

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
September 3, 2014**

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

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

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	Shykeim Williams, Senior Student Advisor
Carrie Tulbert, Principal of the Year Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the September 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey welcomed Board members, staff, visitors, and online listeners and Twitter followers. In addition, he offered a special welcome to Dr. Carrie Tulbert, the new Wells Fargo Principal of the Year and Board Advisor. He explained that Dr. Tulbert will be officially welcomed during the full Board meeting on Thursday.

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 September 3 and September 4, 2014.

Upon motion made by Mr. Greg Alcorn, and seconded by Mr. John Tate, the Board voted unanimously to approve the State Board of Education meeting agenda for September 3 and September 4, 2014, as presented.

ISSUES SESSIONS

Chairman Cobey explained 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. Chairman Cobey recognized Board member Savage to introduce the first Issues Session, which is a GCS item.

- **Gifted Education and Advanced Programs, Including North Carolina Advanced Placement Partnership – (NCAPP)**
 - ❖ **Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer) and Mrs. Sneha Shah-Coltrane (Director, Gifted Education, AIG Advanced Programs, AP/IB)**

GCS Committee Chair Marcella Savage introduced Dr. Robin McCoy who, in turn, introduced Mrs. Shah-Coltrane to provide an overview of the Gifted Education and Advanced Program Services in North Carolina.

Using a PowerPoint presentation, Mrs. Shah-Coltrane provided a high-level summary of the Academically and/or Intellectually Gifted (AIG) Program and other advanced programming provided to respond to the needs of advanced learners. She prefaced her comments by noting that there is no federal legislation associated with the AIG program. Mrs. Shah-Coltrane provided a historical look at the AIG program in which there has been state legislation related to serve and identify students for more than 50 years. Mrs. Shah-Coltrane explained that the 2014-15 state AIG allocation of approximately \$78 million is distributed to LEAs based on ADM. Of note, Mrs. Shah Coltrane explained that in response to a state audit in 2008, the Department has strengthened its focus on AIG programming.

Mrs. Shah-Coltrane referred Board members to the latest revision of the law, Article 9B, 1996, NC General Statutes § 115C-150.5-.8 (located on eBoard). She explained that the goal of the AIG Program is to support LEAs to meet the academic, cognitive and social/emotional needs of AIG students. Highlighting the components of the law, Mrs. Shah-Coltrane explained that it is important to note that the law is comprehensive in that it mandates that the state identify and serve these students. The law also requires a local plan per LEA in response to the State Board of Education guidelines, which outlines how school districts identify and serve those students. She also spoke briefly about the submission and comment process for the Local AIG Plans

According to Mrs. Shah-Coltrane, currently, there are 181,000 AIG students identified in North Carolina, which represents 12 percent of the total student population. Mrs. Shah-Coltrane also spoke

about continued progress, specifically as it relates to program development, capacity building, meaningful data, and monitoring for growth.

In addition, Mrs. Shah Coltrane directed Board members to Attachment 2, which contains a map of DPI AIG regions led by 16 volunteer leaders from LEAs who meet regularly with her to provide feedback and discuss issues. These volunteer leaders work with AIG leaders in their individual regions to talk about challenges and how they can better support classroom teachers.

Mrs. Shah-Coltrane briefly described some of the on-going challenges for the AIG Program, which include:

- LEAs may transfer AIG funds out; no longer have to meet the needs of local AIG plan first.
- Lack of AIG teachers, licensure and recruitment.
- Disproportional representation of certain groups of students identified as AIG; making progress.
- Better understanding of AIG among entire community so that needs are met all day, every day.

As it relates to Advanced High School Programming, Mrs. Shah-Coltrane spoke about specialized schools and embedded coursework such as honors-level courses, dual enrollment, College & Career Promise, Advanced Placement (AP), and International Baccalaureate (IB) courses. She provided data to reflect the availability of AP/IB courses in school districts across the state and described the difference between AP/IB programs. In addition, she spoke about the strategy of using NCVPS to increase access to meet the needs of advanced students. Board member John Tate requested that Mrs. Shah-Coltrane provide Board members with a list of districts offering AP courses.

Mrs. Shah-Coltrane also elaborated on the legislative support in 2013 that broadened successful participation in advanced courses through AP/IB results in the Report Card. In addition, the legislation covers the student exam fee for all students, supports increased access and availability of AP/IB courses, and the development of NC Advanced Placement Partnership (NCAPP), which was awarded to the College Board. Mrs. Shah-Coltrane explained that the NCAPP is working specifically with the 23 low-performing LEAs to increase access, quality professional development, and general efforts with the entire state.

Mrs. Shah-Coltrane field several questions from Board members and noted requests for deeper-dive conversations following the Board meeting.

Board member Tate requested that the Board, at its planning and work session in October, talk further about increased levels of AP/IB coursework across the state. Chairman Cobey asked Mr. Hill to make a note of the request.

Chairman Cobey recognized HRS Committee Chair Patricia Willoughby to introduce the next Issues Session, which is an HRS topic.

➤ **School Safety**

Dr. Ben Matthews (Director, Division of Safe and Healthy Schools) and Ms. Chris Minard (Consultant, Mental and Allied Health)

Noting that this is a continuation of the Healthy Responsible Students (HRS) series, HRS Committee Chair Patricia Willoughby introduced Dr. Matthews to present the School Safety Issues Session.

Dr. Matthews prefaced this report by sharing a video clip of an ABC 11-I-Team news video, which highlighted Governor McCrory's efforts to assemble a School Safety Task Force following the Sandy Hook tragedy in Newtown, Connecticut, on December 14, 2013. The video clip highlighted innovative technology being used in some of the districts across the state. Dr. Matthews explained that state law now requires panic alarms in each school. The General Assembly allocated \$2 million dollars in matching funds to help with the cost of installing the panic alarms. Dr. Matthews reported that more than half of North Carolina's schools have already installed panic alarms. In addition, the General Assembly allocated \$7 million for extra School Resource Officers (SROs), and mandates a drill for potential shooters, according to Dr. Matthews.

A second video clip was shared that highlighted simulation training for School Resource Officers, administrators, and teachers in the case of an active shooter. Following the video clip, Dr. Matthews reported that he participated in an active shooting exercise in the Rocky Mount School District. He explained that teachers and administrators were the only participants in that event, which tested the panic alarm and lasted approximately five and half hours. After describing the training exercise, Dr. Matthews shared that it was one of the most emotional experiences he had ever witnessed in his life.

In addition, Dr. Matthews reviewed other legislative activity to help with potential shooter events including anti-bullying legislation passed that requires every principal to share local board policies at the beginning of the school year. Dr. Matthews reported that DPI is working closely with the Department of Public Safety and the Governor's Task Force for Safer Schools to develop an anonymous application (app) that students can download to their iphone so they can report incidents immediately. DPI is also working with the Department of Public Safety to obtain schematic diagrams for each school that should be in place by the 2015-16 school year. The Department received a grant from Homeland Security to support this work, according to Dr. Matthews.

Using a PowerPoint presentation, Ms. Chris Minard provided an overview of ongoing collaboration to ensure students' educational and emotional well-being in school. She prefaced the presentation by providing a brief historical perspective of school mental health in North Carolina, which began in 1979 and was tied to litigation surrounding a student by the name of Willie M. She explained that the definition of school mental health that is widely accepted includes the coordination of comprehensive, interdisciplinary, and evidence-based services and programs to address the mental health needs and well-being of all students in schools; promotion of programs that are available to all students; and actively involve school staff, students, parents, teachers, and community resources.

Current statistics provided by Ms. Minard included:

- National percentage of K-12 students presenting with mental/emotional issues in the classroom – 22%
- North Carolina's percentage – 24.1%

Ms. Minard also shared a chart that represents students with mental health issues as reported by school nurses from the *N.C. Annual Report of School Health Services*. Ms. Minard highlighted the increase at all grade levels for students with known mental health issues in the 2012-13 school year (see Attachment 1). In response to Mr. Tate's question, a brief discussion occurred about who is responsible for determining the diagnosis. Ms. Minard also highlighted the data for North Carolina students with known suicide attempts and deaths from 2011 through 2013, which have also increased significantly in all grade levels. In addition, she provided data as it relates to the total number (actual), and statewide ratio versus recommended ratio in the following categories: school counselors, nurses, school social workers, and school psychologists. Board member McDevitt elevated the fact, as reported in this data, that North Carolina is falling short of meeting the recommended standards. Expressing concern, Chairman Cobey asked if anyone was looking at the correlation between early start times (lack of sleep) for high school/depression/suicide. He noted that this issue will receive a lot of attention from the legislature. A brief discussion occurred.

Noting time restraints, Teacher of the Year Advisor James Ford shared that he would like additional information concerning how mental health issues are diagnosed when a student has witnessed an act of violence, has been a victim of sexual assault, or has seen drug use in the home, which has a bearing on a student's outcomes in the classroom. Ms. Minard explained that there are tools and resources that she would share with Mr. Ford following the meeting.

Ms. Minard explained that the Department has developed two online professional development modules, which does address and help teachers to have an enhanced understanding of behaviors in the classroom. The first module is *Understanding Young Student Behavior in the Classroom K-5* and the second module is *Understanding Student Behavior in the Classroom 6-12*. In addition, the *Understanding the Role of School Resource Officers In Schools* module went live this morning, which includes a written resource guide, according to Ms. Minard.

Other resources include a position paper by the National Association of School Nurses that links mental health issues as critical as physical health issues are to academic success. HRS Chair Willoughby requested that Ms. Minard add the link to that position paper on the Department's website. The request was noted.

Vice Chairman Collins commended Dr. Matthews and staff for their work on safe school issues. He noted that Dr. Matthews has taken a key leadership role in this effort and the Department is making very practical suggestions around the state to help ensure the children in our schools are safe.

Noting the suicide statistics presented earlier in the presentation, Ms. Minard indicated that the Department, in collaboration with Substance Abuse and Mental Health Services Administration, will be working to develop another professional development online module to address suicide prevention and intervention for K-12. She explained that two researchers from Appalachian State University have been assigned to the Department to assist in this endeavor.

Ms. Minard also highlighted a list of proactive collaborative partnerships and spoke briefly about the partnerships, which include:

- NC Center for Safer Schools
- Raleigh Police Department – Youth & Family Services Unit
- NC Division of Mental Health
- NC Department of Juvenile Justice
- NC Justice Academy

In addition, she spoke briefly about the Carolina Network for School Mental Health (CNSMH), which is a coalition between North and South Carolina to understand and facilitate connections between local and state initiatives to promote supportive policies to expand and improve school mental health throughout North Carolina and South Carolina. Ms. Minard reported that the Department has been working closely with CNSMH on a mapping project to map school mental health issues such as facilities, qualifications of mental health providers, etc. The first component of the mapping project, co-authored by the Department, will be published in a journal called *Report on Emotional Behavior Disorders on Youth* in October 2014.

As it relates to the Critical Incident Training, Ms. Minard reported that two series have been provided in which Dr. Atkinson worked with Secretary Perry from the Division of Public Safety. To date, 89 LEAs, 98 charter schools and 29 law enforcement entities have received the Critical Incident Training. She explained that the remaining LEAs and charter schools will be trained in geographical clusters.

In addition, Ms. Minard spoke briefly about House Bill 824, an act to require (by November 1) public schools to have emergency Epinephrine Auto-injectors on school property for use in an emergency. She explained that the Department is currently preparing a communique for LEAs that covers all of the legalities associated with this law. A brief discussion occurred about a pharmaceutical firm that has offered to provide two free EpiPens for the first year of this law. In each subsequent year, the two required EpiPens/per school will cost \$100.00 each. She noted that this legislative mandate is an unfunded mandate with the exception of the first-year donation by a pharmaceutical firm. She spoke briefly about the non-patient prescription. The requirements and information concerning the donation will be included in communications to LEAs.

In closing comments, Ms. Minard reported that the Department has conducted training across the state for each of the school support evaluation instruments that are aligned with the Teacher and School Administrator Evaluation Instruments.

Chair Willoughby reminded Board members of the complexity related to school safety, i.e., healthy responsible students, and the needs of students. Mental health issues are not confined to school as they are societal in nature and hugely complex and underfunded.

Board member Marcella Savage shared that she participated in the same live re-enactment of a school shooting in Union County last year, which she described as the most chilling event she has ever encountered. She suggested that every school should participate in that training because Union County's teachers have experienced a heightened sense of reality after that simulation. She noted that every lock-down drill in Union County since that training occurred has been completely different than before that experience.

In addition, Ms. Savage explained that in the five years she has been at her middle school in Union County, the school has grown by approximately 400 students, and for the first time now has a full-time nurse for 1,050 students because of the high medical needs, which include feeding tubes, daily catherizations, etc.

A brief clarifying discussion occurred about training for the EpiPens in response to Board member McDevitt's question. The Department is currently developing several webinars to provide training as well.

In closing comments, Dr. Matthews noted that safety artifacts shown in the newscast are available in the Board lounge for Board members to view.

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

➤ **Presentation of the Digital Learning Plan**
❖ **Dr. Jeni Corn (Friday Institute, NC State University)**

Noting that North Carolina is currently positioned very well, Lt. Governor Dan Forest prefaced this presentation by speaking briefly about recent legislative actions that address preparing educators for transitioning to digital-age education. Lt. Governor Forest reported that meetings have occurred with the FCC Chairman and others about why North Carolina is the best example in the nation to move forward with digital learning and why the FCC should support our efforts as it relates to E-Rate, funding, etc.

Lt. Governor Forest explained that the Friday Institute has been developing a Digital Learning Plan including infrastructure, devices, professional development, content delivery, et al components. Prior to recognizing Mr. Glenn Kleiman to present the Digital Learning Plan, Lt. Governor Forest drew attention to the *North Carolina Digital Learning Plan - Policy Brief, June 2014* located at the Board table (the document is also located on eBoard).

Using a PowerPoint presentation, Mr. Kleiman provided a comprehensive overview of the foundations for the Digital Learning Plan, the approach to the planning process with learning emphasized through technology, and how it can enhance and improve learning. He reminded Board members that this is not just about tweaking the education system; this is about significant change in teaching and learning, expectations, and the culture and context of learning.

Mr. Kleiman noted that the Digital Learning Plan builds upon legislative and State Board actions (Session Law 2013-12 – Transition from funding textbooks to funding digital materials), (Session Law 2013-11 and Session Law 2013-226 – Develop and implement digital teaching and learning standards for teachers and schools).

Mr. Kleiman reviewed the elements of the Digital-Age learning model, which include:

- Advancement based on demonstrated mastery of the content and competency in applying what has been learned
- Anywhere and anytime learning, inside and outside of schools, 24/7, with most learning blending face-to-face and online activities
- Personalized learning and flexible resources optimized for each student.
- Student-centered instruction, combining large group, small group and individualized learning, with teachers serving as facilitators and coaches.
- Digital content providing interactive, flexible and easily updated education resources.
- Assessments integrated into learning activities to provide ongoing information about students' achievement that can be used to improve teaching and learning.
- Parent portals provide 24/7 access to their children's assignments, grades, and records, as well as a means to communicate with teachers and administrators.
- Project-based and community-based learning activities connecting to students' lives outside of school.

Dr. Kleiman reviewed the results of some preliminary survey data from approximately 100 respondents about the components of digital-age learning. He noted that this was not a large formal study, but felt that the pattern of responses was likely to hold up as more data is collected.

Mr. Phil Emer elaborated on the following components that the plan will address:

- Standards for digital resources
- Process for curating resources
- Preparing teachers and school leaders to make good use of these resources
- Devices, network infrastructure, and supporting services
- Costs, budgets and funding
- Roles of the state, districts and schools
- Stakeholder engagement
- Transition strategies

In addition, Mr. Emer explained that the Plan will include a

- Feasibility Study with the following elements: functional and technical, economic, legal, operational, and timing;
- Readiness Assessment: state, district, and school;
- Findings and Recommendations: Services, budgets, organization and governance, funding, and policy.

Mr. Emer spoke briefly about the existing statewide systems that form a foundation for this work such as NC Virtual Public School, NCREN (NC Research and Education Network), MCNC, READY Home Base, NC Explore, DLP for Digital Learning, NC Education Cloud, NC Digital Learning Collaborative, et al. He explained that lessons learned in North Carolina and elsewhere around the country show that there are pockets of examples as it relates to research on digital learning implementations, effective practices and lessons learned. Mr. Emer provided the following examples of exemplary models: Mooresville Graded School District and other North Carolina LEAs, Maine statewide program, Summit charter schools, Texas Power On initiative, Alberta, Canada and others.

In addition, Mr. Emer also elaborated about the organization structure and collaboration partners, which include the NC General Assembly, DPI Leadership Team, State Board of Education, Friday Institute, Digital Learning Advisory Committee, and stakeholder advisory groups centered on human capacity, infrastructure, digital content, and policy and funding. He spoke about engaging stakeholders (educators, policy makers, business leaders, and parents) in regional town hall meetings, webinars, and online surveys. Mr. Emer explained that evidence-based approaches are being used including extensive use of existing data from the Teacher Working Conditions Survey, school network analyses, AMTR, DPI Annual Media and Technology Report, RttT data, STNA, statewide, and student and teacher data. He explained that focus groups will be added, artifact analyses and other new data. He noted that they also plan to look more closely at a representative sample of districts (they are currently finalizing the selection of) to provide a more detailed analyses and work with them to develop model plans.

Mr. Emer provided a combination of preliminary and Teacher Working Conditions Survey (TWCS) data to show the biggest digital learning challenges, which include funding, devices and equipment, infrastructure and access, and professional development as the top four challenges. Mr. Emer also provided two map views of Internet Supporting Digital Learning to show actual Internet usage per ADM as measured on the NCREN backbone and the proportion of teachers responding to the TWCS question about the reliability of school Internet connection to support instructional practices.

A pie chart was used to reflect funding needs

- to move all schools to high density requires ~ \$80M non-recurring
- to maintain high density wireless in schools requires ~ \$25M annual recurring
- E-rate modernization order figures ~ \$45M per year – NC cost ~ \$12-14M

A brief discussion occurred about business community involvement. In response to Lt. Governor Forest's request, Mr. Emer spoke about the funding components specifically related to how the bottom E-rate number impacts the \$80 million non-recurring funds. Lt. Governor Forest stated that it is important to mention that the FCC needs a model for digital learning. The Friday Institute team has approached the FCC and offered help to develop that model so that when it is rolled out it will have a proven track record.

Board member Patricia Willoughby asked Lt. Governor Forest to address the impact of moving forward as a state with the General Assembly's budget cut for digital learning. Lt. Governor Forest spoke briefly about the importance of the Digital Learning Plan, the roll out, and getting some ideas about actual costs to provide the legislature as it goes into the long session. Noting that this is a big game changer for the state, he stated that this year teacher pay was placed at the top of the agenda, but Digital Learning will need to be placed at the top of the agenda for education in the future.

In closing comments, Mr. Emer provided a list of deliverables. He stated that North Carolina is positioned to be a national leader in digital learning. He shared that the Digital Learning Plan will move things in the right direction, but the changes will be ongoing – not completed by 2017, 2020, or any other year. He stated that there will be a good long-term return on investments as it relates to educational outcomes, increased graduate rates, workforce preparation and state budgets. Investments will be required in infrastructure, digital content and human capacity development.

Lt. Governor Forest recognized Dr. Jeni Corn (Friday Institute, Project Manager) who was present in the audience.

A brief discussion occurred in response to several questions about factoring cost-savings into the budget and sustainability issues. The discussion included leveraging of funding and infrastructure strategies. Board member Wayne McDevitt asked Mr. Emer to address the issues of law and ethics as it relates to cyberbullying for example. Mr. Emer explained that privacy and security tend to be more about technical issues, while issues related to responsible use tend to be more educational in nature. He stated that many of these issues will not be solved by putting stronger filters on that can disrupt the educational process, but noted that the LEAs need to address these issues through school policies. In response to Dr. Oxendine's question about sharing information with LEAs, State Superintendent Atkinson reported that the Department distributed the *Digital Learning Plan Policy - Brief 2014* to all of the superintendents who attended the Superintendents' Quarterly meeting in Asheville. In addition, the Department has referenced it in other communications to superintendents. Dr. Atkinson also reported that she spoke to the NC Chamber of Commerce about the vision of public education and used this information as a part of that presentation. Plans are to share and make this information readily available to different advisory groups and stakeholders statewide, according to the State Superintendent. Dr. Oxendine suggested that the Department also share this information with the Regional Instructional Technology Directors. Mr. Kleiman stated that they have been meeting with regional technology groups throughout the planning process and will continue to do so. All of documents are available on the website as well.

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

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	Shykeim Williams, Senior Student Advisor
Carrie Tulbert, Principal of the Year Advisor	

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

CLOSED SESSION

Chairman Cobey asked for a motion to convene in Closed Session.

*Upon motion made by Mr. A.L. Collins, and seconded by Mr. John Tate, the Board voted unanimously to convene in Closed Session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following case: *Richardson et al. vs. North Carolina and the North Carolina State Board of Education et al.**

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

Upon motion made by _____, and seconded by _____, the Board voted unanimously to recess the State Board of Education meeting until Thursday, September 4 at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
September 4, 2014**

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

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

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the September 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 Issues Sessions and its committee meetings. Chairman Cobey noted that the September agenda was approved on Wednesday and in addition to two Issues Session presentations, all committee meetings were held. After providing a brief overview of the agenda, he explained that today’s agenda will end with a presentation on the graduation rate and assessments report.

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

Board member Patricia Willoughby 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 August 6-7, 2014, State Board of Education meeting.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the August 6-7, 2014, State Board meeting. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

➤ **2014 North Carolina Virtual Public School Teacher of the Year** ❖ **Ms. Maria Topliff (Jacksonville, NC)**

Dr. Eliz Colbert (Executive Director, NCVPS) introduced Ms. Maria Topliff, an occupational course of study blended English II teacher and an American history instructional leader, who was recently named the 2014 North Carolina Virtual Public School (NCVPS) Teacher of the Year. This is the sixth year that the NCVPS has selected a Teacher of the Year. Dr. Colbert explained that Ms. Topliff will represent NCVPS in the National Online Teacher of the Year competition. North Carolina's previous three winners were finalists for the National Online Teacher of the Year Award, and NCVPS's Leslie Fetzer was the 2012 national winner.

Ms. Topliff is a graduate of George Mason University with a bachelor's degree in English, earned her master's degree in Multicultural Literature and Transitional Languages from East Carolina University, and is currently enrolled at Appalachian State University to study Educational Administration. Prior to joining the NCVPS, she taught for five years at Northwoods Park Middle School and one year at Dixon Middle School in Onslow County Schools.

Dr. Colbert explained that the NCVPS selection process for the Teacher of the Year program is divided into four phases beginning with the call for nominations. From there, nominees participate in a blind selection process that starts with answering a series of initial questions on instructional philosophy and student-centered instruction. The selection committee then narrows the field to five finalists who complete a portfolio of responses and showcase examples of their work that demonstrate their approach to teaching and their beliefs about instruction. The five finalists are then interviewed before the final candidate is selected.

Following comments about the honor of being named the 2014 Online Teacher of the Year, Ms. Topliff was invited forward for a photograph.

- **New State Board of Education Advisor and 2014 Wells Fargo NC Principal of the Year**
 - ❖ **Dr. Carrie Tulbert (Principal, Mooresville Middle School, Mooresville Graded School Schools)**

On behalf of the Board, Chairman Cobey officially welcomed Dr. Tulbert as its new Principal of the Year Advisor. He noted that Dr. Carrie Tulbert who is a 2001 graduate of Meredith College, also earned a Master's degree from Gardner Webb University and her Ed.D. from Wingate University. She began her career as a middle school classroom teacher and progressively moved into school administration. She led Mooresville Middle School to become one of the state's first school wide 1:1 Digital Conversions, and today her school is a national model for using technology to support instruction. She also implemented another school-wide program called Capturing Kids' Hearts to help create a school culture driven by student success, which focuses on preparing students to be productive citizens who know the importance of building relationships in all areas of life. While serving as assistant principal and principal, Mooresville Middle has seen an increase in students' end-of-grade tests performance composite from 72 percent in 2007-08 to 87 percent in 2011-12, a decrease in suspensions by approximately 60 percent in three years, and a coupling of Algebra I enrollment with a consistent 98 percent to 100 percent proficiency.

Dr. Tulbert was presented with an SBE plaque, brief case, and pin. The presentation was photographed.

- **Introduction of Residential Schools' Board Members**
 - ❖ **Members from the Governor Morehead School and the Eastern North Carolina School for the Deaf**

Chairman Cobey recognized Ms. Barbria Bacon of the Residential Schools to introduce Board members from two of the residential schools – the Governor Morehead School in Raleigh and the Eastern NC School for the Deaf in Wilson. The Chairman also noted that Ms. Bacon will introduce the Board members from the Western NC School for the Deaf during the October State Board meeting in Charlotte.

Prior to introducing the Advisory Council members listed below, Ms. Bacon explained that these Advisory Councils meet regularly in each of the school communities and their function is to review and make recommendations to the State Board of Education regarding all aspects of residential school operations.

Eastern North Carolina School for the Deaf

Mr. Hal Wright (Deaf Educator-retired, ENCSD)

Mr. Rob Boyette (Assistant Director of the Division of State Historic Sites, Archives and History, retired; Wilson County Board of Commissioners)

Mrs. Djenne Morris (Parent of ENCSD student; Parent Educator/Training Coordinator for BEGINNINGS)

Mr. Gary Farmer (Dean of Students, Educator, and Athletic Director for ENCSD-retired. Wilson County School Board)

Governor Morehead School

Mr. Ed Summers (Senior Manager Accessibility and Applied Assistive Technology Institute, Inc.)

Dr. Isaac Porter, M.D. (Ophthalmologist, Lowery Porter Ophthalmology – Diplomat of the American Board of Ophthalmology)

Dr. Tessa McCarthy, Ph.D. (Professor, North Carolina Central University, Visual Impairment Teacher Training Program)

Ms. Gail Waters (Contractual Teaching and Consulting Services in Visual Impairments)

Ms. Donna Permar (Medical Staff Assistant, Duke Medical Center)

Chairman Cobey thanked the Board members for their work with the Residential Schools and for their commitment to serve these very deserving children with hearing and vision needs. The Advisory Board members were invited forward for a photograph.

STATE SUPERINTENDENT'S REPORT**Back to School Letter Announces Teacher Raises**

Teachers were welcomed back to school with a letter from the Governor, the Chairman of the State Board of Education and the State Superintendent of Public Instruction discussing the work with the General Assembly to improve the salaries of teachers.

The letter points out that the \$21 billion budget

- provided an average pay increase of 5.5 percent for teachers,
- provided the first substantial pay increase since the recession of 2008, and
- took a major step toward unfreezing and modernizing the North Carolina teacher salary schedule.

Additional information about the salary schedule can be found at <http://www.ncpublicschools.org/docs/fbs/budget/faqsalary14-15.pdf>

Operation Stop Arm – School Bus Safety Spotlighted

State and local school and law enforcement officials called on motorists to make sure they stop for school buses during an Operation Stop Arm news event. Media representatives were invited to ride on school buses to get a firsthand look at the challenges involved in safely operating school buses in morning and afternoon traffic.

Among the facts and statistics highlighted at the event

- North Carolina school bus drivers reported that more than 3,000 vehicles illegally passed their stopped buses on a single day.
- Drivers reported 83 instances in 2013-14 in which motorists passed the bus on the right side – where students are loading and unloading.
- Since 1999, 13 students have been killed while boarding or exiting a school bus –four of those deaths occurring in the 2012-13 school year alone.
- North Carolina law requires motorists to stop and remain stopped while the bus has its stop sign and flashing red lights engaged.

Funding has been provided to equip two buses in nearly every school district with stop-arm cameras to help enforce this law

Staff Gather for an All Agency Meeting

DPI staff convened at the State Fairgrounds August 20 for the annual all agency meeting. The theme of the event was *Goodness Grows at DPI, Greatness Grown in You*.

- Each Division highlighted its accomplishments in areas such as Career and Technical Education
- CTE concentrators
 - Attained a graduation rate of 93.7 (2013)
 - Earned 104,374 industry recognized credentials (2013)
- Retired General Marvin Covault spoke on the importance of standards
- General Covault also extolled the merits of the “First Tee” program in building student character and preventing students from dropping out of school.

RESA Update – Directors of Regional Education Services Alliances Meet in Raleigh

Directors of North Carolina’s Regional Education Service Alliances (RESAs) met at DPI to discuss a range of issues, including:

- Major issues before the State Board of Education
- The 2014-15 state budget
- Home Base status and roll out
- Changes in Read to Achieve legislation and new portfolio and alternative assessment requirements
- The RESAs are locally funded regional agencies that work closely in delivering professional development and other services in the eight educational regions of North Carolina

NC Association of School Administrators – Resolution

Dr. Atkinson shared that on the Board’s eBoard there is a resolution supporting the North Carolina Association of School Administrators’ public relations campaign – *Building Support for Public Schools* to improve perception of public schools to ensure that they remain strong and viable not only for the students they serve but also for those they will educate in the future. This initiative has been coordinated by the NC Association of School Administrators. Dr. Atkinson recognized Ms. Catherine Joyce (Executive Director). State Board members were presented with a pin bearing the logo of the campaign – “North Carolina Public Schools: Every Child’s Chance... Every Community’s Future” to celebrate 175 years of public education in North Carolina.

Dr. Atkinson asked the Board members for their approval to sign the resolution on behalf of the Department of Public Instruction and the State Board of Education in support of this campaign. There were no objections.

Upcoming September Meetings

- Meet with Southwest Education Alliance (RESA), Charlotte, NC
- Race to the Top transition planning meeting, Raleigh, NC
- New superintendent orientation, Raleigh, NC
- Meet with Piedmont-Triad Education Consortium (RESA), Greensboro, NC
- State Board of Education planning retreat, Charlotte, NC

Recent Activities of the State Superintendent

Attended and/or delivered remarks/keynote address at

- NC Standards Advocates Meeting, Wilmington, NC
- Post Implementation Review of PowerSchool Meeting, Raleigh, NC

Education Building, Raleigh	Wednesday, September 3, 2014	Board Room, 1:00 PM
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- North Carolina Conference on Education, RTP, NC
- CCSSO CEO to CEO Exchange Conference, Sun River, OR
- All Agency Staff Meeting, Raleigh, NC
- Education Cabinet and NC Commission on Workforce Development, Raleigh, NC
- Rotary Club of Apex, Apex NC
- Governor’s Teacher Advisory Committee, Raleigh, NC
- Economic Development Board Meeting, Raleigh, NC

☐ Visited

- William R. Davie Middle School, Roanoke Rapids, NC
- Watauga High School, Boone, NC
- AB Combs Elementary School, Raleigh, NC
- Centers for Exceptional Children’s, Winston-Salem, NC

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 13 amended DSWs this month as of August 21 (have approved 26 LEA/Charter School amended DSWs since July 1, 2014)
- Continued providing requested materials and addressing follow-up questions for on-site work for auditors from the USED Office of the Inspector General for their audit related to reporting on USED’s Annual Performance Report for sections C & 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 Cloud Initiative “no cost extension” request that is still pending approval
- Began working to assemble data and information for the 2014 RttT Annual Performance Report
- Completed draft of the September 2014 RttT Report for the Joint Legislative Oversight Committee on Education (report will be presented at the SBE September meeting and submitted to the General Assembly by September 15, 2014)
- Completed production of a series of videos - 21 in all - to 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 using it successfully; continued promoting the videos through various outlets
- Held focus groups 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 developing communication strategies for the new Accountability model; webinars being offered to help local school district staff and news media to describe what will be reported and when (legislation this session moved the report date for school performance grades to be no sooner than January 15)
- 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)
- Developing ‘Home Base Parent Portal Guide: How To For Parents’ for distribution soon after back to school 2014-15 (will also make available a less detailed downloadable ‘short tips’ post card plus a link to an explanatory video)

- Updating Home Base handout used in presentations and at conferences with a new theme and highlighting lots of resources, as well as functionality; “Home Base: Are You Using ALL the Tools at Your Fingertips?” aims to inform users on all that is available in this the first full year post rollout

Standards & Assessments:

- Continued work with the NC Textbook Commission to finalize the math textbook adoptions aligned to the math standards
- Began planning for the implementation of the standards review process for English Language Arts (ELA) and mathematics standards, slated to begin in September; the process will follow our State Board policy for standards review and Senate Bill 812, which calls for a review of the ELA and math standards
- Continued review of assessment items to determine the items’ alignment to the state standards for use in End-of-Grade (EOG), End-of-Course (EOC), and NC Final Exams; this activity is a critical aspect of preparation for 2014-15 school year assessments
- Continued editing and revising the 2014-15 Grades Kindergarten-2 Mid-Year Benchmark Assessments; projected completion date is September 22, 2014
- Continued developing additional tools for teachers and administrators to use as they implement the World Language Essential Standards; posted a set of proficiency outcome posters to the World Language wiki at <http://wlnces.ncdpi.wikispaces.net/Proficiency+Posters>, which can be used in classrooms or in communication with stakeholders to illustrate what students will be able to do with the language being learned once they complete a course
- Continued to provide educators across the state with professional development:
 - Held the first annual English Language Learners Annual Support Conference on August 4-6; participants focused on implementing a statewide vision of building capacity and an infrastructure for support of all English learners in North Carolina in attaining mastery of the standards and becoming college and career ready
 - Traveled to sixteen school districts in July and early August to provide professional development on topics requested by the districts including, Close Reading, Text Sets and Aligned Lessons, Academic Vocabulary, and Standards Progressions
 - Conducted professional development for 80 science teachers in Robeson County on strategies to align formative assessment probes to the standards and embed the formative assessment process into their lesson designs
 - Participated in the Halifax County Summer Institutes August 11-15, 2014, to provide professional development across many subjects and topics
- Continued providing support and guidance to the Governor’s Teacher Network teachers, including reviewing and editing GTN lesson plans and assessment items; offered GTN science teachers a two-day session this month on understanding the content standards and unit development
- Continued work on secondary math progressions and documents for Math I, II and III with a projected completion date of August 29, 2014, and on the K-2 Building Conceptual Understanding Fluency Through Games resources with a projected completion date of August 29, 2014

Data Systems to Improve Instruction:

- Received additional requests to opt-in to use Home Base for 2014-15, bringing the total to 114 LEAs and 55 charter Schools(for a listing of LEAs and charters that have opted in, see <http://www.ncpublicschools.org/homebase/status/opt-in/>)

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

Description	Total	Percent
LEA	114 of 115 LEAs	99.1
Charter School	55 of 126 Charter Schools	43.7
Students	1,479,430 of 1,520,305 Projected Total Allotted ADM	97.3

- Continued work on the rebuild of the Instructional Improvement System (Schoolnet) training site with Pearson; rebuild includes more robust data so that training scenarios are more realistic and can help to demonstrate advanced reporting capabilities of Schoolnet
- Migrated the Instructional Improvement System (Schoolnet) production environment from the Savis site in New Jersey to the new Pearson Data Center in Iowa City during the weekend of July 24
- Completed the upgrade of the Instructional Improvement System (Schoolnet) production environment from version 15.4 to the latest release (version 16.0) on August 5; since the migration and upgrade of the Instructional Improvement System (Schoolnet) production environment, NCDPI and Pearson have been working to tune the server environment and system architecture to optimize system transaction performance and scalability; the initial wave of changes were installed during the weekend of August 15 with more changes planned over the next two weeks
- Continued supporting Governor’s Teacher Network (GTN) teachers
- Continued developing the updated scope of work for the Partnership team; the team participated in and delivered trainings as part of Schoolnet II training in late July/early August, and the team is contacting their new sites and beginning to further define the support needed as we start the 2014-15 school year
- Completed the August import of instructional materials into the Instructional Improvement System (Schoolnet), adding approximately 600 new instructional materials for users
- Continued to provide support to LEAs and charter schools during the implementation of Home Base, including the Home Base Support Center, Partnerships, regional trainings, and regular webinars

Great Teachers & Principals:

- Discussed with Student Perceptions Survey pilot vendor the plan for reporting of results back to teachers; will meet with vendor later this month to continue discussion of options
- Completed a series of Truenorthlogic trainings with District Administrators on the Analysis of Student Work (ASW) online platform in all eight educational regions
- Conducted eight ASW Implementation Train-the-Trainer sessions with district teams across the entire state; trainings concluded on August 22
- Continued to work with external stakeholders to analyze survey data from ASW pilot participants on the spring 2014 pilot
- 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
- Planned SLA High Performance Leadership sessions:
 - September 19, 2014: Power School and School Improvement Team Processes
 - February 6, 2015: Conflict Resolution and Working with Difficult People, EVAAS, Shifting the Monkey Book Study

- May 1, 2015: Topics TBD
- Completed NELA planning for training on pedagogy and technology to occur in August for cohort members
- Provided PTLA onsite coaching for graduates in July:
 - Cohort 3 Graduates = 37 coaching visits
 - Cohort 2 Graduates = 17 coaching visits
 - Cohort 1 Graduates = 19 coaching visits
- 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)
- Interviewed prospective candidates to replace the Executive Director of North Carolina Teacher Corps and the Governor's Teacher Network
- Supported GTN participants in Pathways 1 and 2 in working with their content leads on fall deliverables
- Supporting district superintendents in developing proposals for mini-grants for improving distribution of effective teachers in the twelve lowest-achieving districts served by Turnaround of the Lowest-Achieving Schools (TALAS); conducted a webinar to review teacher data and provide technical assistance to districts for completion of the grant application
- Completed Home Base Opt-in Training Round I for Schoolnet and Professional Development (PD) System on August 7, 2014; 83 LEAs, 19 charters, and one state-operated facility participated in Schoolnet I & II while 42 LEAs and one charter participated in Home Base PD training
- Continued planning another round of Opt-in training for LEAs and charters; training scheduled to occur September 29- October 3
- Continued enrolling participants in five facilitated courses and a MOOClet through the Home Base PD System; courses will begin September 8; each course will be capped at 35 participants while the MOOClet will be capped at 200 participants
 - Introduction to Data Literacy
 - Responsibilities of the 21st-Century Educator
 - Literacy in History/Social Studies, Science and Technical Subjects Part 1
 - NC Professional Teaching Standards
 - Connecting with our 21 Century Learners
 - Digital Literacies in the K-12 Classroom Self-paced
 - Building and Sustaining Professional Development
 - Effective Digital Strategies for Teaching and Learning in the K-12 Classroom: A PD MOOClet
- Scheduled the 2014-15 webinars that parallel the North Carolina Educator Evaluation Process; this year's array of webinars will include support for principals as instructional leaders in math and ELA

NC Virtual Public Schools:

- Continued work on Request for Proposals (RFP) for a Data Portal application with NC ITS before final re-submission for NC ITS review; plan to release the STEM Lab Invitation for Bid (IFB) before the end of August with selection by mid-September
- Reviewed Spring 2014 Student Survey and identified program aspects to celebrate, those that need improvement, and action steps to address areas of concern
- Planned e-Learning community meetings for the 2014-15 school year in addition to two meetings each semester to collaborate with our online teaches, face-to-face teachers, and the STEM leadership team as a group to increase communication between NCVPS and our partner schools

- Continued gathering the standards and other items needed to begin development of Discrete Math course
- Continued course revisions for the Forensic Sciences and plan to begin revising Biotechnology I course this fall; both course revisions will be completed by the end of the RttT grant period
- Continued finalizing NCVPS 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 five percent of schools in North Carolina
- Completed Comprehensive Needs Assessment (CNA) visits for the following TALAS schools:
 - Warren County Early College HS, Warren County Schools
 - Hollister Elementary School, Halifax County Schools
 - Pittman Elementary School, Halifax County Schools
 - Lexington Middle School, Lexington City Schools
 - Pickett Elementary, Lexington City Schools
- Continued providing professional development and coaching for currently served schools/districts
 - Delivered professional development sessions on maximizing impact as a digital leader, communicating effectively in a 21st century learning environment, and the needs of 21st century learners
 - Conducted sessions with elementary schools on “Unpacking to Planning: Understanding the Content You Teach and Improving Instructional Delivery”
 - Helped schools and districts with “Creating a Framework for Lesson Design”
 - Provided training on “Reading for Meaning” – the first of a series focused on The Core Six by Harvey Silver
 - Administered trainings on Technological, Pedagogical, and Content Knowledge (TPACK) and Substitution, Augmentation, Modification, and Reflection (SAMR) technology integration frameworks to schools and districts
- Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Continued collaboration and coordination with other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts
- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (more than 50 percent of the Priority Schools are schools on the RttT TALAS list)

NC Education Cloud:

- Continued implementing the Identity Access Management (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 300 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 Cloud Team presented at three statewide meetings to discuss upcoming (RFPs) and future activities

- Worked with program officers at USED to answer questions, provide additional materials, and make modifications related to the items in the state’s Cloud Initiative “no cost extension” request that still pending approval
- 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); currently working with the legal team to finalize the RFP
- Completed work to develop an RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; this RFP is now at the state IT organization awaiting approval to release

Science, Technology, Engineering & Math (STEM):

- Provided Instructional and Leadership Coaching (through North Carolina New Schools):
- Supported 79 teachers at the Anchor and Affinity schools during their teacher extended summer employment; teacher extended summer employment work included professional development opportunities focused on project-based learning, math and science workshops, creating STEM materials for classroom instruction, and externship opportunities
- Promoted STEM Education statewide (NCDPI):
 - Began planning in coordination with Career and Technical Education and the Community College System on ways to promote STEM Career Awareness Week (occurs around the state in April 2015), which focuses on connecting students, parents, schools and teachers, with business and industry to learn of the current STEM opportunities in the workplace
 - 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
 - Continued planning the site visit process (likely late September through mid-October 2014) 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
 - Continued reviewing 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:

- Continued fall 2014 interview coding and analysis activities related to Teacher and Leader Effectiveness
- Continued activities related to the Distribution of Teachers and Leaders:
 - Drafted presentation on the final activity report on Regional Leadership Academies for the State Board of Education for their September 2014 meeting
 - Completed the revised draft of the North Carolina Teacher Corps Final Report: Impact, Qualitative Assessment, and Policy Recommendations for submission to the State Board of Education during their October 2014 meeting
 - Continued data analysis activities related to teacher quality
 - Analyzed the New Teacher Support Project (NTSP) instructional coach survey data and provided results to program implementers
 - Briefed NCDPI RttT Leadership on the results of state and local strategic staffing report
- 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 Distinguished Leadership in Practice (DLP) Year 4 report; began editing process for initial draft of Distinguished Leadership in Practice (DLP) report for NCDPI review
- Continued activities related to District and School Transformation, including STEM Schools
 - Met with NCDPI staff to discuss report feedback and edits for Evaluation of District and School Transformation School-Level Coaching and Professional Development Activities
 - Submitted the initial draft of the Race to the Top STEM Affinity Network: Final Report to NCDPI for review (by August 31, 2014)
- Conducted meeting with NCDPI staff to discuss and further revise 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 reminded Board members that the last time they met the General Assembly was still in session and adjourned on August 20. The 2015 Session is scheduled to begin January 14. Following comments by Ms. Beaulieu about the Board's next legislative agenda, Chairman Cobey clarified that Ms. Beaulieu is working to develop a document of Board priorities for the 2015 legislative session for the Board to consider at its work session in October. Board members were invited to provide their input. Board member McDevitt shared that he would like the Board to make a push for the unfunded items from this last legislative session. A brief discussion occurred about the process for collecting priorities in concert with budget priorities. Dr. Atkinson reported that staff are meeting this week to coordinate efforts in developing the list of priorities. Ms. Beaulieu added that efforts with regard to input and analysis are specifically targeted toward the Board's work session.

In addition, Ms. Beaulieu shared that staff will be working on its Annual Education Report on Education Legislation. She explained that once time has expired for the Governor to take action on pending ratified bills, the Department will be able to develop the report in its entirety.

Rules Review Update

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

Ms. Cornetto explained that there has been a lot of policy work generated as a result of this legislative session, which involves work of the Internal Rules Committee to determine how these rules impact stakeholders as well as how, as an Agency, they are implemented. She noted that State Board members should expect to see revamped Residential School data, and licensure policies. She requested that the Board provide feedback to her about any of these policy issues. In addition, Ms. Cornetto explained that the Rules Review Council website is currently undergoing reconstruction, which should be completed within the year.

Prior to moving on to the Information agenda, Chairman Cobey recognized Mrs. Cecy Ramirez (Chair of the Governor's Hispanic Advisory Council and mother to Board member Marcella Savage) who was present in the audience.

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

INFORMATION

GCS 10 – September 2014 Report to the Joint Legislative Education Oversight Committee on Progress Toward Implementing the Race to the Top Initiative

Policy Implications: Session Law 2012-77

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

Description:

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

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

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

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

Recommendations:

It is recommended that the State Board of Education discuss this report prior to submission to the General Assembly.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Mr. Levinson to present this information item.
- Mr. Levinson prefaced this presentation by noting that the fifth and final required semi-annual report of the State Board's progress on implementing Race to the Top (RttT) is located on eBoard and is due to the Joint Legislative Education Oversight Committee by September 15. He explained that rather than reviewing the report, which is a collection of executive summaries detailing progress over the last six months, he would use this opportunity to update the Board on RttT overall progress since 2010.
- To set the context, Mr. Levinson shared a framework, which began in 1996-97 with the ABCs to demonstrate why RttT was an important opportunity for North Carolina when the recession hit in 2009 and threatened North Carolina's ongoing remodeling work going forward.
- Using a PowerPoint presentation, Mr. Levinson shared that the RttT grant competition offered North Carolina the opportunity to seek \$400 million to use for specific types of education reform activities that North Carolina was already working on, but did not have the funding to accelerate or take to scale. Out of 41 state applicants, North Carolina was one of 12 states awarded the RttT grant. The award in August 2010 helped North Carolina move further and faster in modernizing, or "remodeling," our system of public schools to include a more rigorous standard course of study, better assessments, and tools and training to enable more effective leadership and teaching, according to Mr. Levinson. He explained that RttT encompassed a broad statewide effort with participation of every school district and 28 of 51 eligible charter schools. In addition, there was broad RttT collaboration among a myriad of stakeholders beginning with teachers and principals, local superintendents, charter school leaders, IHEs, the Community College System, Teach for America, MCNC, et al to envision how to best use this funding. In 2011, the General Assembly passed legislation to show strong support of the RttT objectives related to the development and implementation of tests related to Common Core State Standards, national comparability and college readiness, teacher effectiveness, and formative assessment and diagnosis.
- Mr. Levinson explained that through much stakeholder collaboration, North Carolina crafted an ambitious four-year RttT plan, and has done everything we said we would do – on time and within budget, with various adjustments made along the way in response to ongoing feedback from teachers, principals, superintendents, parents, and other stakeholders. Examples of completed major deliverables include the following:
 - a. New Standards and Assessments have been operational for two school years (now beginning the third year)
 - b. Home Base is operational and available to all districts and charter schools
 - c. The NC Educator Evaluation System includes a measure of student growth for almost every teacher in the state
 - d. Most schools identified in 2010 as being in the lowest-five percent of schools or having the lowest graduation rates (below 60%) have received intensive support and have improved dramatically (no school has a graduation rate below 60%)
 - e. 20 STEM Network schools are operational
- Mr. Levinson reported that North Carolina was cited in February 2013 by Secretary Arne Duncan as one of three states that have "overcome significant challenges and stayed right on track." Mr. Levinson acknowledged that North Carolina has experienced several delays – some have been intentional and purposeful based on feedback; for example, slowing down the rollout of some of the new components of the Educator Evaluation System. He also noted that some have been

problematic delays, particularly related to the slow information technology procurement process. Therefore, Home Base is rolling out later than we originally had planned; however, Home Base is now statewide and being used well, according to Mr. Levinson.

- Mr. Levinson elaborated about one of the cornerstones of our education system – Standards and Assessment. He shared that the State Board of Education had charted a course to revamp the *NC Standard Course of Study* and state assessments long before RttT noting that the *Blue Ribbon Commission Report* in January 2008 gave rise to the State Board’s *Framework for Change: The Next Generation of Assessments and Accountability* in June 2008, which was followed by the Department’s *Response to the Framework for Change* in October 2008. The ACRE work grew out of the Department’s response to implement the State Board’s plan. The ACRE project had a plan leading to the full implementation of the Standards that occurred in 2012-13. Mr. Levinson stated that while RttT provided an opportunity to claim credit for that work, it is important to note that RttT was certainly not the genesis of that work. However, RttT funding enabled North Carolina to apply significant dollars toward assisting the state with the transition to those new standards and assessments for measuring achievement.
- Mr. Levinson spoke briefly about several other major pillars of the RttT work including professional development, the enhanced Educator Effectiveness model, Home Base, and District and School Transformation. Mr. Levinson highlighted concrete data to show the impact of student achievement and graduation rates for those schools receiving intensive RttT-funded support through District and School Transformation Services. As it relates to local initiatives, Mr. Levinson reported that there have been significant investments in upgrades to technology (\$60 million) and professional development (\$44 million) regarding transition to new standards, assessments, educator evaluation system, and Home Base tools.
- In addition, Mr. Levinson explained that, at this point, the Evaluation Reports will shift to be more focused on impact (as data allows with caveats direct impact attributable to any one program), and looking statewide it will be several years before we can realistically evaluate the return on the RttT investment in terms of student outcomes. The evidence will lag the grant period. However, Mr. Levinson stated that we have increased expectations for our students, teachers and principals. He shared that there is evidence of increased
 - local capacity to support continuous improvement of teaching for all grades and subjects
 - use of data to drive personalized instruction
 - number of individuals trained to lead transformation of persistently low-achieving schools
 - statewide (online) teaching and learning resources available for teachers and principals
 - collaboration across geographical boundaries
 - use of more reliable, more cost-effective cloud-based technology solutions
- The Department will continue to support the use of Home Base through June 2015, according to Mr. Levinson. He explained that there is another level of professional development to help teachers and leaders understand and use instructional and leadership practices that will help students be able to achieve the new learning standards. There are still efforts underway toward improvements to local technology infrastructure (including cloud-based solutions).
- Mr. Levinson also highlighted the Department’s Operational Planning tool, which reflects the Department’s 2014-15 plan to support the Board’s highest priorities. The Department is also planning for life after RttT, which could mean much less state outreach support to local districts and schools since 121 RttT funded positions will go away.

- In summary, Mr. Levinson stated that despite obstacles RttT has enabled the Department to create significant positive momentum toward achievement of the State Board's goals, and there is one final year to solidify the gains and continue the momentum. Post-RttT sustainability will be determined by state priorities, according to Mr. Levinson.
- Board member Tate stated that some of the gains have really been incredible especially in light of the impending loss of RttT funding coupled with budget cuts to the agency citing specifically the work of Dr. Ashley and the District and School Transformation team. He stated that it is with some sadness that he sees the winding down of efforts that have garnered enormously positive results for children in this state.
- In response to Board member Oxendine's question about pre-RttT work, Mr. Levinson explained, for example, that there was a theory about what the Educator Effectiveness Division should be, but there was no funding. He noted that this level of professional development support and engagement has never happened before at this scale. State Superintendent Atkinson affirmed that whenever standards revisions have occurred, the Department has, historically, never had sufficient dollars to do professional development in a systematic way as we have done with RttT. She noted that through RttT, the state spent \$22 million as a part of our professional development work and \$44 million was spent at the local level. Dr. Atkinson expressed gratitude for having the \$400 million RttT funding to do the work that is so important toward improving achievement for all students in North Carolina.
- Dr. Oxendine asked how the Regional Centers (RESAs) will be affected. Dr. Atkinson explained that currently a third-party review study is underway to look at how we can go forward with services. She explained that the Department has used RttT funds to contract with the RESAs to coordinate and collaborate to provide professional development; therefore, the impact on RESAs will be great.
- Mr. Eric Guckian explained that, a year ago, Governor McCrory directed him to look into RttT and its effectiveness. He commended Mr. Levinson for his leadership and consistency in being fact based and data driven in the interest of children and the work being done. He thanked Mr. Levinson and everyone involved for their diligence and tremendous service to the State of North Carolina through the RttT grant.
- Board member Alcorn provided examples of societal benefits to express the importance of sustaining the initiatives supported by RttT.
- 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 seven 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 11, GCS 12, GCS 13, TCP 6, TCS 5, TCS 6, and TCS 7.

Upon motion by Mr. John Tate, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 11, GCS 12, GCS 13, TCP 6, TCS 5, TCS 6, and TCS 7.)

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

CONSENT

GCS 11 – Beginning-of-Grade 3 English Language Arts/Reading Academic Achievement Levels
Policy Implications: SBE Policy # GCS-C-033

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

Description:

In support of North Carolina's Read to Achieve requirements, an equivalent form of the North Carolina End-of-Grade 3 (EOG) English Language Arts/Reading Test is administered to all third graders between the 11th and 15th day of the school year. This assessment, the Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test, serves several purposes: (1) it establishes a baseline measure of beginning of third-grade students' English language arts/reading skills, (2) it provides a measure for teacher growth reporting, and (3) it is an option that may be used by students who score Achievement Level 3 or higher to satisfy the requirements of the Read to Achieve promotion legislation.

In May 2014, the State Board of Education (SBE) added a statement to this policy documenting that the cut scores for the BOG3 are the same as the EOG assessment. To eliminate any confusion, a technical correction to the policy is being presented for consent at the September 2014 SBE meeting to remove the statement and to add the numerical cut scores to the table.

This item recommends the statement be removed and the policy be amended to include the numerical BOG3 cut scores in the table.

Recommendations:

It is recommended that the State Board of Education approve the technical correction.

CONSENT

GCS 12 – Report to the North Carolina General Assembly: Report on Students with Disabilities
– Annual Child Count

Policy Implications: Session Law 2007-292 (HB 18)

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

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: the SBE shall require an annual census of all children with disabilities residing in the state.

The census shall be conducted annually and shall be completed by October 15, submitted to the Governor and General Assembly and made available to the public by January 15 annually.

Recommendations:

It is recommended that the State Board of Education accept this report prior to submission to the Governor and the General Assembly.

CONSENT

GCS 13 – Report to the North Carolina General Assembly: Increase Access to Career/ Technical Education, Sec. 3(a) and 3(b)

Policy Implications: Session Law 2013-1, Section 3(a) and Section 3(b)

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

In accordance with Section 3(a) and 3(b) of Session Law 2013-1, this report describes the progress made by the State Board of Education and the State Board of Community Colleges in developing strategies to increase student engagement in Career and Technical Education, particularly in occupational areas where future demand for employees is anticipated to be high.

The attached report details the strategies and actions that the Department of Public Instruction has implemented to comply with the legislation.

This report will be posted to e-board by Wednesday, August 26, 2014.

Recommendations:

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

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

CONSENT

TCP 6 – Strategic Staffing in North Carolina: A Summative Review of Local and State Implementation Across the Race to the Top Period

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 local and state strategic staffing implementation efforts across the Race to the Top (RttT) period. North Carolina’s RttT plan included several initiatives for achieving a more equitable distribution of effective educators, including support for one statewide and several locally-developed strategic staffing plans that aim to distribute educators who had an impact on student achievement. The State Strategic Staffing Initiative (SSSI) was designed to encourage highly-effective teachers statewide

to relocate to lower-performing schools. The initiative provided ten traditional Local Education Agencies (LEAs; no charter schools were eligible) with vouchers to use as recruitment incentives at their highest-turnover schools. The annual amount of the voucher was \$5,360 and could be used for tuition towards Master's degrees related to education, student loan payments, housing, or any combination thereof. In addition, many of the individual Detailed Scopes of Work (DSWs) crafted by LEAs to demonstrate how they would use RttT funds to support RttT goals outlined strategies for developing or maintaining local strategic staffing plans. An overriding goal of the evaluation of these plans has been to determine whether they contributed to an increase in the presence of effective teachers in low-performing schools.

This report assesses the impact of the state and local strategic staffing plans on moving the state as a whole, as well as individual LEAs, toward a more targeted and thoughtful distribution of their most effective educators, as well as the advisability of continuing these plans at the end of the RttT period. The report updates the information and early conclusions drawn about the plans in two previous formative reports.

The following provides a summary of the Evaluation Team's findings on state and local strategic staffing.

State Strategic Staffing Initiative

1. *Recruitment and Retention.* Only 17 teachers received the recruitment incentive in 2013-14, and none of the interviewed teachers indicated that they were aware of the existence of the incentive before choosing schools. Despite indications from some administrators that it was used for recruitment purposes, there is no evidence available that the incentive actually functioned as either a recruitment or retention tool.
2. *Impact.* While data do not allow the Evaluation Team to form direct conclusions about the impact of the vouchers on student outcomes, teachers and principals suggested that the vouchers could be contributing indirectly in other ways, such as by improving school culture via the increased responsibilities administrators expected of their voucher recipients (including provision of support and professional development for peer teachers, as well as expectations of high-quality teaching).
3. *Challenges.* The primary challenge to the success of the voucher program identified by participants and implementers was a lack of communication between LEAs, schools, and teachers, although there was some indication in the third year of the initiative from teachers and LEA administrators that this problem was beginning to be addressed.

Local Strategic Staffing Initiatives

1. *Reach and Diversity.* Based on a review of the final versions of each LEA's DSW, there were 21 LEAs statewide with comprehensive strategic staffing plans at the end of the RttT period—13 funded partially or wholly by RttT and eight funded entirely by another source. In addition, 49 more plans included some elements of a comprehensive plan. While there were some similarities across plans, overall the plans were diverse. LEAs invested about \$76 million in RttT, local, and other federal funding in these plans across the RttT period.
2. *Equitable Teacher Distribution.* Incentives coupled with attention to non-monetary variables such as school climate appear to be key factors in plans that aim to increase low-achieving students' exposure to effective teachers. Though not feasible for all LEAs, plans with multiple avenues for teacher entry

that can appeal to a broader spectrum of educators also may increase an LEA's likelihood of more equitably distributing its most effective teachers.

3. *Portability*. Plans that leverage an LEA's existing pool of effective teachers (rather than relying on recruitment from outside the LEA) and that allow for flexible implementation across schools in an LEA show promise for being more portable—that is, more likely to be implementable in other LEAs—than rigid plans that rely solely on costly incentive structures.
4. *Sustainability*. Strategies that may help to ease sustainability pressures include making identification of sustaining funds part of the strategic staffing plan's ongoing implementation from the start, and considering ways to support the plan with funds that are currently earmarked for other purposes that directly relate to the strategic staffing plan.

Recommendations

- *Prioritize development and maintenance of a comprehensive communications plan*. Participant feedback about the implementation of state and local-level strategic staffing plans demonstrates that clear, consistent, and constant communication between implementers and teachers, as well as among implementers, is critical to the success of the recruitment and retention aspects of any staffing initiative. For example, teachers suggested that plan details be readily available on LEA websites, and that LEA- and state-level contacts be more clearly identified and more responsive to inquiries about staffing initiatives.
- *Design plans with shorter-term staffing targets – e.g., recruitment and retention of effective teachers - rather than with longer-term student achievement goals*. Recent quantitative research and early qualitative evidence from North Carolina's state and local-level strategic staffing plans offer little evidence of a *direct* link between strategic staffing components (such as incentives) and improvements in student achievement, but there is growing evidence for the impact of strategic staffing on *intermediate* outcomes (such as recruitment and retention of effective teachers) that may have longer-term impacts on student achievement.
- *Plan for sustainability*. Even the longest-running, most robust, and most successful plans across the state struggle to maintain ongoing funding; consider pursuing multiple funding sources, and plan for the end of each funding source several years in advance.
- *Work together across school district boundaries*. Currently, there is no formal mechanism in place for LEAs to learn from each other's experiences with the state-level strategic staffing plan and the dozens of local-level plans. The state should work with LEAs interested in developing or revising a strategic staffing plan to find ways to connect them with others across the state who can share their experiences and learnings.
- *Explore multiple plan options*. Similarly, LEAs interested in developing or revising a strategic staffing plan should consider multiple approaches and should be open to early experimentation with those approaches to support the development of an optimal plan for that LEA's specific conditions. For example, the Winston-Salem/Forsyth County School System, which developed three separate programs to support local strategic staffing efforts, crafted an LEA-wide plan that first refined those programs based on field test results and then coordinated them to best meet the staffing needs of the LEA.
- *Review the latest research*. In addition to consulting with each other, LEAs also should stay current on constantly-updated findings about the effectiveness of new staffing strategies and work to share those findings with administrators and their human resources departments. As approaches to strategic staffing continue to expand, so, too, do data and evidence about their feasibility, sustainability, and effectiveness.

Recommendation(s):

It is recommended that the SBE accept this report.

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

CONSENT**TCS 5 – School Attendance and Student Accounting Manual Revisions**

Policy Implications: SBE Policy # TCS-L-000

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

Description:

Legislation changes and other factors make it necessary to review the School Attendance and Student Accounting (SASA) procedures each year.

Changes that are necessary are made in the SASA manual and provided to LEAs and Charter Schools as guidance on student accounting each year.

Attached is a list of changes for the 2014-15 SASA Manual.

Recommendations:

It is recommended that the State Board of Education approve the SASA Manual changes.

CONSENT**TCS 6 – Report to North Carolina General Assembly on Public School Procurement of Information Technology**

Policy Implications: Session Law 2013-360 (SB402 Budget Bill) Section 7.6(c)

Presenter(s): Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Ms. Sarah Harris (Director, Financial Services Division) and Ms. Joni Robbins, (Section Chief, Purchasing and Contracts Section)

Description:

This report is being submitted to the State Board of Education to comply with the following legislative mandate: By October 1, 2013, and quarterly thereafter, the Office of the State CIO and DPI shall report on the establishment of public school cooperative purchasing agreements, savings resulting from the establishment of the agreements, and any issues impacting the establishment of the agreements. The reports shall be made to the Joint Legislative Oversight Committee on Information Technology, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division.

Recommendations:

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

CONSENT**TCS 7 – Preliminary Cost Analysis of North Carolina’s Race to the Top Initiatives****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 is part of the Consortium for Educational Research and Evaluation – North Carolina’s preliminary cost analysis of the state’s Race to the Top (RttT) initiatives. The report represents an initial step toward accomplishing the goal of providing actionable cost information at the end of the RttT funding period and to help better frame the sustainability discussion of the various RttT initiatives in understanding the impact that the grant made on students, teachers, and administrators. It is the first of two reports that focus on analyzing costs associated with the individual state-level initiatives of RttT. Each of the individual initiative summative reports includes potential costs and benefits information in the discussion of outcomes associated with each initiative.

The current analysis relies primarily on state expenditures from 2010-11 through 2012-13 to provide a preliminary assessment of the projected costs and potential benefits of seven state-level initiatives in their post-grant state including the following:

- Turning Around Low-Achieving Schools;
- STEM Schools Network;
- New Teacher Support Program;
- North Carolina Teacher Corps;
- Regional Leadership Academies;
- Professional Development; and
- North Carolina Virtual Public School STEM Blended Learning.

The implementation timelines of the individual initiatives varied considerably and many of the initiatives were not scheduled to be implemented at scale until the second or third year of RttT funding. At this point in the implementation of the RttT initiatives, the Evaluation Team cannot provide solid data about impacts on student achievement for individual initiatives.

This limitation is due to a combination of three factors:

- (1) start-up time required to fully implement the initiatives;
- (2) time required for initiatives that directly impact schools, districts, administrators, teachers, curriculum, and instructional practices to impact student performance; and
- (3) time lag between student assessments and when data from those assessments become available to the Team.

Therefore, at this point in the implementation process, it could be misleading to either estimate preliminary impacts or project impacts of the RttT initiatives.

Finally, the analyses provided in this report focus on each individual North Carolina RttT initiative’s costs and potential outcomes, without the explicit intention of implying initiative-to-initiative comparisons. After the RttT funding period has closed, it will be possible to provide a summative evaluation of all of the initiatives that includes estimates of their effects on students, teachers, and schools, as well as an analysis of the costs associated with the initiatives. Additional years of

expenditure data will support improvements to the initial cost projections included in this report. Thus, one goal of the final overall RttT evaluation report will be to provide a more complete cost-effectiveness analysis for each initiative, though actual final expenditures, as well as accurate estimates of initiative impacts, will not be available until after the funding period ends (June 30, 2015).

Recommendations:

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

ACTION AND DISCUSSION AGENDA**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT**

(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

ACTION**LFI 1 – North Carolina Charter Schools Advisory Board 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), Mrs. Helen Nance (Chair, NC Charter Schools Advisory Board) 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 to be interviewed. 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 and 8, May 12 and 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 State Board of Education accept the charter application recommendations as presented from the NC Charter School Advisory Board.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Prior to making a motion, Chair Taylor emphasized that the planning year statement is a part of State Board policy. She noted her faith in Dr. Medley and the Office of Charter Schools toward implementing this planning year, explaining that often times recommendations that come to the Board for approval by the Charter School Advisory Board (CSAB) have issues and concerns.
- Following the first motion, Vice Chairman Collins presented concerns about the exclusion of Gateway Charter School. He stated that ordinarily he would be supportive of the CSAB's recommendations, and would not put forth a motion otherwise without looking at different factors in this case. He stated that for those that have reviewed the application, Gateway School is a K-8 school in an area not served by charter schools and located in an area where public schools have not been very successful with at-risk students. Mr. Collins stated that it is his opinion that a K-8 school is a solution for some of the at-risk problems children have with reading and otherwise. He shared that from previous month's discussions about why this school was rejected, it appears to him that there was no concern with respect to the Board makeup, financial plan, etc. But rather, the decision had to do with whether or not the particular management organization had been successful in this area before. Mr. Collins stated that he does not believe that is a good reason to exclude a school that is otherwise qualified. Following Vice Chairman Collins' motion below, he pointed out that the vote was 3-5 with two abstentions and

one absent Board member.

- Board member John Tate shared that there are two examples in KIPP and PAVE that are comparable populations to that of Gateway. Based on observations, in his opinion, the CSAB has demonstrated due diligence in doing their job conscientiously. From his perspective, Mr. Tate stated that he would have to have very compelling reasons to overturn their recommendation.
- In response to Board member Tate's question about the final motion, Chair Taylor explained that, on advice from legal counsel, the motion was necessary to demonstrate that the State Board has taken action on applications that were submitted during this submission cycle.
- 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 following charter applicants to begin the planning year: Charlotte Lab School, Excelsior Classical Academy, Ignite Innovation Academy – Pitt, KIPP Durham College Preparatory, Patriot Charter Academy, PAVE Southeast Raleigh Charter School, Piedmont Classical High School, Queen City STEM School, Shining Rock Classical Academy: CFA, VERITAS Community School, and Youngsville Academy. (See Attachment LFI 1)

Vice Chairman A.L. Collins made a motion to add Gateway School to the approved list. The motion was seconded by Lt. Governor Dan Forest. The State Board of Education voted unanimously in opposition of the motion. The motion failed. (See Attachment LFI 1)

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to deny the application submitted by North Carolina Connections Academy on grounds that its application failed to comply with the requirements of the State Board of Education's virtual charter policy in affect at the time North Carolina Connections Academy applied. (See Attachment LFI 1)

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to deny all other applications submitted in the 2015-16 application cycle. (See Attachment LFI 1)

ACTION

LFI 2 – Fast-Track Replication of High 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 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 policy document is found in Attachment 2.

Recent legislation – Senate Bill 793 – including 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 legislation Education Oversight Committee (February 15, 2015). The governor signed this bill into law during the second week of August.

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.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the proposed policy related to Fast-Track Replication of Quality Charter Schools as presented. (See Attachment LFI 2)

ACTION

LFI 3 – Virtual Charter School Pilot Program Application, Timeline, and Process

Policy Implications: Senate Bill 744

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

Description:

With the passage of the state’s budget bill, the State Board of Education has been directed to implement a virtual charter school pilot program that will first serve students in August 2015. This pilot program will last for four years and is limited to only two virtual charter schools.

These schools may serve kindergarten through twelfth grades and have no more than 1,500 students in the first year. These virtual charters can grow by 20% annually for a maximum of 2,592 students by the end

of the pilot. The State Board, however, does have the ability in the fourth year to waive the enrollment maximum if it “determines that doing so would be in the best interest of North Carolina students.”

The new legislation outlines expectations and exceptions for the virtual charter schools, and those are further defined in the first attachment to this item. If a virtual charter school selected for the pilot does not comply with the statutory provisions, the State Board of Education is granted authority to defer or terminate enrollment expansion – or the pilot program entirely. These virtual charter schools are also required to present data to the State Board of Education as requested by the Chair.

Funding for these virtual charter schools has been set as the state level without the allocations for the low-wealth counties supplemental and small county supplement. Local funding will be lesser of \$790.00 or the amount computed in accordance with the charter statute.

The Office of Charter Schools has modified the existing virtual charter school application to align with the new law, and that application is presented for approval to use for determining the pilot schools. The deadline for applications and the \$1,000.00 nonrefundable fee is 5:00 p.m. (EST) on October 10, 2014. The Office of Charter Schools will perform a completeness screening and facilitate the completion of rubrics for each timely and complete application. An internal review team will be formulated to perform interviews and rank the applicants to create the recommendation for the State Board to consider for action in January 2015.

Recommendations:

It is recommended that the State Board of Education vote to approve the process, application, and timeline to implement the virtual school pilot program.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Chair Taylor drew attention to the new items posted on eBoard since Wednesday’s Committee discussion. She explained that one of the revisions involve the removal of the \$1,000.00 application fee and the other revision adds one more member to the Internal Review Team (from five to six members) with one coming from the State Board of Education membership.
- Asking to go on record, Lt. Governor Forest stated that during the Committee meeting on Wednesday the Committee talked about going back to review the timeline, which is not October 10, but rather in December, removing it out of the hands of the Charter School Advisory Board and into the hands of an Internal Review Team for a faster process. Lt. Governor Forest stated that, in his opinion, the CSAB has plenty of time to act on the two or three applications that will probably be received and that this is its role and responsibility by statute. In addition, he stated that it is his hope that these Internal Review Team meetings will be opened to the public as the CSAB meetings are. Lt. Governor Forest also suggested that the Board, as the final decision maker, actually receive a presentation from the applicants so that the Board will have a first-hand view rather than just accepting a recommendation from the Internal Review Team.
- Chair Taylor added that as the Board goes through this process, since we are going into some unchartered territory, there will be a deep dive into investigating the history of the applicants by whomever is evaluating the applicants.

- Chairman Cobey stated that he has the minutes of the August LFI Committee meeting, which he will share with the Lt. Governor to show the Chairman's logic in the decision of creating an internal evaluation group to review these virtual applicants. Chairman Cobey concurred with Lt. Governor's point about the deliberations being open to the public. To clarify, Board member McDevitt stated that essentially the Board's Committee meetings are held as a Committee of the whole at this Board table on Wednesday each month, which is always open to the public, but this particular process has an Internal Review Team and that is the concern related to open meetings. State Superintendent Atkinson explained that the Department is obligated as a state agency to be open and transparent as we go through our work, and welcomes anyone who wants to be a part of the organized meetings related to this issue.
- A brief discussion occurred about the term of the pilot, which is up to four years. Board member Tate shared his agreement with Lt. Governor Forest about the importance of the transformative nature of this virtual charter platform and stated that the Board will do it right and move forward in an intentional manner with due diligence. He applauded the process as set forth.
- Board member McDevitt stated that according to the information provided in the Board materials, the Office of Charter Schools will collect the rankings of the Internal Review Team. Two applicants will be recommended to the State Board of Education for a term of the charter school pilot. He noted that this is not consistent with the conversation; so, he believes there needs to be further vetting of this issue. In addition, he suggested that a fiscal note be included in the process.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously accept the process, application, and timeline to implement the virtual school pilot program as presented. (See Attachment LFI 3)

ACTION ON FIRST READING

LFI 4 – Approval of Charter School for the Dropout Prevention and Recovery Pilot Program

Policy Implications: House Bill 884

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

Description:

House Bill 884 passed both chambers of the General Assembly and was signed by the Governor on August 7, 2014. This bill establishes a two-year pilot program for one alternative-type charter school. The eligibility criteria are clearly stated in the statute, which is the first attachment for this item. According to the statute, the application for this pilot program was due by August 31, 2014; and the State Board of Education must make its decision no later than September 30, 2014.

On Monday, August 11, 2014, the Office of Charter Schools sent an email to all existing charter schools announcing the intention of HB884 and defining the application components. This information was posted on the website reiterating the expectations and deadline for submission.

The Office Charter Schools received (this information will be updated and posted after September 1, 2014).

Recommendations:

It is recommended that the State Board of Education vote to approve the recommended charter school in the Dropout Prevention and Recovery Pilot Program.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Vice Chairman Collins noted that he was in support of this concept to provide alternative support. He pointed out, however, that it does appear to be cumbersome to try and align it with the charter school legislation. Mr. Collins encouraged the Board as it goes forth to offer suggestions on how additional charters of this nature may be implemented across the state in a more effective way.
- Chairman Cobey shared that, while he doesn't know for a fact, it has been represented to him that Common Wealth High School is working with Charlotte Mecklenburg Schools to offer a choice for not only dropouts but for potential dropouts. A brief discussion occurred.
- Chair Taylor recommended that Board members visit this and other pilots. Dr. Atkinson added that there are also similar initiatives in North Carolina with Communities in Schools (PLCs) and there are lots of lessons to learn from Communities in Schools about how they collaborate so closely with LEAs.
- Following Board member Tate's suggestion that the Board could visit a PLC while in Charlotte, Chairman Cobey shared that Mr. Stillwell is working on such an opportunity.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Lt. Governor Dan Forest, the State Board of Education voted unanimously to approve the application from Common Wealth High School for the two-year Dropout Prevention and Recovery Pilot Program as presented. (See Attachment LFI 4)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING**LFI 5 – Repeal of State Board of Education Policy TCS-U-015 on the Establishment of Virtual Charter Schools in North Carolina**

Policy Implications: SBE Policy #TCS-U-015, Senate Bill 744

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

Description:

The State Board of Education (SBE) created policy TCS-U-015 in 2012 to establish parameters within which virtual charter schools could operate in North Carolina. New legislation directs the State Board of Education to implement a virtual charter school pilot. This statutory insertion details specific details specific components for the selected pilot virtual charter schools, which will begin serving students in August 2015.

An examination of the newly adopted language reveals inconsistency between the earlier SBE policy and the recent statute. Since legislation has created a pilot program lasting up to four years, policy TCS-U-015 should be repealed to remove any confusion in advancing the implementation of the legislated pilot program.

Recommendations:

It is recommended that the State Board of Education vote to repeal policy # TCS-U-015 to create consistency for the implementation of the virtual charter school pilot.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- A brief clarifying discussion occurred about the necessity of repealing State Board policy.
- 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 repeal SBE Policy # TCS-U-015 establishing virtual charter schools in light of the endeavor of the Virtual Pilot program as set forth in Session Law 2014-100. (See Attachment LFI 5)

DISCUSSION**LFI 6 – Charter Schools Process for Assumption of Inadequately Performing Charter Schools**

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

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

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. The proposed changes in Senate Bill 793 add 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.

In August, the State Board discussed a set of questions and issues around the policy. From that discussion, the Department has drafted and attached a proposed policy with highlighted recommendations that go beyond the minimum requirements set out by law. Also attached is background research on charter school assumption policies around the nation. The final policy will be presented in October for approval.

Recommendations:

It is recommended that the State Board of Education accept the policy.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She noted that this could be a positive step in having a back-up plan in the event a charter school is struggling.
- There was no further discussion.

This item is presented for Discussion during the September 2014 State Board of Education meeting and will return for Action in October 2014. (See Attachment LFI 6)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor reported that the LFI Committee received a status update on enrollment for NCVPS from Executive Director Eliz Colbert.

Board member McDevitt suggested that as charter school responsibilities grow, the State Board should continue to understand the capacity of the Office of Charter Schools and include this information in the Board's fiscal needs priorities.

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

ACTION

**TCP 1 – Recommendations for Proposed Cut Scores for Elementary and Special Education:
General Curriculum Licensure Exams (NC Foundations of Reading, NC General Curriculum)**

Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), 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 specialists to conduct item validation and standard setting studies for the following tests: NC Foundations of Reading (090), NC 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. Attached you will see the proposed options and staff recommendations for approval.

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 directed Board members to the revised SBE Policy #TCP-A-003 located on eBoard under TCP 1 (Attachment 1). She noted the table located on pg. 4 that shows passing cut scores for Elementary and Special Education: General Curriculum Licensure Exams (NC Foundations of Reading, NC General Curriculum).
- Following the motion and second, Board member Tate shared that he wanted to amend the motion to say that these are the cut scores for the next two years and at the end of the second year the State Board will go to the Massachusetts scores. A brief discussion occurred about the explicit nature of the amended motion in policy language. Chairman Cobey asked Mr. Tate to state the amended motion for the record.

- Chair Oxendine requested advice from staff concerning this issue. Dr. Garland explained that in consultation with legal staff they have suggested that the Board adopt the current cut scores and have those cut scores expire at the end of two years. As a consequence, this issue will have to return to the Board for discussion and a resetting of the cut score. At that point, Dr. Garland noted that the Board will have data in which to base its decision. She suggested that the Board certainly may include in the motion today the intent to raise the cut score at that time, and then the Board will have acted on the intent.
- Upon further deliberation, Mr. Tate withdrew his motion to amend, and Chair Oxendine requested that legal staff draft a new motion. There were no objections. While she was comfortable with an objective that will sunset in two years, Board member Taylor cautioned the Board about not sending a message that standards were being lowered for teachers.
- Chairman Cobey directed Chair Oxendine to continue with the agenda while the legal staff crafted a new motion.
- There was no further discussion.

Dr. Olivia Oxendine made a motion to approve the recommended cut scores as listed in the revised policy for the NC Foundations of Reading, the NC General Curriculum multi-subjects, and the NC General Curriculum Mathematics licensure exam. It is the intent of the State Board to consider raising the passing score two years after implementation. Implementation goes into effect October 2014. The motion was seconded by Mr. John Tate.

Mr. John Tate amended the motion to include that at the end of the second year the cut-score be raised to meet the Massachusetts cut score. Lt. Governor Dan Forest seconded the amendment to proceed with the deliberations. Following the discussion, Mr. John Tate withdrew his motion to amend. (See Attachment TCP 1)

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate, the State Board of Education voted unanimously to adopt the cut scores as stated in TCP 1. Furthermore, these cut scores will expire in a two-year period at which time the staff is directed to analyze the data and make a recommendation to the Board with a goal that the Board have the Massachusetts standards at that time. The policy shall reflect the expiration date for these scores. (See Attachment TCP 1)

ACTION ON FIRST READING

TCP 2 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy # TCP-A-021, TCP-B-009

Presenter(s): Dr. Olivia Oxendine (State Board of Education)

Description:

In April 2006, the State Board of Education adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the

superintendent, and the chair of the local board of education. In June 2006, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendation(s):

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

Discussion/Comments:

- TCP Committee Chair Oxendine explained that the State Board voted on this item during Closed Session on Wednesday.
- There was no further discussion.

This item is presented for Action on First Reading during the September State Board of Education meeting. (See Attachment 2)

DISCUSSION

TCP 3 – Recommendations for Approval of IHE Superintendent Licensure Programs

Policy Implications: SBE Policy # TCP-B-002

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

Description:

In May 2013, the State Board of Education (SBE) approved the mandatory remodeling of superintendent licensure preparation programs to align with the N.C. Standards for Superintendents and the corresponding evaluation rubric. In spring 2014, Institutions of Higher Education submitted proposals, known as blueprints, to the Department of Public Instruction for review. Blueprints were reviewed by trained teams of public school practitioners and/or higher education faculty. This item includes institutions recommended by the review teams for SBE approval for superintendent licensure programs.

Recommendation(s):

It is recommended that the superintendent licensure programs on the attached list be approved.

Discussion/Comments:

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She reported that four Institutions of Higher Education (IHEs) have successfully remodeled their programs that prepare superintendents. Those IHEs include: Appalachian State University, East Carolina University, UNC-Charlotte, and UNC-Greensboro. The key programs that lead to the superintendent's endorsement are the Educational Specialist Degree and the Doctoral in Education Degree.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's September 2014 meeting and will be brought to the Board in October for Action. (See Attachment TCP 3)

DISCUSSION

TCP 4 – Global Educator Digital Badge Criteria for Teachers

Policy Implications: SBE Policy # TCP-H-001

Presenter(s): Dr. Lynne Johnson (Director, Educator Effectiveness), Dr. Robin McCoy (Director, K-12 Curriculum & Instruction), Ms. Helga Fasciano (Special Assistant for Global Education), and Dr. Audrey Martin-McCoy (Policy Analyst, State Board Office)

Description:

This policy recommendation provides the criteria and process for teachers to earn the Global Educator Badge for Teacher. It is recommended that the Global Educator Badge for Teachers designation be available beginning in January 2015.

Candidates for the Global Educator Digital Badge will develop a Professional Development Growth Plan utilizing the recommended process from the North Carolina Educator Evaluation System. The teacher, along with their principal, will review the teacher's evaluation specific to the global awareness elements reflected in the North Carolina Professional Teaching Standards I, II, III, IV and V. Based upon this evaluation, the teacher and principal will establish a professional development plan to move teachers on the continuum to embedding global education in their instructional practices, while addressing the alignment to the *North Carolina Standard Course of Study*. The completion of the proposed 100 hours or 10 CEUs global education professional development and the Capstone Project (including acceptance into Home Base as a statewide resource) must occur within two years of the goals' documentation. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. When the teacher has satisfied all requirements, a digital badge will be issued at the state level and the designation will be documented in the Home Base Educator's Professional Development Profile.

Guidance and technical assistance documents will provide information on LEA implementation and address questions regarding professional development including, how global education professional development earned prior to this proposed policy may be recognized, the review of the Capstone Project within Home Base, and how to address the time element, should a teacher not complete the process within the documented two years.

Recommendation(s):

The State Board of Education is asked to approve the proposed policy.

Discussion/Comments:

- TCP Committee Chair Oxendine summarized the discussion of this item, which occurred during the TCP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's September 2014 meeting and will be brought to the Board in October for Action. (See Attachment TCP 4)

DISCUSSION**TCP 5 – Teacher Leadership Specialist Standards and Rubric Draft****Policy Implications:** SBE Policy # TCP-C-006**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Lynne Johnson (Director, Educator Effectiveness)**Description:**

In January 2007, the State Board of Education approved new professional standards for the evaluation of teachers. Standards, rubrics and users guides are aligned and developed for the Teacher Leadership Specialists. The role of this specialist involves direct interaction with teachers for the purpose of improving student learning and achievement. Research and Evaluation Associates worked with NCDPI staff and LEA representatives to develop these instruments for the Teacher Leadership Specialist.

Recommendation(s):

The State Board of Education is asked to endorse the proposed documents.

Discussion/Comments:

- TCP Committee Chair Oxendine summarized the discussion of this item, which occurred during the TCP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's September 2014 meeting and will be brought to the Board in October for Action. (See Attachment TCP 5)

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a status update on the Analysis of Student Work (ASW) from Ms. Jennifer DeNeal. Modeled after the Tennessee approach, ASW is artifact- and evidenced-based, and must contain specific standards. Chair Oxendine asked Dr. Garland if the standards will remain the same or vary depending upon the artifacts a teacher chooses for the ASW. Dr. Garland shared that the teacher chooses, along with the principal's permission, which standards he/she will focus on. The choice can change each year, but must draw from the content area Standard Course of Study.

In addition, Dr. Tomberlin provided an overview of Local Options for Measuring Student Growth. And, finally, Mr. Tripp Stallings presented a Regional Leadership Academy Update. Chair Oxendine briefly summarized each of these New Business items. Board member Tate stated that he intends to send Board members an email about the impact of the Regional Leadership Academy work, which shows positive student results (this information was embargoed on Wednesday).

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

ACTION**TCS 1 – 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) 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 individuals are being recommended by the NC Commission of Indian Affairs for re-appointment to the Council.

- Kathy Chavis, Parent, Lumbee, Maxton, Region 4
- Trina Bennett, Parent, Lumbee, Oak Ridge, Region 5
- Karen Goins Kueny, Parent, Lumbee, Fayetteville, Region 4

Recommendations:

The State Board is asked to approve the individuals 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. Kevin Howell, the State Board of Education voted unanimously to approve the three individuals recommended for appointment to the State Advisory Council on Indian Education as presented. (See Attachment TCS 1)

ACTION

TCS 2 – Approval of Grant – Title V State Abstinence Education Grant Program (AEGP)

Policy Implications: SBE Policy # TCS-O-001, Title V AEGP Grant

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

Description:

The Title V State Abstinence Education Grant Program (AEGP) was extended through fiscal year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the state. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF), a guideline of up to 30 sub-awardees was given. The bulk of funding awarded to North Carolina will be distributed to 19 LEAs, two Universities, the North Carolina School Health Training Center and other partners.

The Title V State Abstinence Education Grant Program (AEGP) initially awarded \$1,585,347 to DPI and was accepted by the State Board of Education (SBE) in May 2011 (FY2010). This action addressed the Year 1 funding allotments and criteria of a five year total grant award. Year 2 (FY2011) funding in the amount of \$1,652,476 was presented to the SBE as a continuation item during the October 2011 meeting. Year 3 (FY2012) funding was in the amount of \$1,714,293. Fiscal Year 2013 (Year 4) was

reduced due to the federal sequestration. For Year 5, NCDPI received an award of \$1,603,856. Year 5 will begin October 1, 2014, and conclude on September 30, 2015.

Recommendations:

The State Board is asked to grant approval to provide the continued Year 5 funding to the 19 participating LEAs.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Board member Reginald Kenan recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the continued Year 5 funding to the 19 participating LEAs in the Title V State Abstinence Education Grants Program (AEGP) as presented. State Board member Reginald Kenan recused himself from the vote. (See Attachment TCS 2)

DISCUSSION (POSTPONED)

TCS 3 – Council on Educational Services for Exceptional Children

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

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

Description:

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

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

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

There is a vacant appointment to represent Institutions of Higher Education. The vacancy is due to term expiration. At the September meeting, the State Board of Education is asked to provide a recommendation to fill the vacancy to represent Institutions of Higher Education. The Council seeks recommendations with geographical, gender, and race diversity.

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

Recommendation(s):

At the September meeting, the State Board of Education is asked to submit a recommendation to fill the vacancy of a representative of Institutions of Higher Education.

Discussion/Comments:

- TCS Committee Greg Alcorn noted that this item was postponed until the October State Board meeting.
- There was no further discussion.

Without objection, this item was postponed until the October State Board of Education meeting. (See Attachment TCS 3)

DISCUSSION

TCS 4 – State Board of Education Appointments to Prosperity Zone Councils

Policy Implications: Session Law 2014-18

Presenter(s): Mr. Philip Price (Chief Financial Officers, Financial and Business Services) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

Session Law 2014-18 Part III established Prosperity Zones throughout the state “to facilitate collaborative and coordinated planning and use of resources to improve cooperation with other governmental and nonprofit entities at the local and regional level, to facilitate administrative efficiencies with state government, to receive advice on economic development issues by local boards established by a North Carolina nonprofit corporation with which the Department of Commerce contracts, and to the extent feasible, to establish one-stop sources in each region for citizens and businesses seeking state services at a regional level.”

Part IV of the law requires the State Board of Education to designate at least one representative from a local school administrative unit or from the Department of Public Instruction to serve as a liaison in each Collaboration for Prosperity Zone for the local school administrative units and other public schools within the zone no later than January 1, 2015. These liaisons are not required to be collocated with the liaisons from the Departments of Commerce, Environment and Natural Resources, and Transportation.

The Department of Public Instruction recommends that the State Board of Education designate Career and Technical Education staff members to serve as Prosperity Zone Council liaisons. Regional Coordinators serve to facilitate similar work throughout the state already and have connections with the

type of work that will be of focus to the councils. Attached are the designees for each of the eight Prosperity Zone Councils.

Recommendation(s):

It is recommended that the SBE designate Career and Technical Education staff members to serve as Prosperity Zone Council liaison.

Discussion/Comments:

- TCS Committee Greg Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Chairman Cobey noted that each Board member will work collaboratively with the CTE Prosperity Zone Council liaison in their region.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's September 2014 meeting and will be brought to the Board in October for Action. (See Attachment TCS 4)

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 that the TCS Committee received a Biennium Budget Update from Mr. Philip Price. and Home Base Update from Mr. Michael Nicolaides and Dr. Tracy Weeks.

**HEALTHY RESPONSIBLE STUDENTS
COMMITTEE MEETING**

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

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

HRS 1 – Revisions to State Board of Education Safety Policies

Policy Implications: SBE Policy # HRS-A-000, HRS-A-006

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

Description:

Revisions are recommended for HRS-A-000 and HRS-A-006 to clarify the circumstances under which offenses are to be reported. Additional offenses are recommended to be added to the list of reporting requirements in HRS-A-000 comply with the Office of Civil Rights CRDC report.

Recommendation(s):

State Board of Education members are asked to review the attached amended policies and provide feedback.

Discussion/Comments:

- HRS Committee Vice Chair Reginald Kenan summarized the discussion of this item, which occurred during the TCS Committee meeting on Wednesday, and ultimately was moved from Discussion to Action on First Reading.
- There was no further discussion.

Upon motion by Mr. Reginald Kenan, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the cohort graduation rate for the 2013-14 school year as presented. (See Attachment GCS 1)

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

GCS Chair Marcella Savage noted that GCS 1 and GCS 2 would be presented at the end of this report.

ACTION ON FIRST READING**GCS 3 – Local Boards of Education Waiver Requests to Expand the Testing Window for One Year**

Policy Implications: General Statute § 115C-174.12(4), Individuals with Disabilities Education Act (IDEA) and No Child Left Behind Act of 2001

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

Description:

For the 2014–15 school year only, House Bill 230 allows local boards of education to apply for a waiver from the requirements of G.S. §115C-174.12(4) which limit the administration of final exams (i.e., all end-of-course, end-of-grade, NC Final Exams, Career and Technical Education State Assessments, and teacher-made final exams) for year-long courses to the final ten (10) instructional days of the school year and the final five (5) instructional days of the semester for semester courses. Local boards must apply for these waivers to the State Board of Education (SBE) by September 1, 2014. Per House Bill 230, the State Board of Education (SBE) shall grant waivers for up to five additional days in order to allow the administration of final exams for year-long courses within the final fifteen (15) instructional days of the school year and for semester courses within the final ten (10) instructional days of the semester. The SBE shall notify the local boards of education whether the requested waivers have been granted by October 1, 2014.

The Department recommends that the waiver requests submitted to the SBE by the local boards of education by September 1, 2014, be approved for the 2014-15 school year.

Recommendations:

The Department recommends that the waiver requests submitted by the local boards of education by September 1, 2014, be approved for the 2014–15 school year.

Discussion/Comments:

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

Upon motion by Ms. Marcella Savage, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the waiver requests submitted by the local boards of education by September 1, 2014, for the 2014-15 school year. (See Attachment GCS 3)

ACTION ON FIRST READING**GCS 4 – 2014 Mathematics Education Textbook Adoption and Textbook Commission Report**

Policy Implications: General Statute § 115C-85-8615C-89; SBE Policy # GCS-H-001, GCS-H-002, GCS-H-003; and APA # 16NCAC 6D, 0204, 0209

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Ms. Donna Brown, (Director, Federal Program Monitoring and Support Division), Dr. Dan Novey (Chairperson, N.C. Textbook Commission) and Mr. Charles Gaffigan, (Vice Chairperson, N.C. Textbook Commission)

Description:

Dr. Dan Novey, Chairperson of the North Carolina Textbook Commission and Mr. Charles Gaffigan, Vice Chairperson, will present a list of recommendations for Mathematics Education instructional materials to be adopted by the North Carolina State Board of Education. The report also covers the Textbook Commission’s activities for the year, including the evaluation and deliberation process, selection of evaluators, and other issues related to textbook adoption.

Recommendations:

The State Board is asked to approve the list of textbooks recommended by the Textbook Commission.

Discussion/Comments:

- GCS Committee Chair Marcella Savage summarized the discussion of this item, which occurred during the GCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the list of textbooks as recommended by the Textbook Commission, and that the vote as required in statute and State Board policy be conducted by roll call vote. There were no votes in opposition of this motion. The following Board members were absent: State Treasurer Janet Cowell and Ms. Patricia Willoughby. (See Attachment GCS 4)

ACTION ON FIRST READING**GCS 5 – State Board Approval Process for Local Alternative Portfolios for Read to Achieve****Policy Implications:** General Statute § 115C-83.3(8) and §115C-83.7(b), HB 230**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)**Description:**

HB 230 allows Local Education Agencies (LEAs) to submit proposals to the State Board of Education for a local alternative portfolio process for Read to Achieve. The completion of a student-reading portfolio is one of the Good Cause Exemptions listed in the Read to Achieve law. The law states that “students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade” shall have a good cause exemption. HB 230 also clarifies the definition of a student-reading portfolio. “Student reading portfolio means a compilation of independently produced student work selected by the student’s teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student’s reading ability. The student-reading portfolio shall include an organized collection of evidence of the student’s mastery of the state’s reading standards that are assessed by the state-approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.

The State Board of Education approved the Department of Public Instruction’s Read to Achieve portfolio process in October, 2013 and addendums to this process in February of 2014.

In July of 2014, staff at the Department of Public Instruction met with representatives from each State Board district. The committee is referred to as the Portfolio Advisory Committee (PAC). The committee discussed what LEA local alternatives proposals should include before being presented to the State Board of Education. A suggested list of the components of a local alternative proposal was developed. This list was sent to the field through central office and curriculum coordinator’s list serves for more feedback from the field.

The attached proposal process is presented for review and approval based on the suggestions from the PAC and feedback from the field.

Recommendations:

The State Board of Education is asked to approve the process for LEAs to submit local alternative portfolios and the approval process.

Discussion/Comments:

- GCS Committee Chair Marcella Savage summarized the discussion of this item, which occurred during the GCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the process for LEAs to submit local alternative portfolios and the approval process as presented. Vice Chairman A.L. Collins voted in opposition. (See Attachment GCS 5)

DISCUSSION**GCS 6 – Read to Achieve Local Alternative Assessments****Policy Implications:** SBE Policy # GCS-J-003**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Tammy Howard (Director, Division of Accountability Services)**Description:**

Per G.S. §115C-83.3 (2), "the State Board of Education (SBE) shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The SBE shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability."

Policy GCS-J-003 will report annually the SBE-approved alternative assessments submitted by local school administrative units. The performance standard for each approved alternative assessment will be included in the list of SBE-approved alternative assessments which will be housed in Accountability Services.

Recommendations:

The NCDPI recommends the State Board of Education discuss the amendment to the attached policy in September.

Discussion/Comments:

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

This item is presented for Discussion in September and will be brought to the State Board for Action in October 2014. (See Attachment GCS 6)

DISCUSSION**GCS 7 – Proposed Revision to Grading Scale****Policy Implications:** General Statute § 116-11(10a), SBE Policy # GCS-L-004**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent)**Description:**

At the conclusion of a study on Grade Point Average (GPA) directed by SL2013-360 (The Budget Bill), the two public higher education governing boards (UNC Board of Governors and the State Board of Community Colleges) per G.S. § 116-11 (10a) approved a new method for calculating GPA. At its August meeting, the State Board of Education amended its own policy GCS-L-004 to comply. The change in GPA calculation does not affect grading scales of which there are currently four options.

In recent years, some parents and students have expressed a desire to move to a ten-point grading scale rather than the current scales, which closely approximate a seven-point scale. At their June quarterly

meeting, superintendents expressed overwhelming support for a conversion to a ten-point scale. Superintendents have also expressed a desire for standardization that would eliminate problems with conversions to/from plus/minus grades when students transfer between LEAs.

At the request of the Department of Public Instruction, the Southeast Comprehensive Center at SEDL (Southwest Educational Development Laboratory) compiled data on grading policies from the other states. The majority of states across the country have no state policies or laws governing grading and GPA calculations. Provided in the attachment are the various state positions and a description of the practices where policies exist.

Recommendations:

It is recommended that the State Board of Education consider a ten-point grading scale without the plus/minus option.

Discussion/Comments:

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

This item is presented for Discussion in September and will be brought to the State Board for Action in October 2014. (See Attachment GCS 7)

DISCUSSION

GCS 8 – Career and Technical Education Revisions to Essential Standards

Policy Implications: SBE Policy # GCS-F-005

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer) and Mrs. Jo Anne Honeycutt (Director, Division of Career and Technical Education)

Description:

Career and Technical Education (CTE) is requesting revision to the CTE Essential Standards to include four new courses.

In Agriculture Education, Agriculture, Food and Natural Resources Cluster: Veterinary Assisting - This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences.

In Business Education, Information Technology Cluster: Computer Science Principles - Computer Science Principles is a rigorous, introductory honors-level course intended to familiarize students to the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using the BYOB/SNAP, GameMaker and AppInventor visual programming languages. Students will focus on the “big CS ideas” in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the Internet, and the global impact of computing. Emphasis is placed on problem solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

In Trade & Industrial Education, Transportation Cluster: Automotive Service II – This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

In Trade & Industrial Education, Transportation Cluster: Automotive Service III - This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and work place readiness skills through authentic experiences.

Recommendations:

It is recommended that the State Board provide additional input to NCDPI on modifications to the CTE Essential Standards.

Discussion/Comments:

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

This item is presented for Discussion in September and will be brought to the State Board for Action in October 2014. (See Attachment GCS 8)

DISCUSSION

GCS 9 – Report to the North Carolina General Assembly: Report on Educational Performance of Children with Disabilities

Policy Implications: SL 2006-69, General Statute § 115C-127.5 (HB 1908)

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

Description:

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires each state to submit a State Performance Plan/Annual Performance Report (SPP/APR). The SPP is a six-year performance plan, which evaluates the state's efforts to implement the requirements of the IDEA and improve its results for students with disabilities. It describes how North Carolina will improve its performance on 20 prescribed indicators. Fourteen of the SPP indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with the IDEA. The last six SPP indicators (Indicators 15-20) review the State Education Agency's general supervision authority under the IDEA. North Carolina established measurable and rigorous targets for each indicator and must report annually through the APR on the performance of the State.

The SPP and APR were submitted to the United States Department of Education (USDOE) on February 1, 2014.

Attached is the North Carolina Part B Annual Performance Report.

Recommendations:

It is recommended that the State Board of Education discuss this report prior to submission to the General Assembly.

Discussion/Comments:

- GCS Committee Chair Marcella Savage summarized the discussion of this item, which occurred during the GCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in September and will be brought to the State Board for Action in October 2014. (See Attachment GCS 9)

ACTION ON FIRST READING

GCS 1 – Cohort Graduation Rate for the 2013-14 School Year

Policy Implications: General Statute § 115C-105.20.40 (Article8B), NCLB Act of 2001

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

Description:

The 2013-14 Cohort Graduation Rate is presented for approval. The summary results will be published electronically at <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> on September 4, 2014. The report includes both a 4-year and a 5-year cohort graduation rate for all schools and districts.

An overview of the cohort graduation rate will be presented at the meeting on Thursday.

Recommendations:

It is recommended that the Board approve the cohort graduation rate for the 2013-14 school year.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized State Superintendent June Atkinson for this presentation.
- Dr. Atkinson prefaced this report by praising teachers, administrators, students, and parents for their hard work over the past 13 years. She explained that also being presented today are the proficiency rates and growth of all of our schools in North Carolina including traditional and charter schools. Dr. Atkinson noted that at the directive of the General Assembly, the grades for schools will not be released until after January 2015. Consequently, the press and citizens of North Carolina will not have the full spectrum of our being able to calculate the grades for our schools. Dr. Atkinson recognized Dr. Tammy Howard for the presentation.
- Dr. Howard shared North Carolina's 2014 graduation rate of 83.8 percent noting it is the highest recorded in the state's history – an increase from 82.5 percent in 2013. Since 2006, the first year the state reported a four-year cohort graduation rate, the percentage of students graduating from high school in four years or less has risen 15.5 percentage points – from 68.3 percent to 83.8 percent. Dr. Atkinson added that the rise in graduation rates has occurred alongside changes that have led to more challenging standards and assessments, and increased graduation requirements since 2006.
- Dr. Howard pointed out a technical error in reference to the year 2012-13 in the Board materials on the Executive Summary, which should read 2013-14. Staff will make that correction, according to Dr. Howard.
- Also released were the five-year cohort graduation rate and subgroup graduation rates. Dr. Howard shared that there were increases in the graduation rates for all of the subgroups that are served in North Carolina and that is truly something to celebrate as we have historically been concerned about leaving students behind. Dr. Howard reported that the 5-Year Cohort Graduation Rate is 84.9 percent as compared to last year's graduation rate of 82.5 percent.
- Board member Greg Alcorn asked if it is possible to forecast what is going to happen in the next few years. Dr. Atkinson shared that one of the best predictors is the annual dropout rate. The value of having that annual dropout rate is because schools have hard evidence of students who have dropped out or are at risk of dropping out and they can work toward bringing them back to school and providing extra assistance. Another indicator is that funding provides for extra help and assistance for students at risk of dropping out and who need that extra support. A brief discussion occurred about the importance of the annual drop-out rate.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the cohort graduation rate for the 2013-14 school year as presented. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – Release of 2013-14 End-of-Grade, End-of-Course, The ACT, ACT WorkKeys Test Scores, Math Course Rigor, Graduation Project, and Annual Measureable Objectives

Policy Implications: General Statute § 115C-105.20.40 (Article 8B), NCLB Act of 2001

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

Description:

Achievement data and growth data for the 2013-14 school year will be presented for approval at the SBE meeting on Thursday. Included are data on end-of-grade tests, end-of-course tests, the ACT, ACT WorkKeys, math course rigor, graduation project, and annual measureable objectives. Results for the state, districts, and schools will be available at <http://www.ncpublicschools.org/accountability/reporting/>.

Following this release, districts will be able to request data corrections until September 12, 2014. Once the data is finalized, it will be recommended that the Board approve any changes at the October SBE meeting.

At the February SBE meeting, school performance grades based on this data will be reported.

Recommendations:

It is recommended that the Board approve the data results for the 2013-14 school year.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Tammy Howard for this presentation.
- Dr. Howard reported that nearly 75 percent of North Carolina public schools (74.7 percent) met or exceeded their academic growth goals in 2013-14 according to the *2013-14 Performance and Growth of North Carolina Public Schools* report. This is an increase of 3.4 percentage points from 2012-13.
- After directing Board members to the attachments associated with this item (located on eBoard), Dr. Howard reviewed the academic growth, state, district and school results, which include the end-of-grade and end-of-course tests against the five achievement levels. In addition, she provided the data for the ACT, ACT WorkKeys, four- and five-year cohort graduation rates, and the percentage of graduates passing Math III, Integrated Mathematics III or Algebra II (North Carolina's measure of math rigor in high school).
- In addition, Dr. Howard reported the Progress Results. She explained that the Annual Measurable Objects (AMOs) are progress targets for student subgroups. Targets are calculated as specified in North Carolina's Elementary and Secondary Act (ESEA) Flexibility Waiver, with 2012-13 used as the baseline year and the first target year. Dr. Howard explained that the AMO targets were set to reduce by one-half the percent of students who are not-proficient within six years. The AMO report includes targets for reading, mathematics, science, math course rigor, The ACT, and ACT WorkKeys. She also noted that schools have AMO targets for graduation rates or attendance. It is required that the number

of AMO targets for each school and the number and percent met is reported by subgroups. Following this explanation, Dr. Howard spoke about participation rates and then reviewed the Progress Results.

- A brief discussion occurred about the ESEA Flexibility Waiver and North Carolina's commitment to reporting the AMOs. North Carolina received a one-year extension for the ESEA Flexibility Waiver for 2014-15.
- Vice Chairman Collins suggested that the Board needs to see comparison data from last year to evaluate if Descriptor three is achieving at the level the Board wants. Dr. Howard explained the reasons for not having data from last year to make a true comparison. Dr. Atkinson explained that the Descriptor for Level 3 notes that the student is not necessarily on track but with a little more assistance the child can move toward being career- and college-ready. She stated that staff can revisit these Descriptors during the October planning and work session.
- At this point in the presentation, Dr. Pat Ashley provided the growth status for the 118 schools identified under Race to the Top (RttT) that were the bottom five percent of conventional schools. Dr. Ashley explained that one of the options for those schools is to close and send their students to a higher-performing school. To that end, there are currently 102 schools since 16 schools exercised the closure option.
- Dr. Ashley explained that traditionally low-performing schools do not meet growth; however, this year's data show that 25 of the 102 schools exceeded growth, 46 met growth, and 31 schools did not meet growth. Dr. Ashley stated that the data for these persistently low-performing schools almost identically mirrors the data for the state as a whole, which is a huge step forward for the schools that are the most challenged in the state. Dr. Ashley also noted that this data is consistent with last year's data, which means those schools are sustaining the gains in achievement they have been making over time.
- In addition, Dr. Ashley reported that since the beginning of RttT graduation rates have been monitored for any school in this state with a low graduation rate. Since that time, nine focus schools had graduation rates below 60 percent. Dr. Ashley shared the data, which show that they have sustained the gains made last year and continued to increase as the other schools in the state have increased their rates. Graduation rates for Columbia High School and West Mecklenburg High School are actually above the newly increased state average.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the data results for the 2013-14 school year. (See Attachment GCS 2)

CHAIRMAN'S REMARKS

Announcements

Chairman Cobey reminded all Board members of the US/China Summit today noting that the State Board of Education is co-hosting the event, which will take place on the NC State University's Friday Institute on Centennial Campus.

In addition, he reminded Board members of its planning and work session and Board meeting in Charlotte, arriving on Monday afternoon and completing its work session on Wednesday afternoon. The Board meeting itself will be a one-day meeting on Thursday, October 2. All meeting activities will be held on the UNC-Charlotte campus.

NEW BUSINESS

Election of the State Board of Education Chairman

Chairman Cobey explained that the Board's Rules of Procedure indicate that "At its regular meeting in September of even-numbered years, the Board shall elect from its membership for two-year terms, and until their respective successors have been elected, a Chairman and a Vice-Chairman."

Chairman Cobey asked for a motion for or nomination of a candidate for Board Chairman.

Mr. Greg Alcorn made a motion to elect Mr. William Cobey as Chairman of the State Board of Education. The motion was seconded by Mr. Wayne McDevitt. Upon motion by Mr. Kevin Howell, and seconded by Mr. Wayne McDevitt, the nominations were closed. The State Board of Education voted unanimously to elect William Cobey as the State Board of Education Chairman.

Chairman Cobey asked for a motion for or nomination of a candidate for Board Vice Chairman.

Ms. Marcella Savage made a motion to elect Mr. A.L. Collins as Vice Chairman of the State Board of Education. The motion was seconded by Dr. Olivia Oxendine. Upon motion by Mr. Kevin Howell, and seconded by Mr. Reginald Kenan, the nominations were closed. The State Board of Education voted to elect Mr. A.L. Collins as the State Board of Education Vice Chairman. Mr. John Tate voted in opposition.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt, and seconded by Mr. John Tate, Board members voted unanimously to adjourn the September 3 and September 4, 2014, meeting of the State Board of Education.