

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
August 6, 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
Gregory Alcorn	John Tate
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Karyn Dickerson, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	James E. Ford, Teacher of the Year Advisor
Brady Johnson, Superintendent Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the August 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey noted that the State Board met via conference call in July. After explaining that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed visitors, online listeners, and Twitter followers. In addition, Chairman Cobey welcomed the Board's newest Superintendent Advisor, Mr. Brady Johnson of Iredell-Statesville Schools, and the newest Teacher of the Year Advisor, Mr. James E. Ford of Charlotte-Mecklenburg Schools. He noted that the Board's new Principal of the Year Advisor, Dr. Carrie Tulbert, already had a commitment that she could not change this month, so the Board will welcome her in September.

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 August 6 and August 7, 2014.

**Discussion/Comments:**

- Chairman Cobey recognized Board member Tate for comments.
- Mr. Tate noted that TCP 2 deals with the final summative activity report for the RttT Regional Leadership Academies. Mr. Tate shared that he does not have any objections to the report on the Consent Agenda, but wants to highlight some of the issues given that the Regional Leadership Academies did not make it into the legislative budget. He requested that Dr. Kathleen Brown be invited to a future meeting to discuss the issues and field questions. Chairman Cobey noted the request and stated that Dr. Brown would be invited to the September meeting.

*Upon motion made by Mr. John Tate, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve the State Board of Education meeting agenda for August 6 and August 7, 2014, as presented.*

**ISSUES SESSION**

Chairman Cobey reminded the audience that the purpose of Issues Sessions is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues related to its work, on the impact of public education and education policy.

Chairman Cobey recognized HRS Committee Chair Patricia Willoughby to introduce the first Issues Session.

- **Healthy Responsible Students**
  - ❖ **Dr. Robin McCoy (Director, Division of Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, Healthy Schools Section)**

HRS Committee Chair Patricia Willoughby recognized Dr. Essick to provide a review of the many initiatives that the Department manages to meet the requirements of the State Board of Education’s Goal 5 – Every student is healthy, safe, and responsible.

Using a PowerPoint presentation, Dr. Essick provided a comprehensive overview of the way the Healthy Schools Section organizes its work through a Coordinated School Health Approach model. She noted that in 2013-14, the Association for Supervision and Curriculum Development and the Centers for Disease Control and Prevention combined health and academics within the Coordinated School Health model. Dr. Essick shared the diagram of the new model that now has ten components instead of eight, which includes the whole community and the child at the center. She explained that the Department’s Healthy Schools Section will use this new model to direct its work going forward.

Dr. Essick spoke briefly about how the Healthy Schools Section has been funded over the past 20 years, noting the funding shifts that have occurred along the way. Based on those funding changes, Dr. Essick used an organizational chart to show the impact on the Healthy Schools Section's organization structure. In addition, Dr. Essick provided a snapshot of the responsibilities of the Healthy Schools Section, some of which include the Healthy Schools Institute, training and technical assistance, HAC (Healthy Active Children) Report, HAC policy clarification, and helping districts and schools understand the intent of and implement legislation. Of late, legislation that has affected Healthy Schools: Gfeller-Waller Act (2011), Reproductive Health and Safety: HB 88 (2009) and SB 132 Pre-term Birth (2012), CPR-required for graduation (2015), and School Violence Prevention Act (2012). In addition, Dr. Essick spoke briefly about the partnership between Tarheel Sports and Subway restaurants.

Another responsibility includes K-12 Healthful Living/Middle School Athletics/Title IX. Dr. Essick noted that this is the only state-funded position within the Healthy Schools Section. She spoke briefly about the Health Education K-12 Standards and Physical Education K-12 Standards. Dr. Essick provided a detailed list of responsibilities for which the Healthful Living Consultant, Mr. Burt Jenkins, is responsible, which also include middle school athletics and Title IX oversight.

As it relates to data collection, the Healthful Living Section is responsible for the Youth Risk Behavior Survey (YRBS), administered in North Carolina each odd year since 1993. Texting is a new focus area for students because it is a health and safety risk, according to Chair Willoughby. Dr. Essick explained that the CDC (Centers for Disease Control) created the YRBS based on the following health-risk behaviors:

- Behaviors that result in intentional and unintentional injuries
- Lack of physical activity
- Tobacco use
- Sexual behaviors that result in HIV/STDs and unintended pregnancies
- Alcohol and other drug use
- Poor dietary behaviors

According to Dr. Essick, the information collected from the YRBS is used to plan and implement programs in our schools and within the community by public health. To show the importance of the YRBS, Dr. Essick shared a graph to demonstrate the relationship between health risk behaviors and academic performance.

In addition to the YRBS, the School Health Profiles surveys middle and high school principals and lead health teachers to assess health-related policies, procedures, instruction, and environments. This survey is conducted for the CDC on even number years. Dr. Essick noted that the Healthy Schools Section receives approximately \$65,000.00 each year to administer these two surveys.

Dr. Essick shared that another responsibility of the Healthy Schools Section is Title V Abstinence funding. The Section receives \$1.6 million per year from the Administration for Children and Families for five years. She noted that a deeper dive into this component of Healthy Schools will occur during the September Board meeting. With those funds, the Healthy Schools Section is instructed to provide health education, parent/community involvement, health services, behavioral health, and mental health services. A brief discussion occurred about whether these efforts are working. State Superintendent

Atkinson noted that the General Assembly provides explicit provisions for what the Department is to do as it relates to comprehensive sex education; therefore, what is done is driven by legislation. In compliance with this funding, Dr. Essick explained that the Department was asked to work with the LEAs that have the highest rates of teen pregnancy. Dr. Essick provided a list of the 19 priority Title V LEAs for the Board's information. Internal Title V Collaboration includes the Social Studies Section and the Character Education Section to work on the Character Matters Multi-Media Campaign in partnership with Capitol Broadcasting (WRAL and Fox 50). In addition, internal Title V collaboration provides a Student Leadership Institute (SLI), which is a 3/12 day residential experience for elementary, middle and high school student teams, representing all eight regions of the state.

School Based HIV/STD Prevention is another area of responsibility for the Healthy Schools Section. DPI receives \$320,000.00/year for four years from CDC. Using a PowerPoint graph, Dr. Essick showed NC Teen Birth Rates (ages 15-19) which demonstrates a steady decline over the past few years. She spoke briefly about the collaboration of state agencies to bring down those rates. She also shared graphs denoting age distribution of HIV disease in North Carolina in 2006 and in 2011. According to Dr. Essick, the CDC asked that we select priority LEAs to provide intensive work on HIV/STD prevention based on their HIV rates. She provided a list of 15 priority LEAs that will receive standards-based prevention education, access to health services, safe and supportive environments for students and staff, and work with youth at disproportionate risks of HIV infection.

Opportunities for additional funding include a mental Health Grant/SAMHSA, which provides direct mental health services for students in three LEAs: Gaston, Greene, and Iredell-Statesville Schools. The grant provides Mental Health First Aid training to all school teachers and staff. Dr. Essick also spoke about formal collaborations as well as a host of informal collaborations.

In response to Board member Oxendine's comments, HRS Chair Willoughby asked Board members to provide suggestions for getting communities involved in these efforts.

Dr. Essick shared that one of the biggest challenges for the Healthy Schools Division is the ability to provide services to all 115 LEAs with limited funds, which are varied and specifically directed.

Board member Alcorn shared that he would like to see the math model on the value of these programs (i.e., the economic benefits). He provided an example of an unplanned teen pregnancy costing the state \$1.6 million. Dr. Essick thanked Mr. Alcorn for that suggestion. Chairman Cobey suggested that NC GEAR could provide that information under return on investments.

Board member McDevitt stated that he would like to know the trend lines for North Carolina with specific data about mental health, behavior and other health issues. After a brief discussion, Chair Willoughby stated that, unfortunately, the Healthy Schools Section does not have the luxury of conducting this type of research at this time, but she stated that she would work to find collaborators to help with this request.

To close the presentation, Dr. Essick shared a video clip about Healthy Living and the importance of setting health goals.

➤ **Update on the Innovative School Breakfast Program**  
❖ **Dr. Lynn Harvey (Section Chief, Child Nutrition Services)**

HRS Committee Chair Patricia Willoughby recognized Dr. Harvey to provide an update on the Innovative School Breakfast Program.

Dr. Harvey prefaced her presentation by noting that five years ago, the State Board of Education adopted a resolution encouraging school districts to adopt innovative school breakfast programs. She stated that this was done because North Carolina was leading the nation in hunger among its students. To date, 27 percent of North Carolina's children are at risk for hunger and come from food insecure households. She explained that the State Board's resolution encouraged local boards of education to examine the barriers that prevented children from having breakfast at school. According to Dr. Harvey, while breakfast is offered in almost every school statewide, participation rates were very low. In 2012, the Department adopted the School Breakfast Challenge and discovered that school leaders were looking at the problem of access and looking for ways to overcome access, which resulted in a slight increase in participation that year. In 2013, the results were staggering during the School Breakfast Challenge as 28 school districts enrolled all of their schools. As a result, 200 schools implemented innovative school breakfast programs such as breakfast in the classrooms, grab-and-go breakfast, or second-chance breakfast for those teens that are not ready to for breakfast at 7:30 a.m. but are ready to eat by 9:30 a.m. Currently, 600 schools have adopted innovative school breakfast programs resulting in 10,000 additional students receiving breakfast at school than in the prior year. Dr. Harvey spoke briefly about universal free meals. She stated that, while DPI has encouraged innovation, it has not taken the steps to encourage universal free meals since that is a local decision. However, Dr. Harvey was pleased to report that 1,000 schools are offering universal free meals to students at no charge to the students. There has been an increase in 1.6 million meals from the prior year. In addition, Dr. Harvey was pleased to report that with more than two months to go in the School Breakfast Challenge for 2014-15 school year, 39 LEAs have already enrolled all of their schools.

Board member Tate suggested that Dr. Harvey provide a visual presentation to demonstrate the number of children at risk for hunger. Chair Willoughby suggested that this request could be folded into the earlier request under the Healthy Schools presentation.

➤ **North Carolina New Schools**  
❖ **Dr. Tony Habit (President, North Carolina New Schools) and Dr. Angela Quick (Senior Vice President Talent Development, North Carolina New Schools)**

Dr. Habit prefaced this Issues Session by explaining that North Carolina New Schools (NCNS) was established in 2003 by the Education Cabinet in cooperation with the State Board of Education and the State Superintendent. He explained that the landscape has changed radically since that time. North Carolina New Schools is a professional services agency that focuses on high-performing schools and high-performing school systems.

Using a PowerPoint presentation and noting that NC New Schools has a core value around local leadership and local solutions, Dr. Habit highlighted Charlotte-Mecklenburg Schools for advancing instructional alignment, developing gold standard career academies, and the New Early College High

School partnered with UNC Charlotte and the EPIC energy research center. In addition, he highlighted Duplin County Schools for district-wide acceleration of college credit acquisition, jointly mobilizing the community with James Sprunt Community College, and extending early college designs into K-8. In Rutherford County Schools, he highlighted the scaling of small-school strategies to large comprehensive high schools, using technology to improve instruction and access to college credit and establishing district-wide approach to continuous improvement.

Using a PowerPoint map, Dr. Habit emphasized the emerging network of partners between NC New Schools in cooperation with the NC Department of Public Instruction. The map also reflected the 12 four-year university partners, 46 community college partners, and leadership by school district partners. More than 70% of LEAs in North Carolina are partnered within the network, according to Dr. Habit.

Board member Olivia Oxendine requested a list of the university partners. The request was noted.

At the request of Chair Willoughby who noted that many of the Board members are new to the Board since 2003, Dr. Habit provided historical context beginning with the conceptual level of how governmental institutions and the private sector work collaboratively in meaningful ways to drive a coherent and aligned approach to quality. He spoke briefly about the original seed money, which came from a grant from the Bill and Melinda Gates Foundation in 2003 in cooperation with the Governor's Office, Education Cabinet, State Board of Education, and DPI.

Dr. Quick provided a high-level overview of NC New Schools, which include the use of three main approaches: talent, designs and quality. Fundamental to the work is focusing on developing talent with teachers and administrators in person with in-depth professional learning; customized, on-site support for continuous learning; and peer learning networks. The second approach is design, which is highly student-centered instructional alignment, differentiated models of schooling, blended relationships with higher education and industry, and connections to real-world instruction. Dr. Quick provided an example of an aligned instructional strategy called Read. Write. Think. Talk. Every class. Every day. The third approach is quality (continuous improvement). Dr. Quick spoke about impact planning and data analysis, school quality review, and culture and capacity building.

To transition, Dr. Habit stated that high-performing organizations must have coherence and alignment. North Carolina's history in the twentieth century around public education was highly fragmented, according to Dr. Habit. He stated that what NCNS are seeking to demonstrate is what is possible when there are high degrees of alignment around a systemic approach to excellence.

Using a PowerPoint slide, Dr. Habit shared a side-by-side view of the vision developed by the State Board of Education and the vision that guides NC New Schools. He spoke briefly about a shared vision of excellence using the 2012 Agreement for Collaboration and Strategic Investment with the State Board of Education and the Department of Public Instruction. The major functions of the NC New Schools in its service to the NC State Board of Education are to: Advance Research and Development, Inform Policy, Administer Early College High Schools, Advance Other Innovations, and Sustain Accountability and Reporting.

Dr. Habit directed Board members to their materials, which include data about school performance ranging from STEM, Conventional Schools, and Early Colleges. He noted that NC New Schools places

a great deal of value on being certain they are recruiting larger proportions of poor children into the partner schools in the state as a whole so that the results are not inflated. Dr. Habit pointed out the data, which shows the comparison based on what is available through the Free and Reduced Lunch marker. As it relates to graduation success, Dr. Habit was pleased with the gains of the NC New Schools that have consistently performed stronger than the general public school in North Carolina.

Dr. Habit shared a national map from an article that ran in *Time Magazine* in February 2014, which looked at development of innovative secondary schools linked into the economy. Dr. Habit stated that they are proud to look at North Carolina's profile in comparison with the rest of the nation.

In conclusion, Dr. Habit provided several essential questions.

1. How might NC New Schools better support the State Board of Education in achieving the goals laid out in the current strategic plan?
2. What steps need to be taken to renew and refresh the role of NC New Schools as the research and development arm of Department of Public Instruction and the State Board of Education?

In response to the State Superintendent's request, Dr. Habit spoke briefly about the RttT grant money, which was key to rapidly expanding the network of STEM-focused secondary schools in partnership with the private sector. He also spoke about the Investing and Innovation grant from the U.S. Department of Education. He explained that the purpose of that grant is to take the successes of Early College designs and move those into conventional schools. He noted that NC New Schools is currently working with 18 different conventional high schools and taking the experience around aligned instructional programs to the teachers with support for those teachers to work much more collaboratively with their administrators to accelerate student readiness and acquire college credit while in high school. He added that the notion of purposefully designing education allows students by intent acquire their first two years of college while in high school, and accelerating what happens in elementary and middle school to make that possible, and growing the skills to make that possible.

Chair Willoughby encouraged Board members to visit an early college to see for themselves the success stories. Following comments about the importance of having dialogue concerning jobs, success, and quality of life, Board member McDevitt stated that he would like to see the State Board continue to ensure a systemic approach to partnering with the business community. A brief discussion ensued. Board member Tate also noted that NC New Schools is a great example of choice for public school students beyond the traditional classroom.

**RECONVENE IN OPEN SESSION**

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

- |                                     |                     |
|-------------------------------------|---------------------|
| William Cobey, Chairman             | Wayne McDevitt      |
| A.L. “Buddy” Collins, Vice Chairman | Olivia Oxendine     |
| Gregory Alcorn                      | John Tate           |
| Kevin Howell                        | Rebecca Taylor      |
| Reginald Kenan                      | Patricia Willoughby |

Also present were:

- |   |  |
|---|--|
| June St. Clair Atkinson, State Superintendent | Karyn Dickerson, Teacher of the Year Advisor |
| Richard Hooker, Local Board Member Advisor    | James E. Ford, Teacher of the Year Advisor   |
| Brady Johnson, Superintendent 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.

Board members were reminded that they are invited to the Burroughs Wellcome Fund reception for the Presidential Finalists and Awardees reception on Wednesday afternoon.

**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: Catherine Helgesen v. NC DPI and Hoke County v. NC and NCSBE.*

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

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, August 7 at 9:00 a.m.*



**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
August 7, 2014**

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

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

Also present were:

June St. Clair Atkinson, State Superintendent	Karyn Dickerson, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	James E. Ford, Teacher of the Year Advisor
Brady Johnson, Superintendent Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the August 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 August agenda on Wednesday in addition to holding two Issues Sessions – one from the Healthy Responsible Students priority and one from Dr. Tony Habit, President of North Carolina New Schools.

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 recused himself from discussion and voting on TCS 1 – Twenty-First Century Community Learning Center Grants. 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.

Vice Chairman Buddy Collins 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 July 10, 2014, conference call meeting.

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

- There was no discussion.

*Mr. John Tate made a motion to approve the minutes of the July 10, 2014, State Board conference call meeting. Seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the minutes as presented.*

## **SPECIAL RECOGNITIONS**

### **2014 State and National Schools of Character for North Carolina**

- **Southern Guilford Middle School, Guilford County Schools**
- **Colfax Elementary School, Guilford County Schools**
- **Southwest Guilford Middle School, Guilford County Schools**

### **2014 State Schools of Character and National Honorable Mention**

- **Southern Guilford High School, Guilford County Schools**

Chairman Cobey recognized Dr. Robin McCoy (Director, K-12 Curriculum and Instruction) who, in turn, recognized Ms. Faye Gore (Section Chief, Social Studies) who serves as one of the School of Character program coordinators, along with Ms. Ann Carlock (Social Studies Consultant), to present the 2014 State and National Schools of Character.

Prior to presenting the honorees, Ms. Gore provide a brief description of the National State Schools of Character program, which is a free school improvement process, developed by the Character Education Partnership (CEP), that offers the opportunity for self-assessment and expert feedback to U.S. schools and districts engaged in character education. Schools who are named as a state and/or national school of character are recognized for its commitment to character education and for fostering a positive environment for social and academic learning. Ms. Gore also described the application process noting that all schools and districts that demonstrate excellence in character education, as measured by CEP's 11 Principles of Effective Character Education, can become a State and/or National School of Character by completing an application and portfolio and submitting it to CEP. Ms. Gore noted that all applications are reviewed at NCDPI by the Social Studies staff.

The honorees for each school were invited forward to receive a framed certificate and an SBE mug.

- **State School of Character – Southern Guilford Middle School, Guilford County Schools**  
Represented by: Mrs. Lindsay Brake and Ms. Karen Ellis (Principal)
- **State School of Character – Colfax Elementary School, Guilford County Schools**  
Represented by: Ms. Deena Smith and Ms. Michelle Thigpen (Principal)

- **State School of Character – Southwest Guilford Middle School, Guilford County Schools**  
Represented by: Mrs. Annette Sentner and Mr. Joseph Caraher (Principal)
- **State School of Character and National Honorable Mention – Southwest Guilford High School, Guilford County Schools**  
Represented by: Mr. Ben Miles and Ms. Debbra Kraszeski (Principal)

The presentations were photographed. In addition, Mr. Maurice Green (Superintendent, Guilford County Schools), Mrs. Gwen Willis (Chief Officer of Student Services, Guilford County Schools), and Ms. Charlos Banks (Executive Director of Student Services and Character Development, Guilford County Schools) were invited forward for recognition and photographs. Chairman Cobey congratulated Guilford County Schools, their staff, students, and parents for their commitment to this program.

### **2013 North Carolina Finalists of the Presidential Awards for Excellence in Mathematics and Science**

- **Mathematics, Grades 7-12**
  - ❖ **Brian Frees, Hendersonville Middle School, Henderson County Schools**
  - ❖ **Julie Riggins, East Forsyth High School, Forsyth County Schools**
  - ❖ **Katie Salter, West Carteret High School, Carteret County Schools**
- **Science, Grades 7-12**
  - ❖ **Laura Lawrence, Asheville School**
  - ❖ **Jeff Milbourne, North Carolina School of Science and Mathematics**
  - ❖ **Mark Townley, Holly Springs High School, Wake County Schools**

### **2012 North Carolina Awardees of the Presidential Awards for Excellence in Mathematics and Science**

- **Mathematics, Grades K-6**
  - ❖ **Tonya Kepley, Enochville Elementary School, Rowan-Salisbury Schools**
- **Science, Grades K-6**
  - ❖ **Teresa Cowan, Charles D. Owen Middle School, Buncombe County Schools**

Chairman Cobey recognized Dr. Robin McCoy (Director, K-12 Curriculum and Instruction) to introduce the presenter for the Presidential Awards for Excellence in Math and Science presentations. Ms. Kitty Rutherford (Math Consultant and State-level Coordinator of the Presidential Awards for Excellence in Math and Science) provided a brief overview of this recognition program.

Ms. Rutherford prefaced the presentations by sharing that, in 1983, the Presidential Awards for Excellence in Mathematics and Science Teaching program was established by Congress. This award is considered the highest recognition that any mathematics and science K-12 teacher can receive for outstanding teaching in the nation. She explained further that the President typically bestows this award to one mathematics and one science teacher in each state. The recipient receives \$10,000 and a trip to Washington, DC. In addition to honoring individual achievement, the goal of the awards program is to expand and exemplify the definition of excellence in mathematics and science teaching. Ms. Rutherford also explained that the state finalists' applications have been sent to the national level, and we are

waiting to hear who has been selected from North Carolina. Each honoree was invited forward to receive their award certificate and an SBE mug. The presentations were photographed.

### **Special Presentation – New State Board of Education Advisors**

- **Mr. Brady Johnson, Superintendent of Iredell/Statesville Schools and NC Association of School Administrators and School Boards Association A. Craig Phillips Superintendents of the Year and Governor Pat McCrory – Appointed SBE Superintendent Advisor, 2014-15**
- **Mr. James E. Ford, Charlotte/Mecklenburg Schools High School Teacher and Burroughs Wellcome Fund NC Teacher of the Year Advisor, 2014-16**

Chairman Cobey explained that each year at this time the Board welcomes its new advisors. The Chairman asked Board members to welcome Mr. Brady Johnson to the Board as the new Superintendent Advisor appointed by Governor Pat McCrory. He explained that Superintendent Brady is North Carolina's A. Craig Phillips Superintendent of the Year and is the Superintendent of Iredell-Statesville Schools. He noted that Mr. Brady is a long-time educator and life-long resident of Iredell County, beginning his career there as a classroom teacher. Mr. Brady has served as a principal and was selected as superintendent of the Iredell-Statesville School district in 2009.

Next, Chairman Cobey welcomed Mr. James E. Ford who was recently named the 2014 Burroughs Wellcome Fund NC Teacher of the Year. Mr. Ford is a world history teacher at Garinger High School in Charlotte-Mecklenburg Schools. Mr. Ford began his career as a print journalist and then as a truancy intervention specialist and director of a teen center prior to becoming a teacher. He taught in Illinois for one year before coming to Charlotte-Mecklenburg four years ago.

The new advisors were invited forward to receive a state-shaped plaque, an SBE mug, a Board pin and briefcase. The presentations were photographed.

Chairman Cobey noted that the Board will officially welcome the Wells Fargo Principal of the Year, Dr. Carrie Tulbert, as its newest Principal Advisor in September.

### **STATE SUPERINTENDENT'S REPORT**

#### **Report Details Support NCDPI Provides School Districts**

The Department of Public Instruction has prepared a report that provides samples of support provided to local school districts in key function areas. (A copy of the report was provided to State Board members at the places.)

The areas and examples of support provided include

- *Professional Development* such as statewide conferences, principal training, teacher training and virtual learning that have reached thousands of participants
- *Technical Assistance* including supporting 13,400 school buses, providing on-site coaching to low-performing districts and schools, and providing no-cost civil, environmental, structural, HVAC, electrical and roof design projects to schools and LEAs

- *Technology Support* such as supporting Home Base Technology issues and resolution statewide, collecting and validating more than 4 million student test scores, and generating required state and federal reports on ESEA, CTE, Exceptional Children and other programs receiving \$1.76 billion
- *Resource Development and Provision* such as development of the Governor’s Teacher Network in partnership with the Office of the Governor, allotment of \$9 billion in state and federal funds with 100 percent accuracy, and the offer of low-priced textbooks to local school districts through most-favored nation pricing
- *Monitoring of State and Federal Laws* including auditing of \$5 billion in teacher and administrator salaries, reviewing and monitoring Race to the Top progress reports for charter schools and school districts, completing federal program compliance and quality reviews and establishing a new Ready-to-Open process to validate ability of new charters to open
- And, *Communication* including launching and promoting the “Give 5 – Read 5” campaign that led to the contribution of 246,653 books to prevent summer learning loss, supporting and encouraging completion of the Teacher Worker Condition Survey, and providing a comprehensive communication plan for Home Base
- All of the NCDPI divisions' priority goals and activities tied to the SBE's goals and objectives in its Strategic Plan have been posted for tracking.
- The division goals and activities are in the NCDPI Operational Planning Tool (formerly the Performance Navigator).

The full report on sample support in key function areas is attached.

### **Student Leadership Institute - Residential Experience Focuses on Character and Leadership**

On July 6-9, the Social Studies and Healthy Schools Section of NCDPI hosted the third annual student leadership institute focused on character and leadership development through service-learning.

- This four-day residential institute was held at William Peace University.
- 112 students in grades 4-12 and 35 adults participated in hands-on classroom instruction, team building exercises, and experiential learning at the Alice B. Aycock Poe Center for Health Education.

Based on this experience, 24 teams of participating students will develop service projects during the next school year.

### **Career and Technical Education (CTE) Conference Draws 2,800 Attendees**

Some 2,800 teachers, administrators and students attended the Career and Technical Education Summer Conference July 15-17 in Greensboro.

- Each year the conference focuses on continuous improvement in CTE areas. Sessions are designed based on performance results and teacher requests.
- Several colleagues from DPI presented sessions at the conference. A number of sessions were about Home Base tools and functionality.
- Many industry partners assisted in the event with workshops and trainings that makes teachers more effective in the classroom by better reflecting current industry standards.
- As always, NCDPI appreciates the teacher leaders that are willing to share their expertise and best practices with colleagues throughout the state by presenting best practice sessions.

### **School Resource Officer Conference Attracts 500**

NC DPI School Support Division staff led two, four hour sessions on “Collaborating to Ensure Students' Educational and Emotional Well-being” for School Resource Officers at the recent SRO

Conference in Concord. More than 500 SROs attended, and some 60 attended the two sessions led by NCDPI staff.

School Support Division staff sessions covered

- how to work with school social workers, psychologists, counselors and nurses
- how to collaborate with these professionals to create a better school climate for better mental health of students

The goal is to create a safe emotional space in schools for a better educational environment.

### **Special Recognition - NCDPI's John Pruette Elected to National Post**

Mr. John Pruette, Executive Director of the Office of Early Learning, has been elected vice-president of the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE).

- NAECS-SDE is the national organization for state education agency staff members with major responsibilities in the field of early childhood education, from infancy through the primary grades
- The Association promotes high-quality services to young children and their families through improvement of instruction, curriculum, and administration of programs.
- After service as vice-president, Pruette will transition to the role of president.

### **Special Recognition of Summer Interns**

Ms. Christina Boodee is a senior journalism major at the University of North Carolina at Chapel Hill who served as an intern for the Communications Division.

Ms. Elizabeth (Libby) Bowes is a graduate of Garner Senior High School of Wake County Schools and is a rising freshman at East Carolina University. Ms. Bowes worked diligently during the "Give Five Read 5 Campaign" to help collect and distribute 27,000 books for students in eight elementary schools in the Garner area. Ms. Bowes served as an intern for the State Superintendent's Office.

### **Superintendent's Teacher Advisory Council Meeting**

#### **Teachers Provide Feedback on the NC School Report Card**

The State Superintendent's Teacher Advisory Council met July 22 in Raleigh.

Agenda topics included

- NC Report Card Briefing and Demonstration
- NC Standards Standard 6 Update
- Accountability Feedback

### **Superintendent's Principal Advisory Council Meeting**

#### **Principals Discuss Legislation, Other Topics**

The State Superintendent's Principal Advisory Council met July 25 in Raleigh.

Agenda topics included

- Discussion of legislation
- NC Report Card Demonstration
- Great Schools Rating System
- Home Base Update

## **Superintendents' Meeting Conducted in Conjunction with Financial and Business Services' Summer Conference**

Department of Public Instruction staff met with local superintendents in a quarterly meeting held in conjunction with the Financial and Business Services' Summer Conference on July 24 in Research Triangle Park.

- Superintendents discussed the North Carolina Digital Learning Plan
- Privacy of student data (SB815)
- "Plain English" legislation and development of a local budget template that meets the requirements of the law
- Implications of mandated study of state standards in English Language Arts and Mathematics (SB 812)
- NC Report
- Home Base opt-in

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

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

- Education Commission of the States Plenary Session: States and the New Standards, Washington, DC
- Education Cabinet meeting, Raleigh, NC
- Council of Chief State School Officers Board of Directors' meeting and Summer Institute, Orlando, FL
- Education & Workforce Innovation Commission, Raleigh, NC
- CTE Summer Conference, Greensboro, NC
- NC Education Innovation Lab, Cary, NC
- NC High School Athletics Association meeting, Chapel Hill
- Mastering Leadership Dynamics Program with BB&T Leadership Institute, High Point, NC

### **Visited**

- Kernersville Elementary School, Kernersville, NC

## **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 six amended DSWs this month, as of July 7 (have approved 283 LEA/Charter School amended DSWs from July 1, 2013 to June 30, 2014)
- Approved three additional district no-cost extension requests. One district is working on revisions to its 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 is 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; approximately 20 videos will be completed by the end of July (others may be added as resources allow)
- Held focus groups with educators (June 27), and planned for a focus group with principals (August 1) 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 discussions around how to develop communication strategies for the Educator Effectiveness Model and the new Accountability model; challenges remain around understanding of Standard 6 among educators and others in the public, and NCDPI is waiting for the General Assembly's action on the balance between performance and growth in the school performance grades model before finalizing communication strategies
- 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
- Continued delivering weekly Home Base updates (through both website posting and webinars), including opt-in information for LEAs (see Data Systems to Improve Instruction section for specific numbers)

### Standards & Assessments:

- Continued review of assessment items to determine the items' alignment to the state standards for use in EOGs, EOCs, and NC Final Exams; this activity is of significant importance during the summer months in preparation for 2014-15 school-year assessments
- Provided content-specific training on standards and creating instructional resources to participants in the Governor's Teacher Network (GTN) at their summer kick-off training (see Great Teachers and Principals section for more information on this); Curriculum and Instruction staff members from the Math, ELA, Science, Social Studies, and K-12 Programs sections will continue to support the work of the GTN teachers during the 2014-15 school year
- Continued to provide professional development on the *NC Standard Course of Study* to educators across the state; content specialists presented sessions at the Summer Institute 2014 and provided 59 school district trainings on the new standards
- Delivered a presentation to the State Board of Education at their June meeting outlining the process that will be used to review the *NC Standard Course of Study* standards; the State Board of Education has a policy requiring a review of content standards every five years, and the review for Math and ELA standards will begin in fall of 2014

### Data Systems to Improve Instruction:

- Received decisions from LEAs on using voluntary tools in Home Base for the 2014-15 school year; ninety-three percent of districts and a third of the charter schools opted in to use Home Base by the July 15 deadline (for a list of LEAs, see <http://www.ncpublicschools.org/homebase/status/opt-in/>):

**Table 1: Summary of 2014-15 Opt-in Decisions**

Description	Total	Percent
LEA	LEA 107 of 115 LEAs	93.0
Charter Schools	42 of 126 Charter Schools	33.3
Students	1,208,358 of 1,520,305 Projected Total Allotted ADM	79.5

- Completed the End-of-Year processing in the Schoolnet production environment and OpenClass and validated changes (see "Schoolnet and OpenClass Post-EOY" memo at [www.ncpublicschools.org/homebase/updates/memos/](http://www.ncpublicschools.org/homebase/updates/memos/))
- Loaded the following sets of historical data into Schoolnet that will allow educators to see, analyze and run reports on classroom, district and state-level test data all within one application: DIBELS (2012-13 and fall 2013-14), TRC (2012-13 and Fall 2013-14), EOC (2012-13), EOG (2012-13), CTE (2012-13), ACT Benchmark (2012-13), ACT Plan (2012-13), ACT (2012-13)



- Worked toward finalizing the rebuild of the training site with Pearson; this includes more robust data so that training scenarios are more realistic, and will also help to demonstrate advanced reporting capabilities of Schoolnet
- Scheduled a data center migration for Schoolnet on July 24, which will be another step in the continued improvement of system performance
- Continued working with the partnership team on their expanded scope of work; the team has: 1) created their work plan, processes, and templates, 2) defined site selection criteria, 3) begun networking with LEAs, 4) participated in and will soon lead Schoolnet trainings, and 5) attended the regional Summer Institutes. Upcoming work involves continued engagement with the LEAs and with NCDPI staff who also work on and represent Home Base

### Great Teachers & Principals:

- Completed initial Student Perceptions Survey pilot; NCDPI received approximately 4,500 responses from 15 schools in six LEAs
- Trained content area expert reviewers to begin reviewing the evidence collections submitted to the online platform for the Analysis of Student Work (ASW); the review process should conclude by Monday, July 21
- Coordinated with the RESAs to schedule eight regional ASW trainings in preparation for 2014-15 statewide implementation
- Trained twenty IHE and LEA reviewers and they are reviewing the 12 superintendent licensure blueprints; it is anticipated that the recommendations will be submitted to the SBE for approval in October
- Completed data collection for the updated New Teacher Survey and the Carolina Public Policy Center is currently analyzing the data; data from the survey may be included in the Educator Preparation Report Cards depending upon data quality
- Held standards setting and item validation conference for new elementary and special education licensure exams, which was attended by approximately 50 IHE and LEA volunteers; recommendations for passing cut-off scores on the exams will be presented to the SBE in August
- Collected annual program and completer data from IHEs to populate the Educator Preparation Report Cards
- Continued sustainability efforts at all three Regional Leadership Academies by contacting and providing data to LEA educational leaders and state legislators as to the effectiveness of alternative principal preparation programs
- 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:

**Table 2: Positions Held by Graduates of the Regional Leadership Academies (as of July 14, 2014)**

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	12	28	7	4	51
Sandhills Leadership Academy (SLA)	14	28	1	13	56
Piedmont Triad Leadership Academy (PTLA)	5	32*	5	21	63

\*Four of the 32 are pending local school board approval by July 31

- Provided induction support to 1,110 teachers (active at the end of the 2013-14 school year) covering 112 of the lowest-achieving schools identified for service through the RttT grant

- Continued provision of university licensure coursework for NCTC Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities (induction support and instructional coaching of NCTC members will resume in September)
- Began planning for strategic staffing mini-grant program; DST staff completed guidelines for the TALAS LEAs to use to develop plans for the program and shared these with the superintendents
- Conducted two-day orientation and professional development for 450 teacher leaders in the Governor's Teacher Network (GTN) who will be responsible for conducting action research, developing instructional units, and designing professional development modules for use in Home Base
- Currently developing the scope of work to be used to contract for additional content/module reviewers for the 2014-15 school year to assist GTN participants in areas of curricular need (academically/intellectually gifted, global education and STEM)
- Received first deliverables from participants in the GTN, which involved creating outlines for their deliverables and work plans, based on their scope of work for the year and information they received at their orientation; NDPI staff have begun reviewing these materials and providing feedback to teachers
- Held two-day Summer Institute meetings in all eight regions for approximately 2,200 educators during the week of July 7; the theme of these meetings was Sustain Success and Build on Achievement, and sessions focused on how districts could build capacity by networking and sharing knowledge they gained over the life of the grant
- Completed the Home Base PD Pilot on July 18, during which 259 educators from the twelve participating LEAs took at least one of the 43 courses in the PD system; NCDPI staff are reviewing feedback received from the pilot LEAs
- Published the 2014-15 RESA Partnership calendar with approximately 230 offerings covering the *NC Standard Course of Study*, "Read to Achieve", data literacy, Home Base, and digital teaching and learning
- Planned a "Home Base Opt-in" summer training schedule with approximately 60 face-to-face sessions held across the state to prepare those districts who have decided to "opt-in" to all areas of the Home Base system; these trainings will focus on the optional tools in Home Base (Schoolnet, OpenClass, and the PD system)

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

- Worked on RFP for Data Portal with NC ITS before final re-submission for NC ITS review; re-drafting the STEM Lab IFB and began drafting the intent to contract document
- Completed development of and received approval for Biotechnology II course; materials have been placed in the Learning Management System and made available to teachers for implementation this fall
- Continued development work for Math III Course, which is on track for completion later this summer in order to roll out in the fall of 2014
- Continued revisions for the Forensic Sciences, Earth and Environmental Sciences, Math 1, and Math 2 courses
- Continued development of web pages to provide information about and highlight the work of the NCVPS STEM project
- Continued planning professional learning (PL) sessions for the 2014-15 school year based on student and teacher survey results

### **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:
  - Henderson: Sugar Loaf Elementary, Edneyville Elementary
  - Lenoir County: Southeast Elementary
  - Robeson: Pembroke Middle, Magnolia Elementary, Fairgrove Middle

- Warren: Mariam Boyd Elementary, Warren County Middle, Warren County New Tech, Vaughn Elementary, South Warren Elementary, Warren County Early College High School
- Wilson: Vick Elementary, Beddingfield High School
- 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, 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)
- Provided a week of professional development (focused on literacy) to approximately 400 educators in Halifax County
- NCDPI has adjusted current staff assignment locations in several cases where there were no qualified candidates to fill advertised vacancies

### **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)
  - 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 1-4 LEAs participate in each session)
  - The IAM team met with NCDPI officials to discuss potential changes to the IAM system (e.g., password expiration policy, changing the username convention)
- Continued to work with the state IT organization on an RFP to modernize statewide applicant tracking (to provide a single system in which applicants can apply to multiple LEAs) as well as an RFP for mobile device management; these RFPs are at the state IT organization awaiting approval to release
- Completed work to develop a 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 all course materials and development of Levels I – IV 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 a professional development session on leadership and growth planning (called the LEAD Institute) for Affinity School principals on July 15-17
  - Held summer workshops on STEM strategies for math and science courses on July 7-11 and July 14-18; teachers from five Affinity schools attended
  - Held summer professional development on July 21-23; the session focused on project-based learning, and teachers from two Anchor and seven Affinity schools were scheduled to attend
  - Provided externship experiences for nine teachers from Anchor and Affinity Schools at the following organizations: BASF, LORD Corporation, Syngenta Biotechnology, Duke Medicine, National Institute for Environmental Health, and US Environmental Protection Agency July 2014

- Provided Year-end Service Report covering activities from July 1, 2013- June 30, 2014; NC New Schools provided 103% of their target hours for Anchor Instructional Coaching, 97% of their target hours for Affinity Instructional Coaching, 169% of their target hours for Anchor Leadership Coaching, 122% of their target hours for Affinity Leadership Coaching, 103% of their target hours for Anchor PD, and 102% of their target hours for Affinity PD 102%
- Supported teachers at the Anchor and Affinity schools during their teacher extended summer employment; 79 teachers are committed to this project and will complete their work in August
- Promoted STEM Education statewide (NC Department of Public Instruction):
  - Presented three STEM education sessions at the Career and Technical Education (CTE) Summer Conference on July 14-17
  - Continued planning for 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
  - Began review of initial sequence outlines and units for STEM related projects by participants in pathway two of the GTN (see Great Teachers and Principals section for more information)

**Evaluation:**

- Began fall 2014 interview coding and analysis activities related to Teacher and Leader Effectiveness
- Continued activities related to the Distribution of Teachers and Leaders:
  - Met with NCDPI to finalize plan for final report analysis
  - Began the close out of the Regional Leadership Academies evaluation project
  - Completed the revised draft of the North Carolina Virtual Public School Blended Learning STEM Courses for submission to the State Board of Education during their August 2014 meeting
  - Completed the revised draft of the Strategic Staffing in North Carolina: A Summative Review of Local and State Implementation across the Race to the Top Period for submission to the State Board of Education during their September 2014 meeting
  - Completed the revised draft of the Race to the Top Performance Incentives in North Carolina: A Summative Evaluation Report for submission to the State Board of Education during their September 2014 meeting
- Continued data analysis for reports related to Professional Development:
  - Continued report writing processes for the evaluation of statewide and online professional development, and local outcomes for Year 4
  - Continued draft report process for the DLP Year 4 report
- Continued activities related to District and School Transformation, Including STEM Schools
  - Submitted a revised draft to NCDPI for review the report titled Evaluation of District and School Transformation School-Level Coaching and Professional Development Activities
  - Disseminated draft of the final STEM report for internal review
- Completed the revised draft of the report titled A Preliminary Cost Analysis of North Carolina’s Race to the Top Initiatives: Formative Evaluation Report for submission to the State Board of Education during their September 2014 meeting
- Developed analysis plan for final report on local spending
- Planned meeting with NCDPI staff for August 2014 to discuss the draft plan outlining the proposed summative overall impact study

**Legislative Update**

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

Ms. Beaulieu prefaced her remarks by noting that Governor McCrory signed the Budget Bill this morning. Ms. Beaulieu also briefly summarized the accomplishments of the SBE's legislative agenda (below). In addition, she highlighted the following list of recently enacted/ratified education-related legislation. She drew attention to a one-page handout, which is also posted on the State Board eBoard website.

**2014 SBE Legislative Agenda**

1. Increase Teacher Pay
2. Master's and Doctoral Pay
3. A-F School Performance Grades
4. Digital Learning/Textbooks
5. Early Childhood Education
6. School Calendar Flexibility
7. Read to Achieve

**Session Laws/Ratified Bills (Education-related)**

1. SL 2014-5 (HB 230) Clarify Read to Achieve/School Performance Grades
2. SL 2014-8 (HB 292) Moratorium/Lawsuits for School Funds
3. SL 2014-49 (HB 712) Clarifying Changes/Special Education Scholarships
4. SL 2014-21 (HB 777) Sex Offender/Expand Residential Restrictions
5. Ratified (HB 884) Dropout Prevention/Recovery Pilot Charter School
6. SL 2014-18 (HB 1031) NC Economic Development Partnership Modifications
7. SL 2014-15 (HB 1060) Military Student Identifier
8. Ratified (HB 1133) Technical and Other Corrections
9. SL 2014-97 (HB 1193) Retirement Technical Corrections Act of 2014
10. Ratified (HB 1194) Retirement Administrative Changes Act of 2014
11. SL 2014-88 (HB 1195) Fiscal Integrity/Pension-Spiking Prevention
12. SL 2014-13 (SB 370) Respect for Student Prayer/Religious Activity
13. SL 2014-28 (SB 719) Student Organizations/Rights & Recognition
14. Ratified (SB 744) Modify Appropriations Act of 2014
15. Ratified (SB 793) Charter School Modifications
16. SL 2014-78 (SB 812) Replace CCSS with NC's Higher Academic Standards
17. SL 2014-50 (SB 815) Ensuring Privacy of Student Records

**Others**

1. SB 884 2014 Appointments Bill
2. SB 881 Adjournment

Board member Wayne McDevitt suggested a deeper dive into these session laws and ratified bills during the State Board's Planning Meeting in Charlotte in order to discern strategically the Board's role in the process. Chairman Cobey concurred and asked Mr. Hill to fold this topic into the discussion of the Board's strategic plan. Mr. McDevitt explained that he would also like to know about his role as an individual Board member

as it relates to interactions with representatives of the General Assembly. State Treasurer Janet Cowell echoed Mr. McDevitt's request for additional information specifically as it relates to the budget, sources of funds, local and state impacts, etc. Board member John Tate publicly thanked Chairman Cobey for being inclusive of the individual Board members to engage with General Assembly members. He noted that in years gone by the process of working with the General Assembly was a very close knit, highly controlled process. Speaking as a former representative, Chairman Cobey explained that he recognizes that all politics are local and legislators need to hear from the Board members who represent their regions.

In response to Board member Olivia Oxendine's request, Ms. Beaulieu clarified that the funding for textbooks is \$908,000.00 in expansion; the total is approximately \$24 million. Mr. Price added that local boards of education will have discretionary authority to use those funds for instructional support materials.

In addition, Ms. Beaulieu spoke briefly about the private Psychiatric Residential Treatment Facilities (PRTF) funds at the request of State Superintendent Atkinson. She explained that the General Assembly approved \$3.2 million in new funding for PRTFs across the state for children with complex psychiatric diagnoses who are medically placed in these facilities but, nonetheless, need educational services. She added that this was a joint agency effort between the Department of Public Instruction and the Department of Health and Human Services to craft legislation, HB 831, which was ratified during this session.

Board member Greg Alcorn stated that the removal of funding for the Digital Learning Grants came as a surprise. He asked Ms. Beaulieu to speak to the possibility of having those funds reinstated. Ms. Beaulieu explained that those legislators who saw the importance of that funding are still committed to digital learning irrespective of this budget. She reminded Board members that it is a directive of the General Assembly to have digital learning statewide by 2017.

Board member Willoughby asked Ms. Beaulieu to speak about master's degree pay and driver education funding. As it relates to master's degree pay, Ms. Beaulieu clarified that those individuals who were receiving masters pay in 2013-14 are grandfathered in and will continue to receive masters pay. In addition, certified nurses and instructional support for whom a graduate degree is required for licensure will also continue to receive masters pay. Finally, individuals are eligible for master's degree pay if they will complete a degree at the master's six-year or doctoral-degree level for which they completed at least one course prior to August 1, 2013, and would have qualified for the salary supplement under State Board policy # TCP-A-006.

Ms. Beaulieu clarified that driver education funding will remain the same for the 2014-15 school year. The elimination of state funding and the switching of the responsibility to the local level begins with the 2015-16 school year. Superintendent Advisor Brady Johnson explained that driver education costs approximately \$400 per student for 30 hours of classroom time and six hours behind the wheel. Coming from a district with 44% of the children living below poverty level, parents will be unable to pay \$400 for driver education. Mr. Johnson noted that the leading cause of death for a teenager in North Carolina is an automobile, and that this is a public safety issue that needs to be revisited. In response to Mr. Johnson's comments about past source of funding, Mr. Price spoke briefly about how driver education has been funded historically. Ms. Beaulieu added that there was a good deal of discussion among legislators, especially the Transportation Oversight Committee, about driver education, its value and in trying to establish the link between driver education courses and a decrease in teenage fatality. She encouraged Board members to consider driver education for their 2015-16 agenda.

Local Board member Advisor Richard Hooker asked Ms. Beaulieu to speak about the Dropout Prevention Recovery Pilot Charter Program bill. Ms. Beaulieu spoke about the movement of this bill since 2013, noting that in the last week and half of the session it arose in HB 884. She stated that legislators had mixed feelings about this particular legislation. She gave the status of this legislation, as of last night, such that it is ratified and sitting on the Governor's desk. Ms. Beaulieu stated that in a prior draft of the legislation, it was drafted to affect statewide charter schools. However, HB 884 denotes a one-school pilot and is limited in scope. In response to Board member Taylor's request for additional information, Ms. Beaulieu provided the following synopsis. HB 884 deals with a one-school pilot limited in years and scope, targeting students who have either dropped out of high school or voluntarily wish to be transferred from their high school to this alternative charter school. She spoke briefly about the background of the legislation and specifically about ALS, which has had some success in Florida. Ms. Beaulieu spoke briefly about the larger discussion, which includes what North Carolina's LEA alternative schools do very well. She encouraged the Board to look at not only what this pilot charter school will do but also the overriding work that traditional public schools and alternative schools do to target dropouts and potential dropouts toward increasing the graduation rate. She also noted that the legislation does not specify a number of students and, currently, there are approximately 65 students signed up to attend this school. Over the course of the beginning months of the school year, it is anticipated that the enrollment population will rise and therefore, the funding element was much debated. There is now a shore-up provision at the fifth month rather than the first month of this charter school beginning. There is also a study and report required in the legislation. Ms. Beaulieu stated that she anticipates there will be legislative scrutiny over implementation of the pilot. Specifically, the applications are due in August. Then the State Board is required to make its decision by September 2014. State Superintendent Atkinson added that only existing charter schools meeting the criteria will be eligible to participate. To forecast the student population, Ms. Beaulieu stated that the Department is anticipating that there could be as many as 225 students drawing down from the local school system.

Board member Howell commended Chairman Cobey, State Superintendent Atkinson, Ms. Beaulieu and Mr. Stillwell for their efforts in working with the legislature related to the Board's priorities.

### **Race to the Top Report**

Superintendent Atkinson recognized Mr. Adam Levinson to provide the Race to the Top report.

Mr. Levinson prefaced his comments by sharing that it has been approximately four years since the U.S. Department of Education awarded North Carolina the \$400 million Race to the Top grant. He reminded Board members that the Department was also approved for a Year 5, which included no additional money, but extends the time to finish and/or solidify some of our most ambitious project work. He noted that while it is not time for a comprehensive summative evaluation, Board members will start to see that our evaluation report and annual performance report from USED will start to take on that flavor.

Mr. Levinson explained that the purpose of today's report is to highlight some of the significant accomplishments at this point and to talk about future work. He noted that Dr. Atkinson's report contains a detailed account of the RttT monthly progress. In addition, he noted that Board members received in-depth information about some of the major initiatives including Summer Institute 2014, the Governor's Teacher Network, and STEM Anchor and Affinity Network from New Schools. Mr. Levinson also reminded Board members that, in July, Dr. Pat Ashley provided an update about District and School Transformation work.

Mr. Levinson provided a snapshot of the RttT website, specifically the link to Home Base, which shows a map of the progress in districts and charter schools opting in to Home Base for the 2014-15 school year. By opting in, districts and charter schools have access to SchoolNet, Instructional Resources, OpenClass, and local professional development. He spoke briefly about the \$4/ADM subscription fee. Mr. Levinson shared that, as reported by State Superintendent Atkinson, due to ongoing negotiations with Pearson, the Department was able to get a full rebate for the 2014-15 school year and feels optimistic that North Carolina will continue to receive some discounts in the years ahead.

In addition, Mr. Levinson reported that sixty LEAs requested and have been approved for extensions into Year 5 to use their remaining RttT local funding typically for technology infrastructure projects or training and professional development related to the new Standard Course of Study, use of Home Base, etc. According to Mr. Levinson, many districts have used all of their funding and are in the process of closing out RttT local projects. Mr. Levinson recognized Iredell-Statesville Schools as one of the early adopters of Home Base noting that they have helped to demonstrate what Home Base can do. Superintendent Advisor Johnson reported that Home Base is a very powerful tool, which saved Iredell-Statesville School district approximately \$80,000.00 this past school year. State Superintendent Atkinson shared that, in anticipation of entering the second full year of PowerSchool, the Department hosted focus groups this week, representing all regions in the state and representing large school districts, for a post implementation review of PowerSchool. She noted that staff will provide a report on lessons learned during the State Board of Education meeting in September.

Mr. Levinson noted that, also in September, he will share the Semi-Annual Report to Education Oversight, which is due by September 15. This report is meant to be a six-month update; while it will not be summative, the report will include some accomplishment data over the four-year grant period, according to Mr. Levinson.

In response to Board member McDevitt's question about a sustainability plan, Dr. Atkinson spoke briefly about a framework of information that will be shared during the Board's planning meeting. Mr. McDevitt asked if the sustainability plan will address some of the Board's legislative agenda for next year. Dr. Atkinson stated that, given the current budget, there are no categorical funds for professional development. She explained that we have not needed these funds since winning the RttT grant, but from her perspective this must be a high priority as part of the Board's legislative agenda in order to have ongoing support of teachers. The other big area will be transitioning to fewer people in District and School Transformation. Home Base has been populated with quality materials. She noted that the Governor's Teacher Network will help so much in that respect; however, she spoke about the importance of having funds in order to update those materials in a systematic way. Mr. Levinson stated that one of the biggest challenges is local professional development teams taking the leadership for bringing professional development to each other. There will be a gap with those people and services going away. Unfortunately, the first priority of any budget would be the funding of ADM growth. Approximately 80 percent of the local RttT funds have been spent on technology and that source of funds goes away, which ties back to the digital learning directive by 2017. A brief discussion ensued about the impending loss of service delivery and its impact on LEAs.

Vice Chairman Collins requested a summary document about what the evaluations said about the programs and what steps the Department used to implement them. Chairman Cobey stated that it would



be helpful to have that document prior to working on the Board's legislative agenda. The request was noted by Mr. Levinson who stated that this will be challenging. He stated that it is important to note that most of the work has been done to put infrastructure in place, which will not produce measurable outcomes in terms of student achievement for several years down the road – but the Department will show as many interim outcomes as possible in the summary document requested by the Board.

### **Rules Review Update**

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

Ms. Cornetto provided a status update of the rulemaking process. She reminded Board members that in June she reported that the Department had completed phase one of the policy review and tightening up the policies online. The technical corrections have been made and posted online. She explained that the Department is currently in phase two (substantive review) of the Board's existing policies. She spoke briefly about the substantive review work.

In closing comments, Ms. Cornetto recognized and thanked the State Board's summer interns: Ms. Chandra Marlowe (Graduate Student, UNC School of Law). Ms. Marlowe is a former teacher from Supply, NC. Ms. Gretchen Cleevey (Graduate Student, Washington & Lee University Law School), is a former actress and special education teacher. Last year, Ms. Cleevey interned in the Oklahoma legislature.

## **INFORMATION AGENDA**

### **GLOBALLY COMPETITIVE STUDENTS**

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

Noting the absence of GCS Committee Chair Marcella Savage, Chairman Cobey recognized GCS Committee Vice Chair Dr. Olivia Oxendine to manage the GCS Committee Information item.

### ***INFORMATION***

#### **GCS 3 – Read to Achieve Report on the Use of the Formative, Diagnostic Assessment System, Reading 3D**

**Policy Implications:** General Statute § 115C-83.1, SBE Policy # GCS-J-002

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

#### **Description:**

North Carolina SBE Policy # GCS-J-002 states that the Department of Public Instruction will report to the State Board of Education in August of each year on the statewide fidelity of implementation of the formative, diagnostic assessment system, mClass Reading 3D. The policy also requires the inclusion of growth reports. mClass Reading 3D was adopted by the State Board of Education in August of 2012 immediately following the passing of the Read to Achieve legislation in July of 2012. The Read to Achieve legislation requires that the State Board of Education develop, adopt, and provide the local

school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program. The law also requires that the LEAs use the assessment instruments provided to them by the State Board for the kindergarten through third grade beginning in the school year 2013-14. The use of standardized test for grades kindergarten through second grade is prohibited unless required by the condition of a federal grant. The attachments contain an overview presentation, the Read to Achieve law, the new clarification law (HB 230) and the State Board policy.

**Recommendations:**

N/A

**Discussion/Comments:**

- GCS Committee Vice Chair Olivia Oxendine explained that this item is associated with the Read to Achieve legislation, which requires the Department to provide a fidelity and growth update on implementation of the formative, diagnostic assessments and mClass Reading 3D. She recognized Ms. Guthrie to present the update.
- Ms. Guthrie prefaced her comments by reporting that this is the first year that every elementary school in the state is doing the same K-2/K-3 assessment so that a child that moved from one district to another, could within a day have all of the information that was needed so that the teacher receiving that child could see where the child was, and be able to pick up immediately with what that child needed within his/her classroom.
- Ms. Guthrie used the analogy of a doctor's visit to describe Reading 3D, which is a balanced comprehensive assessment system with two basic components. The DIBELS Next component is about foundational skills or like the bloodwork that you get when you go to the doctor's office; it is quick and an indicator of what may be going on. TRC (Text Reading Comprehension) component is how a teacher can diagnose what is going on with a student by sitting with a student while he/she is reading to look at his/her reading behaviors and diagnose how he/she is applying those foundational skills. The TRC is the critical component that helps the teacher diagnose what she is going to do for instruction. She noted that a doctor would never make a diagnosis based solely on bloodwork; they must have a face-to-face visit in order to diagnose.
- Using a PowerPoint presentation, Ms. Guthrie spoke briefly about benchmarking, which is done three times a year. She provided a K-3 chart for 2013-14 of the Beginning of the Year and End of the Year benchmark completion by region. Ms. Guthrie stated that this chart shows an unbelievable completion rate for a statewide implementation. She also shared the DIBELS Next progress monitoring fidelity by region as well TRC progress monitoring fidelity by region, both of which are the backbone of the system. Ms. Guthrie provided details about how to read the charts and what Board members should be concerned about. Ms. Guthrie noted that she would like to rename the TRC Component to A Teacher Listening to a Child Read since that is what TRC is all about.
- In addition, Ms. Guthrie spoke about the Home Connect Letters tool, used by a great majority of schools to provide status updates to parents about their children following each benchmark.
- Next, Ms. Guthrie provided data to show the Year-Over-Year Growth for DIBELS Next and TRC and data to demonstrate (broken down by region and grade) what children did at the beginning of the year (BOY) and end of the year (EOY) for DIBELS Next and TRC.
- Vice Chairman Collins asked that the Department conduct a study on the amount of time teachers are spending with DIBELS Next since he has received a lot of anecdotal complaints with respect to this issue and to ensure that these assessments are not taking away from instruction in the classroom.

Board member Alcorn noted that data related to return on investment would be helpful because if the TRC percentages are higher, fewer students in the summer camp program will cost the state less money to educate that student. Board member Oxendine stated that she would like to see a cohort of second grade students tracked comparatively through fourth or fifth grade to have the evidence to show that there is prediction between this comprehensive assessment and how it connects to the EOCs. Ms. Guthrie explained that the Department runs a predictability study between the EOG each year. The requests were noted.

- In addition, Ms. Guthrie shared that the Appendix includes a deeper dive into the data, which is broken down by school district for DIBELS Next and TRC components.
- In final comments, Ms. Guthrie reminded Board members that, in February, the State Board gave the LEAs the ability to come to the State Board with alternative assessments that they could use. House Bill 230 gave the ability for LEAs to develop their own Portfolio System. The Department established a Portfolio Advisory Committee representing all of the regions across the state. The following districts were invited to attend a meeting in July: Alamance-Burlington, Avery, Charlotte-Mecklenburg, Edenton-Chowan, Granville, Kannapolis City, Pitt, Polk, Rowan-Salisbury, Sampson, Scotland, Wake, and Winston-Salem/Forsyth. The purpose of this advisory group is to determine key things that the State Board should look at as the local Portfolio System proposals are submitted by LEAs. Ms. Guthrie noted that consistency was a stated concern. Attachment 5 provides a list that the Advisory Committee discussed that they would like to see when local proposals are submitted. The Department would like to use this group to review the proposals prior to submission to the Board for approval. She also stated that the Department would like to send the discussion points out to the LEAs to request their feedback. Based on that feedback, Ms. Guthrie stated that she will bring back a proposal on how the State Board should look at the proposals in September.
- In response to Vice Chairman Collins's question, Ms. Guthrie explained that there are two changes to the definition in the portfolio, which are that it could be done over the entire year and that one example of work could be used to show two standards. Mr. Collins stated that part of the problem with the portfolio last year is because it was not teacher created, rather it was state created. Ms. Guthrie shared that the portfolio was always a teacher-created portfolio system – it was to the teacher's discretion as to what to put in the portfolio. Mr. Collins reiterated that was part of the problem, that it was not teacher created, but rather state created. He asked if we are aligning with the definition of the statute or are we creating again something apart from the statute? In other words will this be an alternative assessment or will it comply with the statute. State Superintendent Atkinson explained that she believes where the confusion started is that the law stated that the teacher would decide which portfolio passages would be used and that is the reference to teacher made. The interpretations that we have gotten over numerous times, that the portfolio passages are those that the Department has gone through the process of reliability and validity testing. One of the reasons the law was changed was to give local school districts flexibility to use other portfolio passages or alternative assessments. Dr. Oxendine suggested that Ms. Guthrie create and bring to the Board a sample portfolio so that Board members may see what should be in a portfolio according to the legislature. Ms. Guthrie shared that within the Portfolio System, still in place, there are ten examples that teachers can choose to use. It is the Department's hope that districts would allow teachers to select from those examples and still have a consistent system across the state. The request was noted.
- There was no further discussion.

This item is presented for Information only. (See Attachment GCS 3)

**CONSENT AGENDA**

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

Chairman Cobey noted six items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve GCS 4, HRS 1, LFI 5, LFI 6, TCP 2 and TCP 3.

LFI Committee Chair Rebecca Taylor asked Dr. Medley to brief Board members about LFI 5 – Charter Amendment to Change the Name of Crossnore Academy. Following the briefing, Chairman Cobey called for a motion.

*Upon motion by Mr. Kevin Howell, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 4, HRS 1, LFI 5, LFI 6, TCP 2 and TCP 3)*

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

***CONSENT*****GCS 4 – Policy Delineating the Components of the READY Accountability Model Including Annual Measureable Objectives (AMOs)**

**Policy Implications:** General Statute § 115C-105.20, SBE Policy # GCS-C-020, NCLB-ESEA Flexibility Waiver 2012

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Division of Accountability Services)

**Description:**

In September 2012, the READY Accountability Model was approved by the State Board of Education. The model includes student performance on end-of-grade assessments in English language arts/reading and mathematics at grades 3–8 and in science at grades 5 and 8. For high schools, the components of the model include: (1) Math I, English II, and Biology end-of-course assessment results, (2) ACT results from a statewide administration of 11<sup>th</sup> grade students, (3) 4-year and 5-year graduation rates, (4) Math Course Rigor, (5) WorkKeys results from the administration of Career and Technical Education Level II completers, and (6) as an option, implementation of a graduation project.

The accountability model will report the current year status, growth, and progress (targets over time). The Annual Measureable Objective targets for English language arts/reading, mathematics, science, ACT, WorkKeys, and Math Course Rigor will be included in the progress report. The policy specifies the components of the state accountability model and the inclusion of assessments in each report: Status, Growth, and Progress. Accountability Services updates GCS-C-020 annually to reflect what will be included in the accountability model. Therefore, staff recommends updating State Board of Education policy # GCS-C-020 to reflect what will be included in the accountability model for the 2014-15 school year.

**Recommendations:**

Board members are asked to approve the updated policy.

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

**CONSENT**

**HRS 1 – Report to the North Carolina General Assembly: Care of Students with Diabetes Annual Report**

**Policy Implications:** General Statute § 125C-375.3, Session Law 2009-563

**Presenter(s):** Dr. Benjamin Matthews (Director, Safe and Healthy Schools Support Division)

**Description:**

Senate Bills 911 and 738 are Acts that require public schools and public charter schools to implement guidelines adopted by the State Board of Education for the development and implementation of individual diabetes care plans and to require local boards of education and boards of directors of charter schools to report annually, by August 15, to the State Board of Education regarding their compliance with these guidelines. The guidelines must meet or exceed recommendations for management of childhood diabetes set forth by the American Diabetes Association.

**Recommendations:**

State Board members are asked to accept the report.

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

**CONSENT**

**LFI 5 – Charter Amendment to Change the Name of Crossnore Academy**

**Policy Implications:** General Statute §115C-238.29D(e), SBE Policy # TCS-U-014

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

**Description:**

Crossnore Academy is one of North Carolina's original charter schools located in the Appalachian Mountains. This charter school is located on the campus of The Crossnore School, which is a group home for abused, abandoned or neglected children. The student population of Crossnore Academy is heavily drawn from the residential home but supplemented by students from the local community.

Crossnore Academy serves students from kindergarten through twelfth grade, and the school's highest ADM from the first two months of this previous academic year was 89 students. However, because the majority of the students are at the mercy of the court system and reunification with family is the top

priority, many students leave during the middle of the year creating a high mobility rate. Even though the ADM is less than 100 students, the Academy will serve approximately 150 students during the school year. With 80% of students known to be economically disadvantaged, Crossnore Academy qualifies as a Title I School.

This past academic year, Crossnore Academy moved through the renewal process implemented by the Office of Charter Schools. The Charter School Advisory Board recommended unanimously for the charter school to receive a ten-year charter term. That recommendation was brought before the State Board of Education, and the charter school did receive that ten-year charter renewal.

On May 30, 2014, the Board of Directors for Crossnore Academy voted to change the name of Crossnore Academy to the Marjorie Williams Academy. As reflected in the attached board minutes, this change was proposed to honor the philanthropic gift from the Williams Foundation to build a new high school wing. The substantial donation recognizes the work performed by the charter school for the benefit of its students in the local community and across the State of North Carolina.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this requested name change by Crossnore Academy so that the school will now become the Marjorie Williams Academy.

**CONSENT**

**LFI 6 – North Carolina Virtual Public School Blended Learning System Courses Final Report: Impact, Qualitative Assessment, and Policy Recommendations**

**Policy Implications:** N/A

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

**Description:**

This report completes the Consortium for Educational Research and Evaluation–North Carolina’s evaluation of North Carolina’s use of Race to the Top (RttT) funds to develop a series of STEM-based courses to be delivered to underserved students through the state’s Virtual Public School (NCVPS) via a blended-learning model. The evaluation’s goals have been to assess the extent to which this initiative contributed to: (a) the enrollment of underserved students targeted by the initiative; (b) the success of those students in the STEM courses offered; and (c) an increase in the availability of effective STEM teaching to students in high-need schools.

The purpose of this final summative evaluation report is to provide updated assessments of program capacity, course quality, and program effectiveness. These assessments are supported by data collected during the first three semesters of the initiative’s implementation during fall 2012, spring 2013, and fall 2013.

The Evaluation Team found signs of overall initiative improvement emerged during the second year of implementation. Teachers who remained in the program across two academic years indicated that they were more comfortable with the program in Year Two, and that they encountered fewer programmatic

barriers to success. In addition, there were signs of increased capacity among participating teachers, especially in the areas of instruction-related technology and pedagogy; some indicated that their participation impacted their performance in their traditional classes as well. The very low student-to-teacher ratio helped students by providing more opportunities for meaningful contact with their teachers than would have been possible in larger classes.

Overall, the Evaluation Team suggests the following in light of likely continuation of the initiative after RttT:

- Improving existing courses to address ongoing concerns about content, design, and delivery;
- Reducing the number and complexity of program features (e.g., integration of Grand Challenges, use of iPads, integration of project-based learning, etc.);
- Better integrating professional development; engaging participating teachers earlier and involving them more in planning and design;
- Providing balanced coverage for all aspects of STEM; and
- Formalizing a participant feedback loop.

Despite these remaining issues, this initiative does appear to have provided some real benefits—albeit to this point largely unquantifiable—to participating teachers and students, as well as to non-participating teachers in their schools. Because several ongoing problems identified and detailed throughout the evaluation’s three reports have prevented the initiative from reaching its full potential, the Team recommends that initiative directors adjust the current approach to planning by transitioning from a single-semester outlook (e.g., student and teacher success in individual courses) to a focus on longer-term objectives. Next steps might include designing methods for supporting phased engagement of face-to-face teachers (e.g., first helping them grow comfortable with blended teaching generally before challenging them to teach blended classes outside of their core areas of expertise). Working toward a longer-term vision should help NCVPS increase the likelihood of achieving greater success in reaching its ambitious goals for participating teachers and students alike.

### **Recommendations:**

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

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

### ***CONSENT***

### **TCP 2 – Race to the Top Evaluation Report: North Carolina Regional Leadership Academies – Final Summative Activity Report**

**Policy Implications:** N/A

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

### **Description:**

This report completes the Consortium for Educational Research and Evaluation – North Carolina’s evaluation of North Carolina’s use of Race to the Top (RttT) funds to support the North Carolina Regional Leadership Academies (RLAs) in the development of school leaders equipped with the

knowledge, skills, and dispositions needed to effectively lead low-performing schools. To accomplish this, the state has established three RLAs, each of which has laid out a clear set of principles about leadership in general, leadership development in particular, and leadership development for high-need schools most specifically. The policy objective of the RLA initiative is to increase the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas (i.e., to prepare approximately 185 turnaround leaders). NC RttT funds support three RLA programs that serve collaborative or partnering LEAs:

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

The following provides a summary of the Evaluation Team’s findings for the final RLA BE activity report.

- All three RLAs use what are considered by some experts as “best practices” for leadership preparation programs as organizing principals in designing and delivering their individual principal preparation programs.
- Fidelity of implementation of program design (i.e., the degree to which the interventions have been delivered as intended) has been strong (e.g., each RLA has recruited and prepared over 60 “turnaround principal” candidates).

Participants in every cohort in each RLA have found internship placements in targeted schools and LEAs (i.e., higher-poverty, lower-performing schools than the North Carolina state average, though not always schools on the list of the five percent of lowest-achieving schools in the state).

- The year-long internship experience for the principal candidates, which included both mentoring and coaching, is a distinguishing feature of the RLA programs that the candidates, mentor principals, and superintendents all believe will enhance their effectiveness as principals.
- Cohort 1 and Cohort 2 graduates have found employment in higher-poverty, lower-performing schools and LEAs (19 as principals, 77 as assistant principals, eight as central office leaders, and nine as teacher leaders/facilitators).
- Eighteen of the 178 RLA participants (10%) are working in schools that are part of the state’s Turning Around the Lowest Achieving Schools (TALAS) initiative, and 22 of the 178 participants (12%) are working in Focus schools. Three of the 61 TALAS schools located in the RLA regions, the 18 RLA participants are working in 15 (25%) of them (six of which also are identified as Priority Schools). Sixty-five percent of all RLA participants are working in schools that fall within the state’s third and fourth school poverty quartiles.
- Data on the longer-term impacts of the RLAs are not yet available.

The timing of the RLA graduations and graduates’ limited placements in principal positions to date has constrained the Evaluation Team’s ability to examine the longer-term effects of the graduates on school improvements. Recent research has begun to shed light on the ways that principals’ effects on the performance of their schools, including value-added measures, principal evaluations, teacher turnover, and other measures, may be done. As more RLA graduates assume principalships, these techniques should be used to evaluate the effectiveness of the program on helping the state to reach the overall objectives for RttT – improving student performance and teaching quality.



**Recommendation(s):**

It is recommended that the SBE accept this report.

**CONSENT****TCP 3 – Race to the Top Evaluation Report: Performance Incentives in North Carolina**

**Policy Implications:** N/A

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

**Description:**

This report completes the Consortium for Educational Research and Evaluation–North Carolina’s evaluation of North Carolina’s use of Race to the Top (RttT) funds in support of a performance incentive to improve educator effectiveness and retention with the goal of improving student performance in the state’s lowest-performing schools. The purpose of this report is to provide a summative assessment of the RttT performance incentive. In its first two years, the incentive was a \$1,500 bonus available to all certified staff in designated schools that met high growth. Beginning in 2012, a \$500 individual-level incentive in addition to the \$1,500 school-wide bonus was made available (and will continue to be available for incentives earned through the 2013-14 school year) to teachers of tested subjects whose classrooms exceed expected growth, regardless of school-wide performance.

Data from the report come from qualitative interviews and focus groups from seven bonus-eligible schools of various levels (elementary, middle, high) and award statuses (never awarded, awarded once, awarded twice). A total of 67 participants were interviewed in order to understand how teachers and administrators perceive and respond to the program.

The following provides a summary of key findings from the final summative report:

- Awareness of the program in general has increased, though after two years of eligibility, there is still some confusion among teachers about eligibility and terms of the program. Confusion appeared to be highest in schools that were saturated with other grants and programs. Awareness was highest in schools with strong communication and relationships with North Carolina Department of Public Instruction Instructional and School Transformation Coaches.
- Very few teachers and administrators were aware of the additional classroom-level bonus available to tested-area teachers.
- As before, a majority of teachers (73%) said that the performance incentive did not or would not play any role in their teaching because they claimed already to be working as hard as possible for their students. However, some of these teachers did recognize that performance incentives may play a role in *others’* teaching, which is consistent with the findings of the preliminary report. Approximately 24% of the sample believed that the performance incentive played some minor role, such as “extra motivation,” in either their own or their colleagues’ practice. Approximately 22% of the teachers the team interviewed reported a larger role of the performance incentive in their own or colleagues’ practice, such as extra tutoring or pulling low achievers out of elective classes to focus on tested content.
- Aside from a few teachers, almost all elementary participants reported the performance incentive to have virtually no tangible impact on either their own or their colleagues’ teaching practice. Middle and high school teachers were more mixed, with just under 60% of teachers reporting that the incentive had affected or would affect teaching in some way at their school (though not always in a positive way).

- When teachers reported significant improvements to either their own or their colleagues' practice, they often attributed those changes to learning coaches, professional development and training, and collaboration and teamwork—not to the presence of the incentive.

There are important implications to note from the study of this initiative. The RttT performance incentive itself likely has had limited impact on teacher improvement and student growth. Despite growing awareness of the program, few teachers and administrators could communicate the details of the program, which suggests that the performance incentive probably was not a primary motivator for most teachers. If performance pay continues to be considered for teachers in North Carolina, careful attention to clear, concise, and consistent communication about the program must be a priority in order for the policy to be effective.

Most of the teachers interviewed believed that a performance incentive had not played or would not play any role in adjusting teaching practices; only about 22 percent (almost all of whom were high school or middle school teachers) reported incentive-driven changes to classroom teaching practices or to broader school structures with a goal of maximizing students' test scores. In addition, of those who reported changes, not all were *positive* changes. For example, 20 percent of those who changed their practices reported changes like a decrease in their willingness to help their colleagues.

These findings suggest that performance incentives alone may not be the best strategy for increasing the effectiveness of teachers or the quality of schooling for low-performing students and schools. Instead, policy makers may consider directing more resources to recruiting highly-effective administrators and providing learning coaches and training opportunities—strategies that teachers and administrators from this study report as having improved the quality of teaching and learning in their schools.

**Recommendation(s):**

It is recommended that the SBE accept this report.

**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 – One-Year Delay for Carolina STEM Academy**

**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 Carolina STEM Academy in Mecklenburg County. The proposal offers the opportunity for the school to serve grades 9-10 for the first year, eventually leading to a 9-12 high school.

On July 14, 2015, the Office of Charter Schools was notified by the board that oversees Carolina STEM Academy that the school would not be able to open in August 2014. The communication specifically cited facility concerns and enrollment challenges. For the first year of operation, the charter school projected 200 students but only 66 families were committed to attend the school. Thus, the nonprofit requests that the State Board of Education grant them a one-year delay. 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 Carolina STEM Academy provides monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.
3. A Certificate of Occupancy 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 Carolina STEM Academy 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.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the request for a one-year delay by the Carolina STEM Academy with the three stipulations as stated in the description above. (See Attachment LFI 1)*

**DISCUSSION**

**LFI 2 – NC Charter Schools Advisory Board Charter Recommendations for Approval of Charter School Applicants for the Planning Year**

**Policy Implications:** General Statute §115C-238.29, SBE Policy #TCS-U-012 and TCS-U-013

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

**Description:**

On December 6, 2013, seventy-one applicants submitted charter applications ahead of the 5:00 PM (EST) deadline with the hope of opening and operating a North Carolina charter school in August 2015. The Office of Charter Schools reviewed all seventy-one applications to ensure they were complete; however, nine applications were missing necessary documents, and the Charter School Advisory Board (CSAB) voted them as incomplete. Sixty-two applications were then forwarded to the CSAB for review through its Evaluation Team process.

The Advisory Board divided into four evaluation teams, along with external evaluators, reviewed and discussed each application. This level of review, which included the creation of a rubric for each

applicant, and decisions on which applicant to invite to interview was finalized by the end of March 2014. Twenty applicants were initially invited back for an interview before the full CSAB.

In April 2014, the State Board of Education established a reconsideration process for groups that did not receive an interview. Thirty-one applicants submitted requests. Of the thirty-one reconsideration requests, the Advisory Board voted to recommend Ignite Innovation Academy - Pitt for an interview. In May 2014, applicant group Renaissance West Neighborhood, which originally received an interview, withdrew from the 2015 application process.

The Advisory Board invited twenty-two applicants for interviews. Each applicant group was provided the opportunity to respond to questions posed by the Advisory Board concerning deficiencies and clarification from the submitted application. The full Advisory Board met on April 7 & 8, 2014, May 12 & 13, 2014, and June 16, 2014, to deliberate on the evaluation team reports, reconsideration requests, and to vote on which applications would be recommended to the State Board of Education. After the interview with each applicant group, the Advisory Board deliberated and voted to recommend to the State Board the following twelve applicants to advance into the planning year:

- Charlotte Lab School
- Excelsior Classical Academy
- Ignite Innovation Academy - Pitt
- KIPP Durham College Preparatory
- North Carolina Connections Academy
- Patriot Charter Academy
- PAVE Southeast Raleigh Charter School
- Piedmont Classical High School
- Queen City STEM School
- Shining Rock Classical Academy: CFA
- VERITAS Community School
- Youngsville Academy

Applications rubrics and impact statements are located on the Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/resources/application/>.

If the State Board of Education accepts the recommendation of the CSAB, these applicants will initiate a year-long planning year, which includes detailed training from appropriate staff within the Department of Public Instruction. The State Board will consider granting final charters to these groups no later than January 2015.

#### **Recommendations:**

It is recommended that the SBE accept the charter application recommendations as presented from the NC Charter Schools Advisory Board.

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

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. Chair Taylor recapped the discussion noting that of the twelve applicants, nine received unanimous approval from the Charter School Advisory Board. She explained that the Board discussed the three applicants in question, noting that this item will lie out for 30 days for further research and feedback.

- There was no further discussion.

This item is presented for Discussion during the August 2014 State Board of Education meeting and will return for Action in September 2014. (See Attachment LFI 2)

### **DISCUSSION**

#### **LFI 3 – Fast-Track Replication of Quality Charter Schools**

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

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

#### **Description:**

Since January 2014, the Charter School Advisory Board (CSAB) has worked with the Office of Charter Schools to develop a policy and process related to replication of highly successful charter schools. The chair of the CSAB created a subcommittee to lead this endeavor, which included the following steps: reviewing practices in other states, receiving feedback from interested organizations, drafting of documents, and deliberating on principles upon which to build an actual process.

At a called special meeting on June 23, 2014, the CSAB voted on broad principles for a replication policy to be forwarded to the State Board of Education for consideration. A version of what was recommended by the CSAB, along with their minutes, is found in Attachment 1. Since this document lacked specific details, the CSAB defaulted to the Office of Charter Schools to create the policy, process, and timelines for implementation while using the appropriate SBE policy format. The draft document policy document is found in Attachment 2.

Current legislation -- Senate Bill 793 -- includes language regarding a Fast-Track Replication Process that specifies minimum standards, a 150-day time constraint for completion of application review, a deadline for this process (December 15, 2014), and a report to the Joint Legislative Education Oversight Committee (February 15, 2015). While this bill has not yet become session law, the Department is keeping a close eye on its progress for any potential changes that may be necessary to this proposed policy.

The new policy defines quality criteria for eligibility to replicate an existing school, outlines a broad process with timeline, and describes expectations for accountability. The legislated time-constraints mean that the CSAB will have two application rounds each year. The SBE, in order to make sure any replicating schools have sufficient time for construction or renovation of facilities, should make its decisions no later than November of the year preceding the proposed opening for the replicated school.

Since this legislation specifies that the State Board of Education must "adopt rules and procedures required by this section by December 15, 2014," the proposed replication process will initiate with an application round during the 2015 calendar year.

#### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this proposed policy related to Fast-Track Replication of Quality Charter Schools.

**Discussion/Comments:**

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

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

**DISCUSSION**

**LFI 4 – Charter Schools Process for Assignment of Failing Charter Schools**

**Policy Implications:** General Statute §115C-238.29G.(a1)(2)

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

**Description:**

General Statute § 115C-238.29G.(a1)(2) directs the State Board of Education to develop rules to allow an applicant to assume the charter of an inadequate charter school through a competitive process. Currently in conference, Senate Bill 793 adds minimum criteria to be met in the State Board's rules and sets a timeline for completion by January 15, 2015, and report to the Joint Legislative Education Oversight Committee by February 1, 2015.

Attached are a proposed set of rules divided into two categories - one setting the minimum requirements as described in S793 5<sup>th</sup> Edition and one setting requirements by the Department of Public Instruction.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed set of rules for assignment of failing charter schools.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor explained that the Board received the first draft of the rules to allow an applicant to assume the charter of an inadequately performing charter school during the LFI Committee meeting on Wednesday. This item will return for additional discussion in September and then will be presented for Action in October.
- There was no further discussion.

This item is presented for Discussion during the August 2014 State Board of Education meeting, will return for additional Discussion in September, and Action in October 2014. (See Attachment LFI 4)

**NEW BUSINESS**

Under New Business, LFI Committee Chair Rebecca Taylor reported that the LFI Committee received an informative update about the Virtual Charter School Pilot Programs from Dr. Joel Medley. This presentation is a result of Senate Bill 744. She noted that the Board will approve the application, timeline and process in September.

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

***DISCUSSION***

**TCP 1 – Recommendations for Proposed Cut Scores for Elementary and Special Education:**  
**General Curriculum Licensure Exams**

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

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

**Description:**

In June, Pearson Evaluation Systems convened two expert panels of cross-content/curricular specialist to conduct item validation and standard setting studies for the following tests: Foundations of Reading (090), General Curriculum: Multi-Subjects subtest (103), and General Curriculum: Mathematics subtest (203). For each test, North Carolina panelists reviewed tests in their area of specialization, and completed the standard setting process for the purpose of recommending qualifying scores to the N.C. State Board of Education. Several options for cut scores are proposed and include pass-rate projections based on a sample of North Carolina candidates who took the tests during spring 2014.

**Recommendation(s):**

It is recommended that the State Board discuss the attached cut score options for the Elementary and Special Education: General Curriculum Pearson licensure exams.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. Chair Oxendine reported that Dr. McBroom presented a table that contains four options. She reminded Board members that Dr. McBroom's recommendation is to select the first set of scores from Option 2 and the second set of scores from Option 3. This item will return for Action in September.
- Board member Tate requested that staff provide their recommendation in writing. Chair Oxendine directed Dr. McBroom to provide the recommendation to Board members via email.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's August 2014 meeting and will be brought to the Board in September for Action. (See Attachment TCP 1)

***NEW BUSINESS***

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received an update about the Governor's Teacher Network (GTN) Initiative from Ms. Teresa Perry and Dr. Lynne Johnson (Director, Educator Effectiveness). In addition, Dr. Johnson provided the Summer Institute 2014 Update.

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

***ACTION ON FIRST READING***

**TCS 1 – Approval of Grant – Twenty-First Century Community Learning Center Grant**

**Policy Implications:** SBE Policy # TCS-O-001, ESEA (Title IV, Part B, Section 4201-4206)

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

**Description:**

The 21<sup>st</sup> Century Community Learning Centers (CCLC) program provides grants to create community learning centers that provide academic enrichment opportunities for children during non-school hours. The funds are awarded by formula to states, which then make competitive four-year grants available to eligible entities. Agencies and organizations eligible under the 21<sup>st</sup> CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. Eligible entities may request funds in amounts between \$100,000 and \$400,000 per year.

The 21<sup>st</sup> CCLC program is designed to help students meet state and local standards in core academic subjects by offering students a broad array of enrichment activities that complement regular school-day programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, drug and violence prevention, and character education. In addition, programs must offer activities that promote parental involvement and family literacy services to the families of participating children.

Based on the quality of the applications, 68 proposals are being recommended for approval. The total amount of recommended funding for 2014-15 is \$22,473,667.08.

**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.
- Vice Chairman Collins recused himself from discussion and voting on this item.
- There was no further discussion.

<p><i>Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the 21<sup>st</sup> Century Community Learning Centers (CCLC) grants as presented. Vice Chairman Collins recused himself from the vote. (See Attachment TCS 1)</i></p>
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***ACTION ON FIRST READING***

**TCS 2 – Membership for the State Advisory Council on Indian Education**

**Policy Implications:** General Statute § 115C-210.1, SBE Policy # TCS-B-001

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support) and Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives)

**Description:**

In 1988, the North Carolina General Assembly passed House Bill 2560 that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to effectively meet the needs of Indian students; advocate meaningful programs designed to reduce and eventually eliminate low achievement among American Indian students; prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and upon request, advise the State Board of Education on any other aspect of Indian education.

Nominees to the Council are submitted by their respective tribal organizations to the chairman of the North Carolina Commission of Indian Affairs who then submits recommendations to the State Board of Education for appointment. The North Carolina Commission on Indian Affairs recommends two educators and eight parents to serve staggered two-year terms but not more than two consecutive terms. The remaining members serve unspecified terms at the discretion of their appointing authorities.

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro-Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University System;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs;
5. Indian members of the Council shall be broadly representative of North Carolina American Indian tribes, organizations and associations, specifically the Coharie, Eastern Band of Cherokee, Haliwa Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony, Waccamaw-Siouan, Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, Triangle Native American Society and any other Indian tribe gaining state recognition in the future.

The following individual is being recommended by the NC Commission of Indian Affairs for re-appointment to the Council.

- Chenoa Davis, Parent, Haliwa-Saponi, Halifax County, Region 3

**Recommendations:**

The State Board is asked to approve the individual submitted for membership on the State Advisory Council on Indian Education.

**Discussion/Comments:**

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

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve Ms. Chenoa Davis for appointment to the State Advisory Council on Indian Education as presented. (See Attachment TCS 2)*

**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.

**NEW BUSINESS**

Under New Business, TCS Committee Chair Gregory Alcorn reported the Board received an update on the Legislative Budget from Mr. Price. In addition, the State Board of Education, at a luncheon on Wednesday, received an informative report from the Financial Business Services Summer Interns. The interns include: Allison Socol, Hunter Huffman, Micah Guindon, and Sachi Takahashi-Rial.

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

Noting the absence of GCS Committee Chair Marcella Savage, Chairman Cobey recognized GCS Committee Vice Chair Dr. Olivia Oxendine to manage the GCS Committee meeting.

**ACTION**

**GCS 1 – Revision to Weighting for College, AP/IB, and Honors Courses**

**Policy Implications:** General Statute § 116-11(10a), SBE Policy # GCS-L-004

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support)

**Description:**

A working group comprised of UNC system, NCCCS, and NCDPI representatives recently reviewed current methods for creating weighted Grade Point Averages (GPAs) and proposed several revisions. The UNC Board of Governors and the State Board of Community Colleges, the entities responsible for determining the method of GPA calculation [per GS 116-11 (10a)], have approved a change to the weighting of courses for purposes of calculating the weighted GPA. The State Board of Education references the weighting mechanism in its own policy, GCS-L-004. This revision to that policy would

require implementation of the course weighting changes for freshmen beginning with the 2015-16 school year. This item also includes policy format revisions required to meet the Office of Administrative Hearings Rules procedure.

Finally, this discussion also provides an update on the possible introduction of grade scale changes in GCS-L-004.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed changes to SBE Policy # GCS-L-004.

**Discussion/Comments:**

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- Following the motion and second, Chairman Cobey drew attention to a letter from Student Advisor Shykeim Williams, which contains his concerns about the change in GPA calculations. The letter was distributed to Board members at their places.
- At the request of Chairman Cobey for additional clarification about the effective date for students, Dr. Garland clarified that this change applies to the freshman class beginning in 2015-16 and will phase in over the course of four years. Board member McDevitt noted the importance of the communications plan to LEAs and the public. Dr. Garland explained that the Department will come back in September to talk about the possibility of changing the grading scale as well as going to a consistent grading scale across the state. She reported that the technology department produced a study since Wednesday with the following results: Of the 700 high schools in North Carolina, approximately 100 use a plus minus system, meaning the majority do not. Dr. Garland indicated that this information will be emailed to superintendents to gather feedback from their districts.
- Board member Kevin Howell asked that the Department begin to monitor whether there is a significant drop in students taking AP courses as a result of this change. A brief discussion ensued.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the proposed changes to SBE Policy # GCS-L-004 as presented. (See Attachment GCS 1)*

**DISCUSSION**

**GCS 2 – Accountability Model for Alternative Schools**

**Policy Implications:** SBE Policy # GCS-C-013, GCS-C-022

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Division of Accountability Services)

**Description:**

As required by 115C-12 (24), the State Board of Education (SBE) shall evaluate the effectiveness of alternative learning programs and alternative schools, and, as part of the evaluation, the SBE shall apply the accountability system as specified in G.S. § 115C-83.15 to measure student performance and growth. However, in consideration of the specific characteristics of these schools, the SBE may modify the

accountability system to more appropriately report outcomes. A precedent for a modified accountability model for alternative schools was set with the ABCs of Public Education model, which had local option measures rather than the standard achievement and growth analysis specified by the ABCs model.

Information on reporting accountability for alternative schools will be presented to the SBE for discussion at its August meeting. The discussion will address the specific characteristics of these schools and the subsequent impact on the accountability measures. A recommendation to provide districts with three accountability options for alternative schools will also be presented. The options include:

- (1) Alternative school receives an A-F school performance grade as specified in state statute,
- (2) Alternative school returns student scores to the sending school for inclusion in the sending school's A-F school performance grade, and
- (3) Alternative school reports summary data on student achievement, receives an alternate designation, but does not receive an A-F school performance grade.

The recommendation will be effective with the 2014-15 school year. The current policy for alternative schools' accountability remains in effect and the alternative schools' do not receive an A-F letter grade for 2013-14.

**Recommendations:**

It is recommended the SBE discuss the options for an alternative schools accountability model.

**Discussion/Comments:**

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She summarized the three options (listed in the Executive Summary above). Dr. Oxendine noted that Dr. Howard was asked to conduct additional investigation and to work with those stakeholder groups and come back with a recommendation in September.
- There was no further discussion.

This item is presented for Discussion in August and will be brought to the State Board for Action in September 2014. (See Attachment GCS 2)

***NEW BUSINESS***

Under New Business, GCS Vice Chair Olivia Oxendine reported the Board received an informative presentation about Singapore Math from Mr. Carr Thompson, Ms. Dawn Collins and Ms. Claudia Walker.

**CHAIRMAN'S REMARKS****Section 8.6 of the 2014 Appropriations Act**

*Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted unanimously to delegate to the Chairman of the State Board of Education and the State Superintendent of Public Instruction the authority to reorganize the agency as required in Section 8.6 of the 2014 Appropriations Act.*

*The agency budget shall be reduced by 10% of the total budget.*

*The reorganization shall be performed in consultation with the Office of State Budget Management, the Fiscal Research Division, the Office of State Human Resources and the necessary agency staff required to satisfy the statutory requirements.*

Vice Chairman Collins asked when the Board could expect a report of these actions. Chairman Cobey stated that he anticipates, if everything goes well, that a document can come back to the Board and can be shared publicly by Monday.

Speaking on behalf of the Board, Mr. Tate shared that there was a lot of sensitivity in the dialogue regarding this subject with respect to DPI staff during Closed Session on Wednesday.

Following a recap of the Board's activity this month, Chairman Cobey also made brief remarks about the challenging times of working through the fiscal and services' challenge that will result from implementing the new budget. He applauded the pay increase for teachers, but noted that we must now be innovative as we work to make adjustments to other budget features. LEAs and the Department of Public Instruction will face a number of challenges during the coming year – where to trim or eliminate services without impacting the classroom, how to tighten an already-tightened belt, and the list goes on. Chairman Cobey explained that the Board's most immediate task is working with State Superintendent Atkinson on the \$5 million cut to the Department's budget and what that means near- and long-term.

**Reminders**

Chairman Cobey noted that the Planning and Work Session scheduled for September 29 through October 1 will be followed by its October Board meeting on Thursday, October 2, in Charlotte on the UNC-Charlotte campus. He explained that on Tuesday morning the Board hopes to visit an IB middle school in the Project LIFT program in the Charlotte-Mecklenburg School district.

**Announcements**

Chairman Cobey congratulated Mr. Martez Hill (SBE Executive Director) who was recently named the Chair of the Board of Education Delivery Institute in Washington, DC. Its mission is to partner with K-12 and higher education initiatives in helping schools and systems achieve world-class education outcomes for all students.

He also congratulated Ms. Katie Cornetto (Staff Attorney) who was recently selected to serve as the Chair of the National Council of State Education Attorneys, a subsidiary group of the National Association of State Boards of Education.

In addition, Chairman Cobey congratulated Ms. Loretta Peace-Bunch (SBE Administrative Assistant) who completed her undergraduate degree this spring and plans to enter graduate school in Public Administration in the fall.

In closing comments, Chairman Cobey thanked the summer interns for their work.

### **NEW BUSINESS**

No new business was brought before the Board.

### **OLD BUSINESS**

Board member McDevitt shared that the Global Education Committee will be meeting this afternoon.

### **ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate, and seconded by State Treasurer Janet Cowell, Board members voted unanimously to adjourn the August 6 and August 7, 2014, meeting of the State Board of Education.*