will be placed in the Learning Management System and made available to teachers
- Continued development work for Math III Course; this course will not be completed by June 15, but is on track for completion later this summer in order to roll out in the fall of 2014
- Began revisions for the Forensic Sciences course; revisions for Earth and Environmental Sciences, Math 1, and Math 2 will begin on July 1
- Initiated analysis of data from “Student and Teacher Surveys” in order to determine appropriate target points for Professional Learning (PL) Development for face-to-face and blended teachers during the next year
- Determined all STEM course section assignments for the 2014-15 school year for both pilot LEAs, Greene County and New Hanover County (Person County elected not to participate in the blended courses during the 2014-15 school year)
- Continued development of web pages to provide information about and highlight the work of the NCVPS STEM project

Turning Around the Lowest-Achieving Schools (TALAS):

- Continued work on plan for year five work that will intensify supports in schools still located in the lowest 5% of schools in North Carolina
- Completed Comprehensive Needs Assessment (CNA) visits for the following TALAS schools:
 - Guilford County: Dudley High School
 - Winston-Salem Forsyth: Cook Elementary
 - Weldon City: Weldon Elementary, Weldon Middle, Weldon High School, Roanoke Valley Early College
 - Wayne County: Dillard Middle, Goldsboro High School
 - Lenoir County: Northeast Elementary, Rochelle Middle
 - Elizabeth City-Pasquotank : P.W. Moore Elementary
- Continued providing professional development and coaching for currently served schools/districts
- Continued interviewing and hiring for RttT positions, though as the September 2015 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 implementing the IAM solution for LEAs; all LEAs are in the process of claiming accounts in the IAM system as required for the early stages of integration (over 180 administrator level accounts have been claimed so far), and the IAM team is providing support through activities such as holding weekly “virtual office hours” for LEAs to ask questions or get immediate assistance with the service (this offering has proved popular, and on average one to four LEAs participate in each session)
- Completed work to develop an RFP to modernize statewide applicant tracking, to provide a single system in which applicants can apply to multiple LEAs; this RFP is now at the state IT organization awaiting approval to release
- Completed work to develop an RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; this RFP is now at the state IT organization awaiting approval to release

Science, Technology, Engineering & Math (STEM):

- Completed revisions to all course materials and development of Level IV course materials in Biotechnology and Agriscience, Aerospace, Security and Advance Manufacturing, Energy and Sustainability, and Health and Life Sciences (through North Carolina School of Science and Mathematics); this portion of the initiative is complete and materials are available for use by teachers and schools
- Provided Instructional and Leadership Coaching (through North Carolina New Schools):
 - Provided one day of Leadership coaching for principal at an Affinity Network School (E. Duplin HS)
 - Provided seven days of Instructional Coaching for teachers at the Anchor and Affinity Network Schools (.5 days at Anchor School and 6.5 days at seven of the 16 Affinity Schools)
 - Scheduled Summer Institute trainings, which teachers and principals from three Anchor Schools and 12 Affinity schools will attend June 23-26
- Promoted STEM Education statewide (NC Department of Public Instruction):
 - Began planning STEM sessions for Career and Technical Education (CTE) Summer Conference in July 2014
 - Began planning STEM sessions on “Getting Started in STEM” and the STEM Recognition Program for the North Carolina Association of Biomedical Research (NCABR) STEM: Bridging the Gap Conference in October 2014
 - Continued planning the site visit process (likely late September through mid-October) for schools identified in the STEM Recognition Program for this next level of review; the next round of the STEM Recognition Program will begin in the fall of 2014

Evaluation:

- Continued activities related to fall 2013 and spring 2014 data analysis activities related to Teacher and Leader Effectiveness
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders:

- Completed the revised draft of the *North Carolina Regional Leadership Academies: Final Summative Activity Report* for submission to the State Board of Education during its August 2014 meeting
- Submitted the initial draft to NCDPI for review the *North Carolina Teacher Corps Final Report: Impact Qualitative Assessment, and Policy Recommendations* (submitted by June 30)
- Continued data analysis for reports related to Professional Development:
 - Continued write-ups for reports related to statewide, online, and local outcomes for Year 4 professional development
 - Continued draft report process for the DLP Year 4 report
- Disseminated the draft of the final STEM report for internal review
- Received additional feedback from NCDPI on the draft report titled *A Preliminary Cost Analysis of North Carolina's Race to the Top Initiatives: Formative Evaluation Report*
- Developed analysis plan for final report on local spending
- Submitted to NCDPI the draft plan outlining research questions and methodologies for the proposed Summative Overall Impact study

LEGISLATIVE UPDATE

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

Ms. Beaulieu provided a status report of 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 eBoard website.

Key Education Bills

1. **SB 744 – Appropriations Act of 2014**
 - “Conference SB 744” spreadsheet (July 9, 2014)
 - Senate “Comparison of Teacher Pay Plans”
 - House “FY 14-15 Teacher Assistants Funding”
2. **SB 793 – Charter School Modifications**
 - Conferees
3. **SB 812 – Replace Common Core State Standards w/ NC’s Higher Academic Standards**
4. **HB 1133 – Technical and Other Corrections**
5. **HB 831 – Educational Services for Children in PRTFs**
6. **SB 815 – Ensuring Privacy of Study Records – Session Law 2014-50**

In response to Board member Olivia Oxendine’s question about SB 812 (Replace Common Core State Standards with NC’s Higher Academic Standards), principals can expect business as usual, according to Ms. Beaulieu. State Superintendent Atkinson added that once the General Assembly determines how it will deal with this issue, a video will be created to send to all principals, teachers and others across the state to lessen confusion prior to the start of school in August.

Board member Howell asked Mr. Price’s opinion about a best-case/worse-case scenario as it relates to the ongoing budget deliberations. Mr. Price shared that, while progress has been made, the General Assembly is still in the process of negotiating the funding. He spoke briefly about the Senate’s

insistence on the 11 percent raise for teachers who give up tenure and the impact on identified funding.

In response to Board member McDevitt's question about the status on legislation relative to Rules, Chairman Cobey explained that it has not emerged from any of the House committees. He added that general predictions are that the bill introduced by the Senate may not be dealt with during this session.

Mr. McDevitt asked Ms. Beaulieu to speak about the legislation around the Virtual Charter Schools Study and how that aligns with the recommendations made by the State Board of Education. She explained that, currently, the legislation remains in the House Budget. She anticipates that once the conferees deal with SB 744, they will turn their attention to Virtual Charter Schools. However, she reported that she has not heard about any changes or movement on the proposed legislation for approximately two weeks.

ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

ACTION ON FIRST READING

GCS 1 – Academic Achievement Standards and Achievement Level Descriptors for End-of-Grade (EOG) Assessments in English Language Arts (ELA)/Reading and Math at Grades 3-8, Beginning-of-Grade ELA/Reading, and EOG Science Grades 5 & 8, and Read to Achieve Test Grade 3

Policy Implications: SBE Policy # GCS-C-033

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

Description:

In support of North Carolina's Read to Achieve requirements, the Read to Achieve Test was developed to measure third-grade reading comprehension. The Read to Achieve Test may be administered to eligible students who have not yet met the third-grade reading promotion standard following the administration of the grade 3 End-of-Grade (EOG) English Language Arts (ELA)/Reading Test, or after a student's participation in reading camp, or at mid-year promotion before November 1 of the school year following reading camp.

The Read to Achieve Test was built using the same pool of assessment items developed for the EOG 3 ELA/Reading Test. The scaling and academic achievement standard for proficiency is based on the field test statistics. The Read to Achieve Test was scaled so that the proficiency standard of 139 aligns with the EOG 3 Level 3 achievement standard. Both tests require the same raw score to meet the minimum scale score for Level 3 proficiency.

The Read to Achieve Test is one of several ways students can meet the third-grade reading promotion standard legislation. Other ways include the following:

- Pass Beginning-of-Grade 3 English Language Arts (ELA)/Reading Test,

- Pass End-of-Grade (EOG) 3 ELA/Reading Test,
- Pass the retest of the EOG 3 ELA/Reading Test,
- Pass State Board of Education-approved local assessment subject to compliance with specified conditions,
- Meet proficiency on the Grade 3 Portfolio as defined in law, or
- Qualify as a good cause exemption.

For the 2014 administrations, the student-level report will be binary with respect to whether the student met the achievement standard. More definitive score reporting may be available over time as more data are available for analysis. This item recommends that the State Board of Education (SBE) approve the academic achievement proficiency standard of 139 for the Read to Achieve Test, which aligns with the EOG 3 ELA/Reading Level 3 achievement standard.

Recommendations:

It is recommended that the SBE approve the academic achievement proficiency standard of 139 for the Read to Achieve Test, which aligns with the EOG 3 ELA/Reading Level 3 achievement standard.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Howard to lead this discussion.
- Dr. Howard explained that this item is specific to the Read to Achieve assessment, which is available to students as part of the Read to Achieve program. The assessment is available for administration three times: at the end of the academic year for students who are not successful on the end-of-grade test, or who have not yet met the Read to Achieve requirements through the other available options (local assessment or portfolio). In addition, it is available for administration at the end of the summer reading camp, or at mid-year promotion (prior to November 1) of the school year following the summer reading camp.
- Dr. Howard explained that the Read to Achieve assessment was built using the same pool of assessment items developed for the EOG 3 ELA/Reading Test. However, Dr. Howard noted that there is a difference in format, and she spoke briefly about how the test is presented with the text chunked with any relevant items immediately presented, which should allow students more access to demonstrate their proficiency.
- Dr. Howard reported that field-test data was used to set the proficiency standard. The Department recommends that the Board adopt the academic achievement proficiency standard of 139 for the Read to Achieve assessment, which aligns with the EOG 3 ELA/Reading Level 3 achievement standard.
- In response to Vice Chairman Collins's question about the local alternative assessments approved for one year by the State Board of Education, Dr. Howard explained that the LEA alternative assessments will come back to the Board in September for approval.
- In response to Board member McDevitt's query, Dr. Howard shared that she believes that, since the assessment has been formatted to increase accessibility, this is a benefit for students by providing them with another opportunity to demonstrate proficiency.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the academic achievement proficiency standard of 139 for the Read to Achieve Test, which aligns with the EOG 3 ELA/Reading Level 3 achievement standard. (See Attachment GCS 1)

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

MOVED FROM ACTION ON FIRST READING TO DISCUSSION

TCP 1 – Local Options for Middle School Career and Technical Education (CTE) Assessments

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, District Human Resources Support) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education).

Description:

Changes to TCP-C-006 allow districts and charters to submit plans for local assessments and methods for measuring growth to determine the sixth standard rating for teachers of particular grades/subjects and courses. As of the 2014-15 school year, districts are able to submit flexibility waivers for using locally developed assessments in lieu of the state NC Final Exams or middle-school CTE assessments. The Director of Career and Technical Education, Jo Anne Honeycutt, has indicated that many districts are planning to use vendor-developed pre- and post-assessments for their middle-school CTE courses. The vendors, Pitsco and Paxton Patterson, have agreed to submit the validity and reliability information of their assessments to NCDPI for review and approval. Pending NCDPI's certification that these assessments are valid and reliable, we recommend the State Board of Education approve the middle-school CTE assessments from these two vendors as approved local options for alternative assessments. Approving these two assessments will save LEAs and the State Board of Education time in that the districts will not have to submit individual requests for local flexibility to the board. We are recommending action on first reading given that year-round schools will have to give the pre-assessments to their students in July 2014.

Recommendation(s):

It is recommended that the State Board of Education approve the middle-school CTE assessments from the two vendors as approved local options for alternative assessments.

Discussion/Comments:

- TCP Committee Chair Oxendine explained that this item is a result of a policy adopted by the State Board in the fall of 2013 that allows local flexibility in selecting EOG and EOC vendor-created tests in lieu of the state NC Final Exams or middle-school CTE assessments. She explained that the Department anticipates, on a regular basis, LEA requests to test student achievement in the area of CTE using a vendor-created assessment. She added that, rather than the Board dealing with individual LEA requests to use this particular vendor-developed assessment, the Department plans to come to the Board to request universal endorsement of this particular assessment for middle grades CTE. Dr. Oxendine explained that because the Department is waiting on additional information from a vendor, this item has been changed from Action on First Reading to Discussion. She recognized Ms. Honeycutt and Dr. Tomberlin to provide additional details about the vendor, elaborate on how the assessment supports the CTE curriculum in middle grades education, and speak about the assessment with respect to teacher effectiveness.

- Ms. Honeycutt spoke briefly about how Pitsco and Paxton Patterson assessments fit into middle school CTE structures. She explained that CTE in middle school education has historically been designed to be exploratory. Therefore, schools and systems use many different schedules to offer these courses and use curriculum kits and modules from various vendors to provide instruction. For instance, in the Technology Education Program, school systems have found modules from Pitsco and Paxton Patterson and STEM 101 that do align with our NC Standards and CTE blueprints. However, they are offered in different packages and in different order so that it is not a direct alignment to offer a state-developed assessment for students who are consuming standards in a different order. Therefore, the Department is asking to allow districts to use the assessments provided that align with the order of the standards and the modules to be offered to students so they won't have to take duplicate tests and to ensure that the assessments do in fact align with their instruction.
- Sharing that she was provided a tour of a CTE classroom in Lee County, Dr. Oxendine asked Ms. Honeycutt to describe what Pitsco and Paxton Patterson offers school districts. Ms. Honeycutt replied that Pitsco and Paxton Patterson offer the following components as part of the instruction: curriculum, online software, assessments, and learning kits that go along with the standards. She explained that many school systems have implemented these labs as part of a larger STEM initiative in their districts.
- In response to Dr. Oxendine's request, Ms. Honeycutt also shared that the Department has asked Pitsco and Paxton Patterson to provide the Department with a granular level of detail around their processes to determine reliability and validity for their assessment and assessment items. She explained that the Department is still awaiting this information in sufficient detail, which will be reviewed by our psychometricians prior to asking for the Board's universal approval.
- Dr. Tomberlin prefaced his comments by stating that staff is fully supportive of the assessments along with the curriculum being delivered in school districts. He stated, however, that this decision is not without implications for the Educator Effectiveness System. Dr. Tomberlin explained that by allowing districts to use these alternative assessments, the state could no longer use the assessment data to make statewide inferences about the teacher's effectiveness. He shared that this may be a small concern for these middle school CTE courses; however, he cautioned that as this policy is implemented at a broader level across other coursework, the state must eventually address the issue as it relates to teacher effectiveness.
- Chair Oxendine asked if a school system could still request to use school-wide growth measures for CTE teachers if the State Board of Education grants universal approval to use the vendor-developed assessments. Dr. Tomberlin clarified that a school district could use these vendor-developed tests along with school-level value added. Dr. Oxendine stated that, in her opinion, this suggests a deeper study on validation, alignment and other assessment curricula issues so the Board will have some degree of certainty that districts will not come back later to request the use of school-growth measures vs. specific assessments they have administered. Dr. Tomberlin shared that along with the local assessment options comes responsibility for LEAs to estimate student growth for their teachers at the district level.
- There was no further discussion.

This item was presented for Discussion in July and will return for Action during the August 2014 State Board of Education meeting.

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

ACTION

LFI 1 – 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 school 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 shared that this item returns to the State Board following discussion in June. She reminded Board members that Providence Charter High School is requesting a one-year delay due to facility issues. She noted that the Board has deliberated and granted similar requests in the past with specific conditions attached to the approval. She recognized Dr. Medley to review the conditions.
- Dr. Medley reviewed the above conditions, which have been placed on previous charter school requests for delay in opening.

- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted to approve this one-year delay by the Providence Charter High School with the conditions as presented. Ms. Marcella Savage was not present for the vote. (See Attachment LFI 1)

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

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.

CONSENT AGENDA

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

Chairman Cobey recognized LFI Committee Chair Rebecca Taylor to provide clarifying remarks about the LFI Consent items.

Chair Taylor explained that LFI 2 – Charter School Advisory Board Recommendations on Application Content brings to the Board additional changes as it relates to the charter school application resulting from a Board member’s request for another meeting. She explained that the additional change involves striking the sentence that reads: “Financial statements or audits containing confidential information shall be provided separately to OCS and are not to be disclosed to the public.” Chair Taylor reported that, since the June meeting, it has been determined that this information cannot be shielded from the public; therefore, this sentence will need to be removed from the charter application. In response to Board member Alcorn’s request, Dr. Medley explained that when the statement initially was added to the application, he posed the question to the Charter School Advisory Board (CSAB) about whether they could shield that information from the public. He added that he did not know the rationale for wanting to include it, but after consulting with legal staff, the Office of Charter Schools recommends striking it from the application. Board member Alcorn expressed concern that there could be a profit or financial motivation and that he was concerned about the integrity of the process. Dr. Medley reported no public feedback about this item within the last 30 days in response to Board member Willoughby’s question.

As it relates to LFI 3 (Renewal Recommendations for Kestrel Heights Charter School with Charter Expiring 2014), Chair Taylor explained that this item came before the Board in February when the Board was considering recommendations from the CSAB on renewals that were to expire on June 30. Chair Taylor added that, at that time, Kestrel Heights received a five-year recommendation with some conditions. Since the February vote, information was provided to the Office of Charter Schools concerning the Board’s operations. Upon investigation, the Office of Charter Schools has discovered that Kestrel Heights has not been operating in accordance with the NC Open Meetings Law and in accordance with its own adopted bylaws. Due to these governance concerns, the Office of Charter Schools recommends lowering the term of the charter’s renewal from five years to three years. In response to Dr. Oxendine’s request, Dr. Medley spoke briefly about the monitoring process as it relates to compliance issues for Kestrel Heights Charter School.

Chairman Cobey noted five items for consideration on the consent agenda. He asked if any Board members wanted to remove any of the items from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve GCS 2 – Technical Corrections to Accountability Policies, GCS 3 – Policies Governing Services for Children with Disabilities, TCP 2 – Proposed Qualifying Praxis II Test Scores, LFI 2 – Charter School Advisory Board Recommendations on Application Content, and LFI 3 – Renewal Recommendations for Kestrel Heights Charter School with Charter Expiring 2014.

Upon motion by Mr. John Tate, and seconded by Mr. Greg Alcorn, the Board voted to approve the slate of Consent Agenda items as presented. Ms. Marcella Savage was not present for the vote. (See Attachments GCS 2, GCS 3, TCP 2, LFI 2, and LFI 3)

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

CONSENT

GCS 2 – Technical Corrections to Accountability Policies

Policy Implications: SBE Policy # GCS-C-034, GCS-C-035

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

Description:

In compliance with the United States Department of Education (USED) regulations governing ESEA and the ESEA Flexibility requirements, all ***NCEXTEND2*** assessments will no longer be available effective with the 2014-15 school year. As such, staff recommends the ***NCEXTEND2*** end-of-course and end-of-grade achievement level polices be deleted.

Recommendations:

It is recommended that the SBE should approve the deletion of the attached policies.

CONSENT

GCS 3 – Policies Governing Services for Children with Disabilities

Policy Implications: General Statute § 115C, SBE Policy # GCS-D-000-008, TCS-E-001

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:

Policies Governing Services for Children with Disabilities (Policies) will be amended to align with federal law regarding the definition of Autism and obtaining parents’ consent for accessing their public insurance (Medicaid). Also, the Policies will be amended to align with the North Carolina ESEA waiver and proposed federal regulations that eliminate the modified achievement standard.

Recommendations:

The State Board of Education is asked to accept the proposed amendments to Policies.

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

CONSENT

TCP 2 – Proposed Qualifying Praxis II Test Scores

Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Ms. Steleana Rountree (Licensure Consultant, Licensure)

Description:

During the past year the Educational Testing Service (ETS) convened several content specific, non-overlapping expert panels to conduct regular updates and standard setting studies for the following Praxis II tests: Middle School Science (5440), Health and Physical Education (5857), Special Education: Teaching Students with Intellectual Disabilities (5322), Family and Consumer Sciences (5122), and School Psychologists (5402). For each study, panelists from across North Carolina and the nation reviewed updated tests in their area of specialization, and completed the standard setting process for the purpose of recommending qualifying scores to the departments of education in participating states. New qualifying scaled scores for each updated Praxis II exam are considered the equivalent of the current cut scores. Each test remains appropriate for assessment of individuals seeking the North Carolina Professional Educator’s License.

Recommendation(s):

It is recommended that the State Board approve the following qualifying Praxis II tests and scores:

- a) 150 - Middle School Science (5440)
- b) 160 - Health and Physical Education (5857)
- c) 156 - Special Education: Teaching Students with Intellectual Disabilities (5322)
- d) 153 - Family and Consumer Sciences (5122)
- e) 147 - School Psychologist (5402)

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

CONSENT

LFI 2 – Charter School Advisory Board Recommendations on Application 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 were adopted by the State Board at its regularly scheduled meeting in June 2014.

Regarding Application Changes, one proposal by the CSAB added a question as follows: "If contracting with an EMO, provide confirmation that the EMO is in good financial standing with financial statements, bank letter, D&B report, or credit rating. Financial statements or audits containing confidential information shall be provided separately to OCS and are not to be disclosed to the public."

The latter sentence regarding nondisclosure to the public needed additional review. Based upon research, it is believed that this information cannot be shielded from the public. Thus, the final sentence above must be stricken from the application.

Recommendation(s):

The State Board of Education adopted all of the CSAB proposals; however, one item needed further legal review. Since it has been determined that the sentence mentioned above does not align with statutory language, that sentence must be stricken from the application.

CONSENT

LFI 3 – Renewal Recommendations for Kestrel Heights Charter School with Charter Expiring 2014

Policy Implications: General Statute § 115C-238-29D(d); SBE Policy # TCS-U-007

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

Description:

In February 2014, the State Board of Education considered recommendations from the Charter School Advisory Board regarding charter renewals that were expiring June 30, 2014. One of those schools -- Kestrel Heights -- received a five-year recommendation with the following condition: the charter school is to remain compliant in all areas, including no audit exceptions, through June 30, 2014, or the charter term decreases from five years to three years. The charter school was notified of that decision via letter on February 6, 2014.

Since the time of the February vote, information has come to the Office of Charter Schools regarding concerns of the board's operation. Through letters, phone conversations, and face-to-face meetings, the Office of Charter Schools has discovered that Kestrel Heights has not been operating in accordance with the NC Open Meetings law and in accordance with its own adopted bylaws. Due to these governance concerns related to compliance and in accordance with the SBE vote in February 2014, the term of the charter's renewal needs to be lowered from five years to three years.

Recommendation(s):

Since the State Board of Education approved the compliance condition upon Kestrel Heights and the Office of Charter Schools has identified areas of governance noncompliance, the renewal needs to be decreased to three years with the understanding that the charter school must be compliant in all areas for the next renewal cycle.

CHAIRMAN’S COMMENTS

Chairman Cobey asked Board members to amend their calendars to include September 29 and September 30 for its next planning and work session to be held at UNC- Charlotte (Sept. 29-Oct. 2). He explained that the Board will arrive on Monday afternoon and will be in its planning and work session beginning Monday evening through Wednesday. He spoke briefly about some of the Board’s planned activities and noted that the Board meeting is scheduled for Thursday, adjourning around noon or later.

Chairman Cobey reported that the Department has held its Summer Institutes professional development series this week for public school educators throughout the eight education districts, with DPI staff working with the Regional Education Service Alliances (RESAs) from each district to operationalize these events. Chairman Cobey thanked all Department staff and RESA staff for their work on these professional development events.

NEW BUSINESS

Chairman Cobey drew attention to the proposed schedule of State Board meetings for 2015, which has been available for review for a week. He explained that the January meeting will be held on the second Thursday since the first Thursday of the month is January 1, a holiday.

Proposed 2015 Meeting Schedule

January 7-8	July 1-2
February 4-5	August 5-6
March 4-5	September 2-3
April 1-2	September 30 – October 1
May 6-7	November 4-5
June 3-4	December 2-3

Hearing no questions, Chairman Cobey asked for a motion to approve the proposed State Board of Education meeting schedule for 2015.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Wayne McDevitt, the State Board of Education voted to adopt the proposed State Board of Education meeting schedule for 2015. Ms. Marcella Savage was not present for the vote.

Board member McDevitt reminded Board members that another piece of legislation relative to the Economic Development Partnership changes the districts/regions. He explained that these changes do not affect the RESAs, which are voluntary associations.

In response to Mr. McDevitt's question, Chairman Cobey asked Board members to speak directly with Mr. Hill concerning agenda items for the Board's planning and work session in the fall. A brief discussion occurred about a Committee of the Board of Governors chaired by Ms. Ann Goodnight to make recommendations about the UNC System Schools of Education.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion made by Ms. Patricia Willoughby and seconded by Mr. John Tate, the Board voted unanimously to adjourn the conference call meeting of the State Board of Education on July 10, 2014. Ms. Marcella Savage was not present for the vote.