

**Minutes of the
North Carolina State Board of Education
UNC Charlotte
Student Union
9201 University City Blvd.
Charlotte, NC 28223
October 2, 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 (participated via conf. call)	Marcella Savage
Janet Cowell, State Treasurer (participated via conf. call)	John Tate
Gregory Alcorn	Rebecca Taylor (participated via conf. call)
Reginald Kenan	

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the October 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. Chairman Cobey explained that Board members Lt. Governor Dan Forest, State Treasurer Janet Cowell and Ms. Rebecca Taylor would be participating in the meeting via conference call. He also noted the absence of Board members Mr. Kevin Howell and Mrs. Patricia Willoughby who were not present due to family health issues.

Chairman Cobey explained that the Board was meeting in the Student Union of the University of North Carolina at Charlotte (UNC Charlotte). He thanked Chancellor Philip Dubois and staff for being extremely accommodating hosts since Monday evening when the Board began its semi-annual Planning and Work Session. Chairman Cobey spoke briefly about the Board's schedule since arriving in Charlotte, which included a tour of Ranson IB Middle School and a ribbon-cutting ceremony for the opening of the Charlotte Engineering Early College High School (a collaborative STEM program for Charlotte-Mecklenburg Schools and UNC Charlotte.)

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.

Pledge of Allegiance

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

➤ **Welcoming Remarks:**

❖ **Dr. Ellen McIntyre (Dean of the College of Education, UNC Charlotte)**

On behalf of Chancellor Dubois, who was not present due to his participation in a UNC Charlotte Board of Trustees meeting, Dean McIntyre welcomed the State Board of Education, State Superintendent Atkinson, Department of Public Instruction staff, and visitors to UNC Charlotte. Dean McIntyre summarized some of the conversations that she had with Board members and staff since Tuesday about the importance of the College of Education and what is at stake for teachers and leaders in North Carolina. Dean McIntyre highlighted several initiatives that will push the UNC Charlotte College of Education from good to great. For example, she spoke about teacher candidates participating in the Ed TPEA Mentoring and Evaluation Program and process. Dean McIntyre shared that, in her opinion, this is the best teacher evaluation tool she has ever witnessed during her career. She spoke briefly about using actual videos to evaluate whether or not teachers are ready for the classroom rather than just looking at tests or lesson plans. Another UNC Charlotte initiative, unlike any other institution in the UNC System, is having these portfolios and videos evaluated by an outside entity (Pearson) to decide whether or not their teachers are ready for the classroom.

Dean McIntyre also reported that in July 2013, the Council for the Accreditation of Educator Preparation (CAEP) released a new set of rigorous standards never before experienced by the field of teacher education. Dean McIntyre shared that UNC Charlotte's candidates will do very well on three of those five standards, which include field experiences. She explained further that one of the standards dramatically raises admission's criteria for those entering university teacher preparation programs. Another standard requires that teacher preparation programs prove a link between their programs and their graduates' pupil achievement. Dean McIntyre explained that the Teacher Education Programs will be required to follow the graduates and document how those teachers positively affect student learning. It is important to note that if the patterns are not good, the Teacher Education Programs will not be accredited, according to Dean McIntyre. She explained that in preparation for this new standard, UNC Charlotte hired a researcher from Johns Hopkins to conduct research that links student achievement.

In addition, Dean McIntyre elaborated about collaborative work with some of the school districts in Region 6 (Mecklenburg, Cabarrus and Union counties) to innovate in ways that personalize learning for teachers by asking teachers what they need to become better.

➤ **Welcoming Remarks:**

❖ **Dr. Heath Morrison (Superintendent, Charlotte/Mecklenburg Schools)**

On behalf of Charlotte/Mecklenburg Schools (CMS), Dr. Morrison welcomed the State Board of Education, State Superintendent Atkinson and others to Mecklenburg County. He highlighted Charlotte/ Mecklenburg Schools' strategic plan, For a Better Tomorrow, launched in 2013-14, which was done with unprecedented community support and input. Dr. Morrison also spoke briefly about a

bond referendum to support schools that passed last year with the highest percentage of community support in history.

As it relates to state results, Dr. Morrison reported that CMS's performance was slightly above the state average. In an upward trajectory, CMS graduation rates, 85.2 percent, is in its fifth year of improvement. It is important to note that all cohorts of students in CMS increased their graduation rates, with the fastest acceleration in African American and Latino student cohorts. In addition, Dr. Morrison spoke about the importance of focusing on the 15 percent of students who are not graduating from CMS and on the quality of the diploma to ensure that every child graduates college and career ready. He also highlighted the goals of the CMS Strategic Plan.

In closing comments, Dr. Morrison thanked the State Board of Education and Department of Public Instruction for its work. He encouraged the Board to listen to teachers and administrators about the challenges and opportunities to move forward for every child, every day, for a better tomorrow.

➤ **Welcoming Remarks:**

❖ **Dr. Barry Shepherd (Superintendent, Cabarrus County Schools)**

As a representative of the superintendents of Region 6, Superintendent of Cabarrus County Schools Dr. Barry Shepherd brought greetings to the State Board of Education. After speaking briefly about the demographics of Region 6, Dr. Shepherd highlighted just a few of the success stories in his region. (A more exhaustive hard copy was provided to Board members at their places.)

In Cabarrus County, two career academies opened this fall: the Academy of Information Technology and the Academy of Hospitality and Tourism. Three additional academies are scheduled to open in the fall of 2015: the Academy of Energy, the Academy of Health Science and Biotechnology, and the Academy of Advanced Manufacturing. In addition, while the Public Safety Academy (Fire Fighter and EMT) Academy is not a National Academy Foundation, it was built based on local industry needs. Dr. Shepherd noted that the Concord High School Fire Program is a national model. As well, Cabarrus County developed a robotics course to introduce students to skills in engineering and manufacturing. Students in these courses mentor students in middle school Career and Technical Education technology education programs. Students at both the middle schools and two of the high schools compete at the state level, and Cabarrus County high school students competed at the international level this year.

Dr. Shepherd explained that since Dr. Morrison highlighted Charlotte/Mecklenburg Schools during his comments he would not repeat them at this time, but he noted that Region 6 is extremely proud to partner with CMS. In Cleveland County Schools, West Elementary School has been selected a 2014 National Blue Ribbon School. Gaston County Schools utilized state grant funding to employ School Resource Officers in all 56 schools. Iredell-Statesville Schools' work with blended learning continues with the successful deployment of 12,000 MacBook Air computers to all middle and high school students. They also have a \$79.5 million bond referendum placed on the November 4 ballot. Kannapolis City Schools earned a first place MAGNA Award from the National School Boards Association in spring of 2014 for its technology partnership with Cabarrus County government to maximize limited technology resources since state funding was virtually eliminated. Lincoln County Schools is the recipient of a \$200,000 grant from the Golden Leaf Foundation and a \$635,000 grant from the Timken Foundation to fund the Advanced Manufacturing program. Mooresville Graded Schools is featured as one of four great

education models in the world including Singapore, Italy, and MIT in Canal Plus (the HBO of Europe) documentary released last week. Rowan-Salisbury Schools hosted a very successful Literacy Summit last Friday with a call to action for the committee to open 100 homework centers. Stanly County Schools is in the process of implementing Focus Learning Academies at each of the four traditional high schools. Each academy is based on foundational CTE career clusters. Union County is in its third year of its implementation of “My Size Fits Me.” To that end, they have opened 23 academies in their high schools to meet the needs and interests of students across its district.

In closing comments, Dr. Shepherd stated that in the midst of what some may call a dark period of public education in North Carolina, Region 6 wants the State Board to know that it believes it is thriving in spite of this opinion.

Chairman Cobey invited Dean McIntyre, Dr. Morrison, and Dr. Shepherd forward to receive a token of appreciation from the State Board of Education. The presentation was photographed.

➤ **Special Recognition**

Introduction of NC School for the Deaf/Morganton Board Members

❖ **Ms. Barbria Bacon (Superintendent, Residential Schools)**

Chairman Cobey recognized Ms. Barbria Bacon of the Residential Schools to introduce Board members from the NC School for the Deaf/Morganton.

Prior to introducing the Board members listed below, Ms. Bacon explained that it is an auspicious occasion in that not only is the Board meeting being audio and video streamed, it is being interpreted. Therefore, Ms. Bacon was pleased to bring greetings to the NC School for the Deaf students who were joining the Board meeting today.

NC School for the Deaf/Morganton

Dr. Jim Burnett (Retired President, Western Piedmont Community College)

Ms. Ann Hayes Aldridge (Retired Education Director, North Carolina School for the Deaf)

Dr. Alvin C. Proffit (Associate Professor in Educational Administration, Appalachian State University; and former Superintendent of Schools in West Virginia and Virginia)

Ms. Heather Mullins (Chief Academic Officer, Newton-Conover City Schools; former DPI Professional Development Regional Consultant)

In addition, Ms. Bacon introduced Dr. Audrey Garvin (School Director, NC School for the Deaf). Dr. Garvin recognized NC School for the Deaf/Morganton Board member Mrs. Tammie Evans (Graduate, Class of 1991, NC School for the Deaf; and parent of two NCSD students) who was not present due to a family emergency.

In closing, Ms. Bacon recognized Ms. Jasmine Black and Ms. Ashley Kirvulka who were serving as the interpreters for this meeting.

The NC School for the Deaf/Morganton Board members were invited forward for a photograph with State Board members. Chairman Cobey expressed gratitude to the Board members for their service to the NC School for the Deaf.

Approval of Agenda for October 2, 2014

As the first order of business, Chairman Cobey drew attention to the meeting agenda, which is available online on eBoard. He explained that while the agenda is compressed for this one-day meeting, the presenters would be given the same amount of time to present the issues as they would in regular committee presentations. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for October 2, 2014.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for October 2, 2014, as presented.

Approval of Minutes

Chairman Cobey asked for a motion to approve the minutes from the September 3-4, 2014, State Board of Education meeting.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the September 3-4, 2014, State Board meeting. Seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the minutes as presented.

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 10 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 5, GCS 6, GCS 7, GCS 8, TCP 6, TCP 7, TCP 8, LFI 3, TCS 6, and TCS 7.

Upon motion by Mr. Reginald Kenan, and seconded by Ms. Marcella Savage, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 5, GCS 6, GCS 7, GCS 8, TCP 6, TCP 7, TCP 8, LFI 3, TCS 6, and TCS 7.)

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

CONSENT**GCS 5 – 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 skills 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, drive train, 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.

CONSENT

GCS 6 – Changes to the 2013-14 Performance and Growth of North Carolina Public Schools Report

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, Division of Accountability Services)

Description:

Changes to the 2013-14 Performance and Growth of North Carolina Public Schools Report will be presented to the State Board of Education (SBE) for Consent at the October 2014 meeting.

Recommendations:

It is recommended that the State Board of Education approve the changes to the 2013-14 Performance and Growth of North Carolina Public Schools Report.

CONSENT

GCS 7 – Report to the North Carolina General Assembly: Report on Educational Performance of Children with Disabilities

Policy Implications: Session Law 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 U.S. 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.

CONSENT

GCS 8 – Report to the North Carolina General Assembly: Report on North Carolina Advanced Placement Partnership (NCAPP)

Policy Implications: General Statute §115C-83.4A

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

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: Beginning October 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (G.S. §115C-83.4A. Advanced Courses) This report relates directly to the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts.

Recommendations:

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

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

CONSENT

TCP 6 – NC Teacher Corps Final Report: Impact, Qualitative Assessment, and Policy Recommendations

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 the North Carolina Teacher Corps (NCTC) and the expansion of Teach for America (TFA) in the state through the use of Race to the Top (RttT) funds. The evaluation’s goals have been to assess the extent to which these programs contribute to an increase in the presence of effective teachers in the high-need schools and Local Education Agencies (LEAs) targeted in the RttT proposal. This final report includes a summative analysis of quantitative and qualitative data gathered during the first two years of the NCTC initiative, as well as a final summary of TFA’s RttT-funded expansion.

Summative Findings: North Carolina Teacher Corps Capacity

- In total, 94 NCTC corps members were employed across 23 LEAs between 2012-13 and 2013-14; however, in neither year did the program meet its targets (100 and 150 corps members, respectively).
- The strength of the candidates admitted to the program (based on undergraduate GPA and the selectivity of their undergraduate institutions) increased in the second year.
- The greatest loss of corps members occurred between their initial acceptance into the program and their employment – that is, before they even entered a classroom. In response, in 2013, NCTC introduced mechanisms to reduce attrition during this period.

Preparation Quality

- The components of NCTC’s training that were most beneficial for corps members were: the scope and quality of content provided; the quality, professionalism, and ongoing support of program and training staff; and the in-class training segment that provided valuable hands-on teaching experience.
- Programs like NCTC with limited time for pre-service training can make better use of that training time by: placing more emphasis on the development of the knowledge and skills that most support early-career teachers (such as classroom management); providing in-class experiences ahead of the information-driven segments of their training, to provide corps members with context for what they learn during that training; and placing corps members in classroom training environments that closely align with school and classroom environments in which corps members are likely to secure employment.

Initiative Effectiveness

- Early evidence suggests that retention rates after the initial two-year commitment may be higher for NCTC than for similar programs.
- Evidence is mixed, however, as to whether an emphasis on the recruitment of corps members with North Carolina ties is a key reason for those retention rates; the network of support provided by the program as important, if not more so.

Teacher Effectiveness

- Sufficient quantitative evidence of corps member effectiveness was not available in time for inclusion in this report. However, qualitative evidence suggests that peer and administrator perceptions of corps member classroom performance were similar to their perceptions of the performance of other early-career teachers with non-traditional preparation backgrounds.

Summative Findings: Teach for America-Eastern North Carolina Capacity

- TFA placed or retained 157 corps members in Eastern North Carolina at the beginning of school year 2011-12; 219 corps members at the beginning of 2012-13, and 280 corps members at the beginning of the 2013-14 school year. Overall, between 2010-11 and 2013-14, RttT funds helped TFA-ENC exceed its overall goal for growth in Eastern North Carolina.
- Since 2008, about 87% of TFA-ENC corps members have completed two full years of teaching, though the preliminary retention rate for the 2012 cohort (75%) – recorded at the beginning of the 2013-14 school year, before that cohort completed its two-year commitment – already was much lower than the rate for the four preceding cohorts.

Teacher Effectiveness

- TFA corps members continue to be rated both quantitatively and qualitatively as highly effective teachers, relative to their early-career peers.

Administration of North Carolina Teacher Corps by Teach for America

- During the 2013 session, the North Carolina General Assembly passed legislation that named TFA as the administrator of NCTC as of July 1, 2014, beginning with the 2014-15 cohort. The 2013-14 cohort will be supported in its second year by RttT no-cost extension funding.
- TFA plans to expand its presence in Eastern North Carolina by providing an estimated 8 to 12 first-year corps members to Pitt County Schools – one of the former NCTC LEAs – for the 2014-15 school year.
- TFA’s support for a third North Carolina chapter, also beginning in 2014-15, will provide 30 corps members to Guilford County Schools – another former NCTC LEA.

Recommendation(s):

It is recommended that the SBE accept this report.

CONSENT

TCP 7 – Evaluation of District and School Transformation School-Level Coaching and Professional Development Activities

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 contains the Consortium for Educational Research and Evaluation – North Carolina’s evaluation of the District and School Transformation school-level coaching and professional development activities. In 2012-13, the District and School Transformation (DST) Division of the North Carolina Department of Public Instruction (NCDPI) continued to work on the transformation of North Carolina’s 118 lowest-achieving schools (11 of which have closed since the beginning of the initiative) and also work with 12 districts to support and sustain the transformation implementation. This third evaluation report on DST activities focuses on leadership coaching and how it may affect the leadership and organizational characteristics of DST target schools. The focus on coaching drew on DST’s theory of action, as well as on conversations with RttT and DST leadership at NCDPI. In addition, a recent federal report noted that coaching was the primary support for transforming the DST target schools.

This report relied on survey responses by principals and teachers in a random sample of North Carolina public schools gathered by the evaluation team each spring from 2011 through 2013. Throughout the report, the information provided on leadership and organizational characteristics reflects the experiences and perceptions of teachers and the information provided on coaching reflects the experiences and perceptions of principals.

Changes in Leadership and Organizational Characteristics

Overall, leadership and organizational characteristics of all North Carolina public schools, as perceived by teachers, have changed very little from spring 2011 to spring 2013. The largest changes, which amounted to about 1/10th of a point on a seven-point scale, indicated very slight and statistically non-significant declines in classroom management, ratings of principals' instructional leadership, and teachers' use of higher-level instructional practices. By spring of 2013, DST target schools registered higher levels on two of nineteen dimensions of leadership and organizational conditions – teacher knowledge-sharing and use of formative assessment – than did the comparison schools that were similar on these measures in 2011. DST target schools improved at a slower rate than did the comparison schools on two other measures of leadership and organizational characteristics: teacher-leader respect and team orientation; it seems reasonable, however, that the lack of improvement on these two measures may be associated with the effects of being designated a turnaround school, or with staff responses to the types of changes (such as increased accountability) that occur in turnaround schools.

Leadership Coaching

Principals of DST schools agreed that their DST School Transformation Coaches had helped them do a better job. When comparing DST principal responses with responses of principals of comparison schools (for whom coaches were defined as someone who “has provided you with deliberate, sustained assistance designed to help you learn or figure out how to improve your school”), DST coaching was rated higher in terms of improving shared leadership and order. The two sets of principals reported no differences in the effectiveness of the coaching they received for improving teaching and assessment practices or for improving teacher efficacy and responsibility. Principals of DST schools either with less experience, or who were rated as having lower skill levels, or both, rated their coaches as more effective than more experienced and higher-skilled principals. This finding suggests that principals at this level of experience found the presence of DST coaches to be more beneficial than did more experienced, higher-skilled principals, and that perhaps this information might be useful for developing a targeting strategy when resources become more limited.

Principals in both the DST target schools and the comparison schools reported that they had been working with their current coaches between four and 10 months. Principals of DST schools reported meeting with their coaches a little more often than once every two weeks, while principals of comparison schools reported meeting about once a month with the individuals from whom they received assistance and support. Principals in DST target schools reported that their coaches were significantly more likely to suggest actionable approaches or solutions to the challenges and problems they faced than were reported for the coaches in non-DST schools. Other coaching strategies (such as providing effective feedback and modeling effective behaviors) were reported to be about the same in both DST and comparison schools. All responses from principals in the comparison schools were based on their views of individuals who they personally identified as fulfilling the functions of a coach; as such, their responses were not about a specific source or formal set of coaches.

Across DST and comparison schools, more effective coaching as perceived by principals was associated with a positive and significant difference in four of nineteen dimensions of leadership and organizational conditions that were measured via surveys of teachers: alignment of professional development, program coherence, teacher-teacher trust, and data-driven instruction. This finding suggests that supporting principals through coaching or mentoring can and does make a difference in some important aspects of their schools' working conditions, but that both the principal coaching presumably provided by some districts or through other sources such as School Improvement Grants as well as coaching provided by DST produced positive effects.

Effects of DST on Leadership and Organizational Conditions

While, overall, teachers' responses about leadership and organizational characteristics of schools did not change significantly, we found those teachers' ratings of teacher-leader respect and team orientation within the school went down in DST schools. These changes cannot be attributed to any single cause – such as having been labeled as one of the lowest-performing schools, or any changes in the school as a result of turnaround. This finding could be used to increase awareness of and support for team-building and the development of positive relationship between teachers and leaders.

DST Professional Development

In addition to evaluating DST coaching, we assessed the professional development that DST provided to school leaders. DST provided five professional development experiences that drew between 96 and 198 of the leaders from target schools and districts. The sessions were geared to the specific needs of turnaround schools and, overall, all of the sessions were highly rated by participants. In addition, of the 15 segments of the professional development sessions observed by the evaluation team, the eight characteristics of quality professional development occurred in between 67 and 100 percent of the segments. All occurrences of the eight characteristics of quality were rated "good," and between 64 and 100 percent of the professional development segments had "a lot" of each high-quality characteristic.

In the final phase of the evaluation of the RttT DST initiative, the evaluation team will begin to assess the overall impacts of the initiative on student achievement, teacher effectiveness, teacher retention, and other measures. In addition, the team will examine, to the extent possible, how DST has influenced improvements in performance to help guide future turnaround efforts.

Recommendation(s):

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

CONSENT

TCP 8 – NC State Board of Education Policy Initiatives in Recognition of Military Experiences

Policy Implications: Session Law 2014-067, (Senate Bill 761), Section 1, 2, Session Law 2013-268, (House Bill 767); SBE Policy #TCP-A-001, TCP-A-006

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

Description:

This report on North Carolina policy initiatives in recognition of military experience is requested by the Legislative Research Commission Study Committee on Civilian Credit for Military Training and Adjutant Selection Criteria. This report highlights the Board's commitment to the licensure of military personnel.

Recommendation(s):

The Board is requested to accept this report for submission to the Legislative Research Commission.

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

CONSENT

LFI 3 – Charter Amendment to Change the Mission Statement for Haliwa-Saponi Tribal Charter School

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

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

Description:

Haliwa-Saponi Tribal School opened as a charter school in 2000 to serve children primarily in Warren and Halifax counties. The charter school's grade configuration is for students in kindergarten through twelfth grade. The charter school's 2013-14 first months Average Daily Membership (ADM) was 183 students. The school's charter term expires June 30, 2015, and will be presented to the State Board with a charter renewal recommendation from the Charter School Advisory Board.

The revised mission statement is shorter than the originally approved mission and still contains many of the same concepts – community, technology, and academics integrated within American Indian culture. The former mission statement will become the school's overarching vision statement. These proposed changes were adopted by the nonprofit board of directors that holds the schools charter and are pending State Board of Education approval for implementation.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this requested amendment to change the mission statement of the Haliwa-Saponi Tribal School.

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

CONSENT

TCS 6 – State Board of Education Approval of DPI Prosperity Zone Liaisons

Policy Implications: Session Law 2014-18

Presenter(s): Mr. Philip Price (Chief Financial Officer, 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 NC 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.

Recommendations:

It is recommended that the State Board of Education approve the Career and Technical Education Regional Coordinators as their Liaisons for Prosperity Zone Councils.

CONSENT

TCS 7 – Voluntary Shared Leave Report by Local Education Agencies – Fiscal Year 2013-14

Policy Implications: General Statute §126-8.3

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

Description:

LEAs are required to report information on their Voluntary Shared Leave Program to the State Board of Education on a yearly basis. The State Board of Education is to submit a report to the Office of State Human Resources regarding the hours and costs associated with the Voluntary Shared Leave Program in each LEA. Attached is the report for the 2013-14 school year.

Recommendations:

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

ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

ACTION

GCS 1 – 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 Session Law 2013-360 (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 10-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 NC 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 10-point grading scale without the plus/minus option.

Discussion/Comments:

- GCS Committee Chair Marcella Savage explained that this item was discussed during the September Board meeting and returns this month for action. She reminded Board members that the revision of the grading scale proposes movement from a seven-point scale to a 10-point scale effective for the 2015-16 school year for the freshman class only. She noted that staff recommends that the policy revision not include the plus/minus system; however, the numeric grade will appear on the student transcript along with the letter grade. She recognized Dr. Rebecca Garland to lead the discussion of this item.
- Dr. Garland explained that the Board attachments include two versions of the policy. One version is marked up in red to show where the policy would actually change and the other version is the clean copy of the policy as it would be if the Board accepts the revisions as proposed. Dr. Garland highlighted the major changes in the policy, which are 1) to reflect that the policy is effective with

the freshman class of 2015-16, and 2) move to a 10-point grading scale without the plus/minus addition.

- As it relates to input, Dr. Garland shared that the number one concern of teachers is the fact that there is a lot of difference between a grade, for example, of 91 and 100. She shared that the Department hopes to mitigate that concern by using the actual number on the report card and transcript so that it is clear on what level the student is actually performing on the 10-point scale. In addition, Dr. Atkinson shared that the majority of superintendents are in agreement with this policy revision, which will provide consistency as students transfer from LEA to LEA.
- In response to Teacher of the Year James Ford, Dr. Garland explained that the majority of LEAs do not use the plus/minus system.
- Board member Wayne McDevitt commended the timing and rollout of this policy change for the freshman of 2015-16. Noting that this is a highly emotional issue for some individuals, he encouraged the Department to develop a communications plan directed to parents. Dr. Garland agreed that communications will be vital to the three-year transition especially since there will be students taking the same course but receiving grades at different quality point values.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to adopt the standard 10-point grading scale without the plus/minus option. The transition begins with the freshman class of 2015-16. (See Attachment GCS 1)

ACTION

GCS 2 – 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."

SBE 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 NC Department of Public Instruction recommends the State Board of Education approve the amendments to the attached policy.

Discussion/Comments:

- GCS Committee Chair Marcella Savage reminded Board members that this item was discussed in September and returns for action this month. In addition, she reminded Board members that the Department developed a list of valid and reliable alternative assessments from which LEAs may choose for the Read to Achieve program. The policy amendment is to include the language regarding alternative assessments that establishes criteria for submission and approval. She recognized Dr. Tammy Howard to lead the discussion of this item.
- Dr. Howard stated that this item is in reference to G.S. §115C-83.3(2), which requires the State Board to approve the local alternative assessments to be used for Read to Achieve by school districts.
- Dr. Howard reminded Board members that the local alternative assessments used last spring were reviewed to determine reliability and validity. In addition, the Department was charged with establishing achievement level ranges for each approved alternative assessment.
- Dr. Howard also reminded Board members that during the September Board meeting, Mr. Malbert Smith (President of Metametrics) presented the reliability and validity of using a Lexile measure so that we are able to give comparable achievement level range designations for each of the alternative assessments. She explained that without a way to have a comparable measure across the assessments, it is possible that one assessment may have an easier achievement level range than another. To ensure that students across the state are being held to the same achievement level, the Department recommends using Lexile ranges. She added further that each of the assessments will identify the achievement level points equal to a 725 Lexile designation, which is the bottom Lexile level for the proficiency standard Level 3 on the End of Grade reading test. Input over the past 30 days includes concern that the chart does not recommend being able to use Schoolnet or Class Scape. She explained that last year several LEAs developed their own alternative assessments from these item banks, but such assessments would not have the required reliability statistics. She reported that staff has explained that these item banks may be used to build a local alternative portfolio, which is an option that the LEAs have. But this is a separate approval process and not a part of this policy.
- In addition, Dr. Howard reported that approval of Case 21 and Discovery Education Grade 3 Summative Assessment is still pending. She noted that seven LEAs use each one of these assessments. She spoke briefly about the conversations that have occurred with Wake County Schools and both of the vendors about the needed Lexile linking studies
- Dr. Howard explained that the Board is asked to approve the amendments to GCS-J-003, which provides the requirements specified in General Statute and adds information regarding the annual process, and specifications about requests to add assessments to the approved list.
- 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 amendments to SBE Policy #GCS-J-003 as presented. (See Attachment GCS 2)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING**GCS 3 – Report to the General Assembly Joint Legislative Education Oversight Committee on the First-Year Implementation of Read to Achieve Legislation**

Policy Implications: General Statute §115C-83.4

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

Description:

The North Carolina Read to Achieve law (Session Law 2012-142 Section 7A) states that “the State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehension plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development.”

The attached report includes information from an outside evaluation completed by SERVE at UNC-Greensboro, a review of the accountability measures that are displayed on each district website, and documentation of the NC Department of Public Instruction’s implementation of each component of the Read to Achieve legislation. The report also includes recommendations for legislative changes to the law.

Recommendations:

The State Board of Education is asked to approve the report to the General Assembly’s Joint Legislative Education Oversight Committee on the First-Year Implementation of the Read to Achieve Legislation.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Ms. Carolyn Guthrie to lead the discussion of this item.
- Using a PowerPoint presentation, Ms. Guthrie explained that per legislation a report is required to the Joint Legislative Education Oversight Committee by October 15 on even numbered years to include information on implementation, evaluation, and revisions, as well as recommendations for legislative changes. Ms. Guthrie provided a comprehensive overview of the report by section. The components of the report include DPI Implementation, Accountability Measures, External Review, Response to Feedback and Recommendations, and Legislative Recommendations.
- In response to Board member McDevitt’s question, Ms. Guthrie clarified that the field is suggesting that providing reading camps for lower grades will be of benefit. Mr. McDevitt suggested that providing for those camps needs to be a part of the fiscal note and that information is time sensitive in order to understand the fiscal needs. Mr. McDevitt also shared that he has many questions coming to him from the field about Schoolnet, specifically about the reliability and validity of Schoolnet, which is an important conversation to have in addition to the process of determining the Lexile level cuts. State Superintendent Atkinson stated that one of the challenges is to help LEAs that would like to use Schoolnet or ClassScape to see that there is an alternative other than the alternative assessment, and that has been a part of the conversations with LEA superintendents who have called. There is a process in place that would involve the Portfolio Advisory Committee. Dr. Atkinson stated that the passages are valid, and the challenge, given the law, is that there has to be reliability. Consistency overtime is the problem in using them for the alternative assessment. It would not be a problem using them for the Portfolio process because there can be many more measures, according to Dr. Atkinson.
- In response to Local Board of Education Member Advisor Richard Hooker’s question, Ms. Guthrie spoke more about LEA recommendations for summer reading camp opportunities for younger students, specifically for first and second graders, and perhaps even kindergarten students. Mr. Hooker noted that this recommendation piqued his interest because it is similar to a model in Cleveland County Schools for math academies for third to sixth grades. He stated that the greatest growth is in the third grade, which suggests that the lower and the younger you reach a student, the greater chances for proficiency sustainability. Board member Tate asked if there are examples of reading

camp/literacy for lower grades. He recognized Ms. Brenda Berg (Executive Director of BEST NC) who was present in the audience, noting that this is an excellent opportunity for companies across North Carolina to invest in youth at a young age by co-sponsoring something of this nature. Ms. Guthrie shared that she would need to come back to the Board with specific examples. She noted that many school systems use their Title I funds to provide summer camps for younger children.

- Board member Tate also noted that within today's agenda, there are some after-school grants and there are legislatively appropriated funds for this type of activity. He suggested the importance of being strategically focused on literacy, and perhaps requiring a component specifically associated with literacy enhancement for any of these programs where the State Board is approving grant funds.
- Noting that last school year was a stressful and difficult time, Vice Chairman Collins commended Ms. Guthrie for rebounding from a rough start on the implementation of Read to Achieve. He noted that the report recognizes a high level of dissatisfaction on several aspects of the program and suggested that it will be important to follow up on that because the success of this program will only be directly related to the motivation of the people involved. He echoed Mr. McDevitt's comments about LEAs not being completely comfortable and spoke briefly about the reality of the number of students who have not been taught to read over the years. Mr. Collins suggested that we have to be responsible to the children who have been identified now and noted that lacking in the report is the response to those students throughout the rest of their school career. Mr. Collins also noted the wide variety of LEAs that have doubled the state average of children being retained; most of those LEAs appear to be LEAs of high poverty. Therefore, he encouraged a concentration of resources in those areas. Mr. Collins also spoke about being cognizant of levels 3 and 4, noting that level 3 by definition does not put a child on a college and career-ready path.
- Mr. Eric Guckian offered a recommendation that elementary principals often do not have the literacy training that they need to support their teachers. He stated that as we look at ways to support Read to Achieve, professional development for principals is paramount. Mr. Guckian asked Ms. Guthrie to speak briefly about the alignment to NAEP scores. In response, Mr. Guthrie shared that North Carolina has been stagnant with respect to NAEP scores dating back to 1992. She added that North Carolina is showing results of 30-35 percent of its students not being proficient in fourth grade. She stated that it will be an interesting study to look at the children who have just finished Read to Achieve and will be assessed in the spring of 2015. She spoke about the importance of early intervention and using the results to diagnose what is going on with students. Ms. Guthrie explained that the system currently being used allows teachers to drill down and figure out what the foundational issues are and then to alter instruction to fit student needs.
- Chairman Cobey echoed Vice Chairman Collins' and others in commending staff for all of the progress that has been made. The Chairman reported that some LEA superintendents have communicated their desire to him for flexibility in the Summer Reading Camp funds to provide opportunities for younger students.
- Referring back to the NAEP conversation, Board member Olivia Oxendine added that the task force should probably look at whether there is a direct correlation between the NAEP items and the way we test our students on the EOG. Ms. Guthrie explained that our NAEP scores have aligned identically, as it relates to 30-35 percent non proficient with our EOGs. Dr. Tammy Howard shared that the NAEP organization has had conversations with staff at the Department as it relates to the current content standards and the NAEP standards to see to the extent for which there was alignment. Additionally, Dr. Howard shared that they felt comfortable that there is enough alignment to continue with the NAEP standards. She also noted that NAEP standards have always been considered of high quality

and as having high expectations for students. State Superintendent Atkinson explained that the Department has a report that shows any differences. One of the major components of NAEP has been informational text, and North Carolina, historically, did not have a focus on informational text. The new standards now, however, focus on informational text and that is now one of the areas where there is a lot of alignment.

- Noting that this report is due to the General Assembly by October 15, Chair Savage requested that this item be moved to Action on First Reading. There were no objections.
- Referencing Mr. Guckian's comments about literacy training for principals, Board member Wayne McDevitt asked if this suggestion would be included in the report. A brief discussion ensued about including recommendations in the report as well as adding these issues to the Board's legislative agenda.
- 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 report to the General Assembly's Joint Legislative Education Oversight Committee on the First-Year Implementation of the Read to Achieve Legislation as presented. (See Attachment GCS 3)

DISCUSSION

GCS 4 – Graduation Requirement Update: American History: The Founding Principles

Policy Implications: Session Law 2011-273, House Bill 588, SBE Policy #GCS-N-004, GCS-L-008

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Ms. Sneha Shah-Coltrane (Director, Gifted Education and Advanced Programs)

Description:

Session Law 2011-273 requires all students to take American History I: The Founding Principles for graduation from high school. These amendments provide alignment between this statute and State Board of Education policies and include needed updates to clarify graduation requirements for students entering ninth grade for the first time in 2014-15.

Recommendations:

It is recommended that the State Board of Education review and discuss the proposed amendments to policies GCS-N-004 and GCS-L-008.

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Tracy Weeks to lead the discussion of this item.
- Dr. Weeks prefaced this presentation by reminding Board members that in June the Board approved SBE Policy #GCS-L-008 – Advanced Placement (AP) and International Baccalaureate (IB) Courses Satisfying Graduation Requirements. She noted that Board policy currently allows community college and university-level courses to be used to replace graduation requirements in many of the content areas, which has been a practice in North Carolina for more than 30 years.
- Upon reviewing Session Law 2011-273 – The Founding Principles Act, Dr. Weeks explained that

there have been some concerns with the current practice of allowing college-level, AP, IB, Early College courses, et al, to replace American History I and II may be in conflict with the Founding Principles Act. She explained that Session Law 2011-273 specifically states that every student shall take a course called American History I – The Founding Principles. No other course is named in state statutes; therefore, concern is whether or not the State Board has the latitude to allow college-level courses to serve in place of those graduation requirements, according to Dr. Weeks.

- Using a PowerPoint presentation, Dr. Weeks presented policy revisions for SBE Policy # GCS-N-004 and GCS-L-008, which would be a way to align the Board policies with The Founding Principles Act. Dr. Weeks provided a look at the Social Studies graduation requirements for 9th graders beginning in 2012-13 and 9th graders beginning in 2014-15, and then elaborated on the recommended changes to AP/IB course substitutions to satisfy the American History requirements.
- Dr. Weeks described a second course of action, which is to have conversations with the legislature about The Founding Principles Act to see if there is agreement for allowing other courses that align with The Founding Principles to meet that graduation requirement. Dr. Weeks directed Board members to Attachment 4, which is an AP U.S. History Alignment Guide to explain how instruction in the Founding Principles can be met in the AP U.S. History course.
- Dr. Weeks shared that it is important to note that college-level courses are local options for LEAs to provide opportunities for their advanced students to earn college credit while still in high school.
- To look at a broader perspective, State Superintendent Atkinson spoke briefly about students who are enrolled in Early College High Schools, and suggested that Board members go beyond AP/IB courses and look at community colleges offering an alternative for this requirement.
- Vice Chairman Collins voiced his concerns about alignment with the College Board courses and the law. He stated that he is in favor of the State Board adopting its own U.S. History course on The Founding Principles and aligning that with the IHEs for college credit. In response to Mr. Collins's question, Dr. Weeks explained that students typically take American History in their junior year. A brief discussion ensued. Dr. Atkinson explained that traditionally the State Board has given the flexibility of the sequence of Social Studies courses to the local school district. In response to the Vice Chairman's comments about the Board adopting its own U.S. History course for college credit, Dr. Atkinson explained that AP is a copyrighted course. She spoke briefly about honors-level courses. Mr. Collins stated that the legislature was very clear about its requirements of The Founding Principles. Noting that he might have misspoke earlier, he reiterated that he wants a U.S. History course, which our universities will accept for credit because it is important that all of our students are able to articulate The Founding Principles. Dr. Atkinson explained that in working with the Legislature, the Department was extremely supportive in making sure that every child graduates from school understanding The Founding Principles. She added that, as a part of that discussion, DPI shared with legislators that we would not depend just on American History I to focus on The Founding Principles. She explained that The Founding Principles are scattered throughout the Social Studies curriculum with a specific emphasis in Civics and Economics, which covers all of The Founding Principles, the Declaration of Independence, the Constitution and subsequent amendment, all of this with the intent that our students leave our schools understanding what it means to be an American citizen and what our rights are. Dr. Atkinson noted that during the deliberation and conversation with the Senate and House, she did not recall at any time anyone saying that an AP course would not fulfill the requirement of American History, so perhaps it would be advantageous to the Board to ask the people who developed and passed the bill whether their intent was to eliminate any course that had a different name to meet the requirement. Speaking as a former legislator, Chairman Cobey reviewed the sequence, read the law, and suggested that further vetting is required.

- From a different perspective, Board member Oxendine noted that it is her understanding that the College Board expects states and LEAs to ensure that students are fundamentally and basically prepared to deal with advanced content. She applauded the efforts to increase access of advanced-level courses to ensure that all students have equal opportunity to participate in rigorous advanced courses. Dr. Oxendine suggested that the Board think firmly about a prerequisite model, which could be U.S. History I. She elaborated on settling on the side of what is best for students and their achievement once they are in advanced-level courses.
- As a history teacher, Teacher of the Year Advisor James Ford provided commentary about The Founding Principles with respect to advanced placement courses with the underlying goal of providing a quality education to students.
- Chair Savage spoke about taking an oath to do what is best to protect the students; she stated that her question is “Who is the College Board answering to?”
- Lt. Governor Dan Forest spoke briefly about the College Board assessment requirements suggesting that it would be beneficial for the Board to have an expert representative from the College Board to speak to the issues surrounding this matter. Dr. Oxendine proposed Dr. Larry Krieger, an expert in the area of AP History, who has presented and testified around the country to State Boards of Education. Mr. Ford also suggested Mr. Ted Dickson from Charlotte. Chairman Cobey directed Mr. Martez Hill to schedule a panel for a future Board meeting.
- Dr. Weeks noted that more than 20,000 students are currently taking AP/IB courses in American History this year. Dr. Atkinson added that local boards of education determine which AP/IB and any elective courses that are offered in their district.
- In the interest of time, Chair Savage stated that continuing discussion of this item will occur in November.
- There was no further discussion.

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

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

ACTION

TCP 1 – 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 NC 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 Olivia Oxendine recognized Dr. Lynne Johnson to continue the discussion that occurred in September concerning this issue.
- Dr. Johnson shared that four IHEs are recommended for approval (Appalachian State University, East Carolina University, UNC Charlotte, and UNC Greensboro). She explained that these four institutions stand ready to implement the changes to their licensure preparation programs pending approval by the State Board.
- Chair Oxendine reported that after spending a great deal of time reading the blueprints she is very impressed with what these schools are doing to attract their graduates and provide ongoing follow-up support to their candidates after they have completed their programs and are employed for the first couple of years.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the IHE Superintendent Licensure Programs as submitted. (See Attachment TCP 1)

ACTION**TCP 2 – Global Educator Digital Badge Criteria for Teachers**

Policy Implications: SBE Policy # TCP-H-001

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer), Dr. Lynne Johnson (Director, Educator Effectiveness) and Ms. Helga Fasciano (Special Assistant for Global Education)

Description:

This policy recommendation provides the criteria and process for teachers to earn the Global Educator Badge for Teachers. 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 toward 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):

It is recommended that the State Board of Education approve the Global Educator Digital Badge Criteria for Teachers' policy.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Tracy Weeks to lead the discussion of this item.
- Dr. Weeks explained that there is no further information to present following the discussion in September.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the Global Educator Digital Badge Criteria for Teachers policy. (See Attachment TCP 2)

ACTION**TCP 3 – 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 NC Department of Public Instruction staff and LEA representatives to develop these instruments for the Teacher Leadership Specialist.

Recommendation(s):

It is recommended that the State Board of Education approve the Teacher Leadership Specialist Standards and Rubric.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Lynne Johnson to lead the discussion of this item.
- Dr. Johnson shared that since the September meeting the Department received only one email from a literacy coach and principal from Charlotte/Mecklenburg Schools who wanted to know if the standards and rubric have been approved and when they could start using them.

- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the system of Teacher Leadership Specialist Standards and Rubric for evaluating individuals in the position of Teacher Leadership Specialist as presented. (See Attachment TCP 3)

DISCUSSION

TCP 4 – Local Options for Measuring Student Growth for Career and Technical Education (CTE)

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Thomas Tomberlin (Director, District Human Resources Support)

Description:

In the 2013-14 school year, 16 Local Education Agencies (LEAs) and charter schools applied for and were granted waivers from administering middle-school Career and Technical Education (CTE) Assessments. Due to issues with these data, the NC Department of Public Instruction (NCDPI) was not able to include middle-school CTE in the student-growth analyses for the 2013-14 school year. The agency is working to provide the data to SAS as quickly as possible for the purpose of conducting a feasibility study for estimating student growth in this area for the 2014-15 school year.

The NCDPI requests that the Board discuss the matter of the waivers for middle-school CTE courses in light of the fact that no state growth-model was developed for this discipline. The agency is seeking the State Board's approval to vacate the waiver for middle-school CTE courses and not assign school-level educator effectiveness growth as the teacher's individual EVAAS score. Waivers made for all other subjects and grades would remain in force.

Recommendation(s):

The agency is seeking the State Board of Education's approval to vacate the waiver for middle-school CTE courses and not assign school-level educator effectiveness growth as the teacher's individual EVAAS score.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Thomas Tomberlin to lead the discussion of this item.
- Dr. Tomberlin prefaced this presentation by explaining that this year LEAs had the opportunity to develop local measures for measuring student growth. Most LEAs have not expressed interest in that opportunity except in the area of middle school Career and Technical Education (CTE), according to Dr. Tomberlin. He reminded Board members that he reported in September that there has been some difficulty in collecting the data to develop a statewide model for growth in middle school CTE. Therefore, there will be no growth calculation for CTE teachers in the 2013-14 school year, only school-level growth. In light of this issue, Dr. Tomberlin presented for discussion options on how to measure for growth middle school CTE teachers and students across the state.
- Dr. Tomberlin noted that there are vendors who are providing curriculum and assessments to our middle schools (Paxton Patterson, Pitsco and STEM 101). Noting, however, that they have not conducted reliability and validity testing in the state and, therefore, cannot meet the requirements for

approval.

- Options available for the state are: 1) Standardize the modules that middle school CTE teachers teach so there are a sufficient number of modules to measure growth for our teachers, and 2) Allow districts who use these CTE vendors to have a pilot year to establish the validity and reliability of their assessments and curriculum.
- Chair Oxendine asked Dr. Tomberlin to speak further about the number of modules that would be considered a reasonable number to standardize. Dr. Tomberlin explained that the Department would have to consult with EVAAS on the specific number required. He noted that the modules are short assessments that are measured on the pre- to post-gain model. While he could not provide a definitive answer, it was Dr. Tomberlin's opinion that 5-10 would be sufficient. He added that districts would be free to supplement and would still have flexibility for what is provided to students beyond the student standardized modules.
- In response to Chair Oxendine's commentary about the challenge of CTE educators being given the discretion to test these modules at different times during the year, a brief discussion occurred.
- At the request of Chair Oxendine, Dr. Tomberlin, based on the State Board of Education's goal for measuring teacher effectiveness as well as the idea for a statewide model comparable to other subjects, recommended standardizing the modules that are offered in middle school CTE. He stated, however, that if the purpose is to allow greater flexibility but still provide feedback to teachers not on a relative measure but on an absolute student performance basis, then the State Board could go with the model that supports district vendor selections.
- A brief discussion occurred about moving this item to Action on First Reading. Dr. Tomberlin explained that since middle school CTE courses are year-long courses and not taught on a semester schedule, delaying the decision will not affect assessment opportunities.
- In addition, Dr. Tomberlin spoke briefly about the feasibility study being conducted on last year's assessment base.
- Chair Oxendine asked how this would affect the 16 LEAs that submitted requests to waive the middle grades CTE assessment and use school-level growth for determining the Standard 6 status of those teachers. Dr. Tomberlin explained that the Department would communicate the Board's decision to all of the LEAs and charters who waived out of middle school CTE last year.
- There was no further discussion.

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

DISCUSSION

TCP 5 – Requests for Waivers from North Carolina Final Exams (NCFEs) and Analysis of Student Work (ASW)

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Thomas Tomberlin (Director, District Human Resources Support)

Description:

Pursuant to the State Board's policy, DPI have provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the NCFEs and ASW process for the 2014-15 school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following LEA/charter schools have submitted a request for local flexibility from the NCFEs and/or ASW process: Nine (9) ASW waivers: Alleghany County Schools, Ashe County Schools, Catawba County, Charlotte Mecklenburg Schools, Graham County Schools, Newton-Conover Schools, Surry County Schools, Watauga County Schools, and Wilkes County Schools. Four (4) NC Final Exam waivers: Burke County Schools, Stanley County Schools, Surry County Schools, and Wilkes County Schools.

Recommendation(s):

The State Board of Education is asked to approve the nine ASW waiver requests from the LEAs listed above, and four NC Final Exam waiver requests from the LEAs listed above.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Thomas Tomberlin to lead the discussion of this item.
- Dr. Tomberlin explained that the ASW waiver process and the NC Final Exam waiver requests are two separate processes, which will be handled separately. He noted that the Department recently learned that certain data issues are preventing the Department from fully implementing the ASW as planned, which was to begin in October. According to the vendors, these issues will probably not be resolved until the end of October. Therefore, the implementation date has been rescheduled to January after the winter break. In addition, Dr. Tomberlin reported that many of the LEAs applying for the ASW process have indicated they would benefit from more time to prepare their teachers for the process. With that said, Dr. Tomberlin shared that the Department recommends that the approval of the ASW waivers be postponed until the December State Board of Education meeting in advance of the January implementation date. There were no objections.
- As it relates to the waivers for the NC Final Exams, Dr. Tomberlin asked the Board to consider Action on First Reading with respect to this time-sensitive issue. There were no objections.
- In response to Mr. Hill's question, Dr. Tomberlin reported that the four LEAs provided educational rationale for the ASW and NC Final Exam waiver requests, which have been reviewed. Dr. Tomberlin pointed out the Wilkes County requested a waiver from the NC Final Exam for fourth and fifth grade. Within their educational rationale, Wilkes County Schools indicates that while these teachers will get EOG data anyway, they are still requesting a waiver. Dr. Tomberlin explained that he communicated with Wilkes County that those teachers do not need a waiver as they will get EVAAS data from the EOGs and not the final exams. He shared that he put the request forward because they also requested middle school CTE waivers for consideration.
- At the Board's request, Dr. Tomberlin noted that the LEAs requesting waivers for the NC Final Exams and middle school CTE assessments are Burke County Schools, Stanley County Schools, Surry County Schools, and Wilkes County Schools.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the requests from the four LEAs asking for waivers from the NC Final Exam for determining a teacher growth status for Standard 6. (See Attachment TCP 5)

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

ACTION ON FIRST READING

TCS 1 – Report to the General Assembly on Agency Technology Plan

Policy Implications: General Statute §147-33.72B; Session Law 2004-129 (SB991)

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

Description:

Each executive agency shall biennially develop an agency information technology plan that includes the information required under subsection (b) of Senate Bill 991 for the State Technology Plan. The Office of Information Technology Services shall consult with and assist agencies in the preparation of those plans. Each agency shall submit its plan to the State Chief Information Officer (CIO) by October 1 of each even-numbered year.

Recommendation(s):

It is recommended that the State Board of Education approve the NC Department of Public Instruction's 2015-17 Agency Technology Plan.

Discussion/Comments:

- TCS Committee Chair Greg Alcorn recognized Mr. Michael Nicolaides to present the Agency Technology Plan for the 2015-17 Biennium.
- Mr. Nicolaides explained that the Plan is required to be submitted to the General Assembly each even-numbered year. It is important to note that the Department requested and received approval for a 10-day extension for submitting the plan to the State Chief Information Officer in order to present the report to the State Board of Education meeting in October; with the extension, the submission deadline is October 10. Using a PowerPoint presentation, Mr. Nicolaides described how the Technology Plan aligns with the State Board of Education goals.
- Mr. Nicolaides spoke briefly about each of the four major themes of the Technology Plan, which include:
 1. Complete Home Base
 2. Move from Project to Operations mode and increase efficiency for long-term sustainability
 3. Modernize Legacy systems – primarily financial and personnel-related systems
 4. Consider opportunities for NCDPI to help LEAs and schools accrue maximum benefits from Home Base and other IT investments
- In closing comments, Mr. Nicolaides clarified that the law states that executive agencies must submit their IT Strategic Plans to the State's CIO by October of each even-numbered year and the State's CIO submits the State's overall IT plan to the General Assembly by the February 1. Therefore, the Department does not need to submit its plan directly to the General Assembly.
- There was no further discussion.

<p><i>Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the NC Department of Public Instruction's 2015-17 Agency Technology Plan as presented. (See Attachment TCS 1)</i></p>
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ACTION ON FIRST READING

TCS 2 – After-School Program Quality Improvement Grant Program Request for Proposals

Policy Implications: Senate Bill 744, Session Law 2014-100, Section 8.19; SBE Policy # TCS-O-001

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

Description:

In the summer of 2014, the North Carolina General Assembly set aside five million dollars (\$5,000,000) in state At-Risk funds for the After-School Quality Improvement Grant Program to be administered by the Department of Public Instruction – as part of the Competitive Grants to Improve After-School Services Act [Session Law 2014-100]. According to the legislation, the purpose of the program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes by focusing on the following:

- Use of an evidence-based model with a proven track record of success.
- Inclusion of rigorous quantitative performance measures to confirm their effectiveness during the grant cycle and at the end-of-grant cycle.
- Alignment with state performance measures, student academic goals, and the *North Carolina Standard Course of Study*.
- Prioritization of programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- Emphasis on minimizing student class size when providing instruction.
- Expansion of student access to learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.

Local school administrative units and non-profits working in collaboration with local school administrative units may participate in the After-School Quality Improvement Grant Program. At least seventy percent (70%) of students served by the program must qualify for free or reduced-price meals.

Organizations are eligible to receive two-year grants of up to five hundred thousand dollars (\$500,000) a year, based on the proposed number of students served, with an option for a third year of funding. Grants shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other state or federal supplemental funding (e.g., 21st Century Community Learning Centers). Matching funds may include in-kind contributions.

The 2014 Request for Proposals (RFP) for the After-School Quality Improvement Grant Program is submitted to the State Board of Education for approval. The 2014 RFP contains information for applicants including requirements, timelines, scoring rubrics, and planning templates. The 2014 RFP has been reviewed by General Counsel to the Board.

Recommendation(s):

It is recommended that the SBE approve the After-School Program Quality Improvement Grant Request for Proposals as submitted.

Discussion/Comments:

- TCS Committee Greg Alcorn noted a thorough discussion of this item during the September TCS Committee meeting. He noted a sense of urgency to get the application process started, which includes review, selection, and rollout components by January.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the After-School Program Quality Improvement Grant Request for Proposals as presented. (See Attachment TCS 2)

ACTION ON FIRST READING

TCS 3 – Transfer of Land Between Two Local Education Agencies

Policy Implications: General Statute §115C-73

Presenter(s): Ms. Katie G. Cornetto (Staff Attorney, State Board of Education)

Description:

The State Board of Education has been requested to approve a transfer of land from one school district (Randolph County Schools) to another (Asheboro City Schools). In accordance with G.S. §115C-73, both school districts have approved of the land transfer in addition to meeting all other statutory criteria. The attachments to this item provide documentation. However, the transfer of land is not complete until the State Board of Education approves the transfer. This request is brought forth as Action on First Reading to facilitate the pending plans for developing the tract of land.

Recommendation(s):

The State Board of Education is recommended to approve this item as Action on First Reading.

Discussion/Comments:

- TCS Committee Greg Alcorn explained that the State Board is asked to approve the transfer of land from Randolph County Schools to Asheboro City Schools. He noted that this item is for formality purposes. Chair Alcorn reported that the State Board legal staff have reviewed the maps and associated documents, which are agreeable by all parties involved.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the transfer of land from Randolph County Schools to Asheboro City Schools in accordance with General Statute §115C-73. (See Attachment TCS 3)

ACTION ON FIRST READING

TCS 4 – RttT Wireless Infrastructure Initiative

Policy Implications: Criteria for Allocation of Federal RttT Funds

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Director, Race to the Top), and Mr. Phil Emer (Director, Technology Planning and Policy, NCSU Friday Institute)

Description:

Subject to approval by the U.S. Department of Education (USED), the NC Department of Public Instruction (NCDPI) will allocate remaining unobligated NCEdCloud (Cloud) Race to the Top (RttT) funds in year five of the RttT grant period to support the expansion of wireless infrastructure in schools statewide. This Wireless Infrastructure Initiative will enable us to begin implementing Strategy Five of the Cloud Work Plan created in 2011 (see http://cloud.fi.ncsu.edu/resources/NCEdCloud_Work_Plan.pdf; page 10), which recognizes that a robust and sustainable wireless network is an underlying requirement for implementing any expansion of pervasive digital learning. To begin implementing Strategy Five, the state will provide funding in fiscal year 2014-15 to as many local education agencies (LEAs) as is feasible to do at least one of the following:

- Deploy wireless infrastructure in schools to support digital learning
- Expand existing infrastructure density in schools to support digital learning
- Assist LEAs with existing wireless deployments and provide service management support.

This program takes immediate advantage of the newly modified federal E-Rate initiative, and aligns with many LEA RttT Detailed Scopes of Work (DSW) and with other state mandates to enable use of digital resources (such as e-textbooks).

In order to take the next step in planning to implement this Wireless Infrastructure Initiative, NCDPI seeks State Board of Education (SBE) approval of criteria to be used to determine allocations of funding to LEAs. The NCDPI/NCEdCloud Team proposes creating a rubric that will use the following criteria:

- E-Rate priority, based on “discount rate” – LEAs with lowest financial resource levels will have the highest discount rates and will get the highest priority in the NC rubric
- Wireless infrastructure status (as measured by survey of all LEAs) as compared to a standard established by the state – LEAs having a “bigger gap” and/or older equipment will be given priority in the North Carolina rubric
- Middle, High, Elementary – the North Carolina rubric will prioritize ensuring that high schools, then middle schools, then elementary schools have sufficient wireless infrastructure
- Digital Readiness – LEAs with clear plans for usage to support digital learning will be prioritized in the North Carolina rubric.

Recommendation(s):

It is recommended that the State Board of Education approve the NCDPI/NCEdCloud Team to use the specified criteria to determine allocations to LEAs and to bring proposed allocations to the State Board of Education for approval in November or December 2014.

Discussion/Comments:

- TCS Committee Chair Greg Alcorn explained that this is a process using RttT funds to help define classroom wireless needs through a study. He recognized Mr. Adam Levinson to lead the discussion of this item.
- Mr. Levinson spoke briefly about the RttT Wireless Infrastructure Initiative, which is an opportunity over the remaining nine months of the grant to use some of the funding for the state's third wave of school connectivity efforts (i.e. to connect every district with broadband connectivity and every school building to ensure there is high-density wireless infrastructure available for every classroom).
- Mr. Levinson reported that the Department recently received approval by the U.S. Department of Education to put \$4.6 million toward this plan. He noted that the Department will provide specifics to the State Board at a future meeting for allocating the funds to maximize the benefit for North Carolina.
- Mr. Levinson recognized Mr. Phil Emer of NC State University's Friday Institute for the next portion of this presentation.
- Using a PowerPoint presentation, Mr. Emer spoke briefly about E-rate modernization to support digital learning and provide a sustainable funding model. With a rubric for determining funding priority, Mr. Emer explained that the first tier is the E-rate discount rate (highest discount – 85% - gets highest priority). The second tier is the current wireless infrastructure status (biggest gap from standard gets highest priority; age of any existing equipment factors in) – based on statewide survey. And, finally, the third tier is high schools, then middle schools, then elementary schools.
- State Superintendent Atkinson asked Mr. Emer to address for the Board the difference of formerly assessing E-rate dollars compared to the proposal of having an aggregate state discount rate. Mr. Emer explained that typically school districts would apply themselves for E-rate funds. And, now, we are applying an aggregate consortium (a statewide average rate), which provides huge economy of scale. He spoke about the financial advantages of using a consortium model as it relates to sustainability and cost savings. Dr. Atkinson added that through this process the work is reduced to work one time for 115 LEAs rather than 115 districts doing the work individually.
- Mr. Eric Guckian thanked Mr. Emer and the team that met with the FCC. For clarification purposes, Mr. Guckian stated that the end game would be that all of our students would have access. Mr. Emer clarified that certainly for wireless there would be access for every student and teacher down to the classroom user level; 1:1 access for 1.6 million students in the state (in the school building – not at home).
- In response to Chair Alcorn's request, Mr. Emer spoke briefly about the timeframe for the E-rate filing and RFP process, which will be followed by a report prioritizing every school. Mr. Emer anticipates a report possibly in December. Once the award occurs, the cutline will be available in early 2015.
- After speaking briefly from an instructional delivery perspective, Board member John Tate asked Mr. Emer to speak about how much can realistically be done with this first step. Mr. Emer explained that this is just the first element of the larger digital learning plan. He spoke briefly about addressing outside of the school access (building models and understanding what it will take). He also talked about the fact that while E-rate does not support at-home access subsidies yet (there has been some discussion), the providers the LEAs choose to engage with will impact what happens in those communities. He spoke about the reality of taking away a big source of income from the service provider and then they will have no incentive to build out to the schools. Mr. Emer noted that the FCC is aware of this issue. He also explained that the FCC is interested in other coordinated

efforts North Carolina is doing to address the broadband access to the home by pooling the Connect America Funds with E-rate in a way that will allow expansion across the state.

- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the NCDPI/NCEdCloud Team to use the specified criteria to determine allocations to LEAs and to bring proposed allocations to the State Board for approval in November or December. (See Attachment TCS 4)

DISCUSSION

TCS 5 – 2015-17 Biennial Expansion Budget Request

Policy Implications: Session Law 2014-18

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Sarah Harris (Director, Financial Services Division)

Description:

The Office of State Budget and Management (OSBM) has issued guidance for Expansion Budget submission. The guidance caps the request at two percent (2%) and includes a requirement to submit funding reduction options such that the net impact to the General Fund from expansion and reduction items is a 2% savings. Public school enrollment growth will be separately submitted to OSBM and is not subject to the 2% cap or 2% savings requirements. The Expansion Budget is due to the OSBM following the November State Board meeting.

We plan to present the Budget in four segments. Supporting documentation will be posted as it is finalized.

1. OSBM's budget instructions and an update on state revenues.
2. Feedback from LEAs in response to a Department of Public Instruction survey and prioritizes from education support entities.
3. Information on items that were formerly part of the Continuation Budget (including ADM growth); these are not subject to the 2% cap or 2% savings requirements.
4. Information on historical and upcoming items for consideration of expansion or reduction; these are subject to the 2% cap and 2% savings requirements.

Recommendation(s):

It is recommended that the State Board of Education discuss future budget needs and specific budget requests in order to construct the State Board of Education's 2015-17 Biennial Expansion Budget Request at the September and October meetings in preparation for approval at the November meeting.

Discussion/Comments:

- TCS Committee Greg Alcorn noted thorough discussions and deliberations of the Biennial Expansion Request as well as homework to do prior to the November meeting.
- There was no further discussion.

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

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.

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

Noting the physical absence of LFI Committee Chair Rebecca Taylor (participating via conference call), Chairman Cobey recognized LFI Committee Vice Chair Wayne McDevitt to manage the LFI agenda.

ACTION ON FIRST READING

LFI 1 – Voluntary Relinquishment of the Concrete Roses STEM Academy Charter

Policy Implications: General Statute §115C-238.29G

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

Description:

Concrete Roses STEM Academy opened its doors to serve students in August 2014. The school had a STEM focus and was eventually going to become a full K-12 charter school. The enrollment of the charter school lagged behind its initial projections; however, the nonprofit board discussed modification of the projected enrollment as well as plans to meet that new target. The Department of Public Instruction noticed that the charter school had not entered the required information into the financial system, so Concrete Roses was immediately placed on Financial Disciplinary Status and access to their funds were frozen.

On September 17, 2014, the nonprofit board of directors of Concrete Roses STEM Academy held an emergency meeting to discuss a singular item on the agenda. The meeting was posted on the school's website and was attended by parents and staff. At that meeting, a quorum of the board was present in person or via teleconference; and the board deliberated the financial standing of the charter school. The board voted unanimously to voluntarily relinquish the charter with the last day of school being Friday, September 19, 2014.

Although the Office of Charter Schools does not have an official letter with draft minutes as evidence, the board chair of Concrete Roses has provided verbal confirmation that the vote did occur. Representatives from the Office of Charter Schools have spoken with parents and staff members who have also confirmed the unanimous vote. A copy of an email sent from the school's principal to parents informing them of the decision is included as an attachment.

The Office of Charter Schools notified the local school district of this impending closure. On Friday, September 19, 2014, the school district and several charter schools were on-site at Concrete Roses to help families transition into another school. The Division of School Business and Office of Charter Schools also had individuals on-site that day as well to assist with the process and gather more information regarding the closure.

The school is effectively closed; however, the State Board of Education should still take action related to the voluntary relinquishment of the charter. Since the charter school did not have five years of operational experience, they would not be eligible for the competitive bid process.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education formally accept the voluntary relinquishment of the charter from Concrete Roses STEM Academy.

Discussion/Comments:

- LFI Committee Vice Chair Wayne McDevitt recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price explained that Concrete Roses STEM Academy held an emergency meeting and voted to relinquish its charter. He explained that this item is just a matter of the State Board’s acceptance of the school’s voluntary relinquishment of its charter.
- Board member Oxendine asked Mr. Price to talk about how this relinquishment happened. Mr. Price provided a quick overview of the timeframe and the events that led up to the charter school Board’s decision to relinquish its charter. The student count went from an estimated 300 to 160, which meant that its continued funding would not be able to support operations of the school. After reviewing their financial situation, they determined that they would not be able to operate through October; therefore, the charter school closed on September 19. A brief discussion occurred about encouraging charters to take an extension of time if there are concerns of this nature.
- There was no further discussion.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. John Tate, the State Board of Education voted unanimously to accept the voluntary relinquishment of the charter from Concrete Roses STEM Academy. (See Attachment LFI 1)

DISCUSSION

LFI 2 – Revision to State Board Policy # TCS-U-013 Regarding the Planning Year for New Charters

Policy Implications: SBE Policy # TCS-U-013

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

Description:

In November 2006, the State Board of Education formally adopted TCS-U-013 to establish a mandatory planning year for all new charter schools. The origination of this policy was rooted in historical practice as many charter schools struggled to open their doors with a short time-frame. Charter applicants formerly received approval in March and were to open their schools five months later in August.

While this program has been highly successful, some applicant groups may be able to offer a plausible and rational case for "acceleration" of the planning year and an expedited review. This policy revision

would permit the State Board of Education to accelerate a group's participation in the mandatory planning year for new schools if certain factors are demonstrated. In other words, while the application is being reviewed by the Charter School Advisory Board (CSAB), the applicant group could be added to the planning year trainings with the understanding that there is no guaranteed approval of the application. Should a group be accelerated into the planning year and the CSAB does not favorably recommend the application, the application group will be removed from the planning year trainings.

The State Board of Education would need to find a demonstrated and compelling case for acceleration into the planning year. Several factors would need to be clearly met for this acceleration to occur, and the State Board shall consider the presence or absence of the following factors:

1. Partnership with a four-year public or private university in North Carolina.
2. Lack of any charter school in the proposed county of location.
3. Unique mission and educational program.
4. Local, state, and national nonprofit partnerships committed to assisting the school.
5. Potential for economic and educational development of the region.
6. Mentoring by a successful organization that has experience in creating public schools.
7. Demonstrated clear and compelling need for the accelerated planning year.
8. Obstacles to educational reform efforts that leave chartering as the only available option.
9. Willingness to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
10. Commitment to work with a successful charter school board as a guiding mentor.

This policy does not force the State Board of Education to accelerate any group into the planning year; however, the revision permits this modification to increase the number of high quality charter schools in North Carolina. If, an applicant group is interested in acceleration of the planning year, that request must be received by the State Board of Education prior to the application due date. If planning year training is planned before the next State Board meeting, the Office of Charter Schools may invite that group to attend with the understanding that State Board approval for expedited review and acceleration must be received. Any invitation to planning year trainings does not afford a guarantee of charter approval by the State Board of Education.

The policy also contains simple removal of words to conform to recent statutory revisions.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve the suggested modifications to State Board policy # TCS-U-013 regarding the Planning Year. Mr. McDevitt highlighted the criteria as listed above in the Executive Summary.

Discussion/Comments:

- LFI Committee Vice Chair Wayne McDevitt explained that this policy revision is to, in some cases, accelerate the planning year on condition of meeting certain criteria. He recognized Mr. Price to lead the discussion of this item.
- Mr. Price reiterated that this revision provides an opportunity for a charter school to actually apply and accelerate its planning process. Mr. Price reviewed the criteria that must be met for acceleration to occur (see Executive Summary for comprehensive list).
- Vice Chair McDevitt pointed out that the requirements are for any application process with potential for economic and educational development of the region – only LEAs with no existing charter in the

LEA are eligible to apply for the accelerated planning year. In response to Vice Chair McDevitt's question, Mr. Price reported that 50 LEAs currently do not have charter schools.

- Board member Alcorn asked if the financial strength of an organization will be taken into consideration in light of the Board's last item. Vice Chair McDevitt stated that the application process and the requirement for that process remain the same. Mr. Price added that the applicants undergo financial scrutiny during the process. However, in the case of Concrete Roses STEM Academy, the charter school did not take the opportunity to adjust its expenditure pattern to align with its reduced enrollment; therefore, the school exceeded its ability to fund the remaining school year. Mr. Price explained that the Department is looking at ways during the approval process to mitigate the likelihood of these occurrences in the future.
- LFI Committee Chair Rebecca Taylor noted that the parameters of this policy call attention to some factors that can contribute to financial success.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's October meeting and will be brought to the Board for Action in November 2014. (See Attachment LFI 2)

STATE SUPERINTENDENT'S REPORT

The Message: Graduate!

NC Schools Celebrate Highest Graduation Rate Ever

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 15.6 percentage points – from 68.3 percent to 83.9 percent.

The 83.9 percent rate is the highest rate ever recorded in the state.

To celebrate, the NC Department of Public Instruction will honor the top performing districts and schools at a luncheon October 3 in Research Triangle Park.

Special honors go to

- The top 10 school districts with the highest graduation rates in the state regardless of cohort size
- The top two schools in each of six categories by size of the graduating class (cohort size)
- The 43 high schools and early college high schools that have graduated 100 percent of their class after a four-year period.

Board members were invited to attend the celebration.

NCDPI Division Spotlight - Communication & Information

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Communication and Information Services Division. .

The division

- Leads and manages www.ncpublicschools.org, a comprehensive website serving 3.3 million users annually, and the NCDPI's Intranet

- Produces, markets and sells low-cost publications to support *North Carolina's Standard Course of Study* and other initiatives
- Provides graphic design and printing and duplicating services
- Supports SBE and NCDPI initiatives with communication plans and strategies, including media relations, print materials, social media video production, face-to-face meetings and webinars
- Leads special projects, such as Give 5 Read 5, to benefit public schools and student learning
- Fulfills public records requests and provides required public meeting notices
- Develops and manages communication, web and social media policies

New Additions Join DPI Team

- Sybil Myatt – Program Assistant V – Financial and Business Services/Licensure
- Helena Coston – Office Assistant V – Technology Services

Outstanding Performance Award

The Department of Public Instruction’s Child Nutrition Services Section has received the Outstanding Performance Award from the U.S. Department of Agriculture. The award acknowledges the department’s outstanding work to directly certify students for meal benefits, thereby increasing economically disadvantaged students access to nutritious meals at school. This is a cash award in the amount of \$322,222.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Piedmont Triad Education Consortium
- Council of State Meeting, Raleigh, NC
- Masters of Literacy Training, Greensboro, NC
- Southwest Education Alliance, Charlotte, NC
- New Superintendent Orientation, Raleigh, NC
- Sandhills Region Education Consortium, Southern Pines, NC

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 15 amended DSWs this month as of September 23 (have approved 46 LEA/Charter School amended DSWs since July 1, 2014)
- Began the year four LEA/Charter School progress reporting process; the online progress report tool for LEAs and Charter Schools to enter their progress updates opened on September 10
- 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; received approval September 18
- Continued working to assemble data and information for the 2014 RttT Annual Performance Report
- Submitted the September 2014 Bi-Annual RttT Report on RttT Progress to the Joint Legislative Oversight Committee on Education (presented report at the State Board of Education (SBE) September meeting and submitted to the General Assembly on September 15, 2014)
- Continued regular communication with LEAs and Charters through the Biweekly Home Base/RttT Update newsletter and managed “breaking news” announcements for Home Base functionality as the 2014-15 school year began

- Continued making final edits to “Home Base Parent Portal Guide: How To For Parents” so that this tool can be distributed soon to all parents and school contacts
- Continued compiling testimonials from second half of 2013-14 school year to use in various ways to communicate user experiences with Home Base

Standards & Assessments:

- Presented the 2013-14 End-of-Grade (EOG) , End-Of-Course (EOC) and Graduation Rates results to the SBE at its September meeting
- Presented recommendations from the NC Textbook Commission to the SBE to finalize the math textbook adoptions aligned to the math standards
- Continued planning for the fall implementation of the standards review process for the English Language Arts (ELA) and mathematics standards; determined the make-up of the focus groups and designed an educator and non-educator survey to gather stakeholder feedback
- Continued review of math, ELA, science, and social study assessment items to determine the items’ alignment to the state standards for use in EOG, EOC, and NC Final Exams
- Updated grades 3-5 Common Core State Standards (CCSS) Math Unpacking Documents
- Presented grades K-2 and grades 3-4 math professional development at the SAS Triangle High Five Math Summit
- Completed work on the secondary math progressions to post mid-September and Math I, II and III support documents; projected completion date is September 30, 2014
- Completed SREB Math Ready (Essentials of College Math) training in Regions 2, 3 and 4
- Conducted professional development for ELA teachers in eight districts

Data Systems to Improve Instruction:

- Received additional requests to opt in to use Home Base for 2014-15, bringing the total to 115 LEAs and 56 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	<u>115 of 115 LEAs</u>	100
Charter Schools	<u>56 of 126 Charter Schools</u>	44.4
Students	1,486,010 of 1,520,305 Projected Total Allotted ADM	97.7

- Planned for upgrade to the newest version of Schoolnet, 16.1, which brings with it many more features. To see a list of new features, please see the Sept. 18, 2014, Home Base Biweekly Newsletter at <http://www.ncpublicschools.org/homebase/updates/biweekly/?year=2014>
- Began the second round of Schoolnet and the Professional Development (PD) System training for opt-in districts
- 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
- Continued supporting Governor’s Teacher Network (GTN) teachers
- Continued to support LEAs’ and charter schools’ use of Home Base; continuum of support includes the Home Base Support Center, Partnerships work, regional trainings, and regular webinars
- Continued work internally to ensure that the organizational structure of the Department is one that can sustain Home Base long term

Great Teachers & Principals:

- Posted two online training modules to the Analysis of Student Work (ASW) Wiki
- Began presenting ASW Updates to principals at fall Principal READY meetings
- Completed eight ASW Implementation Train-the-Trainer sessions with district teams across the entire state
- Presented ASW updates to the SBE and confirmed ASW eligibility for existing Standard 6 waiver (per SBE policy)
- Received 10 waiver requests from LEAs (as of September 19) for use of school-wide data in place of ASW for the 2014-15 school year; these waiver requests will be presented to the SBE in October for approval
- 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 LEA graduate placements as of September 19:

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	13	31	9	5	58
Sandhills Leadership Academy (SLA)	15	36	2	8	61
Piedmont Triad Leadership Academy (PTLA)	6*	33	6	18	63

** One of the PTLA graduates is currently employed in Ohio as a principal.*

- Finalized plans and conducted a Performance Leadership Session on PowerSchool and School Improvement Processes at the Educational Resource Center in Fayetteville on September 19 (SLA)
- 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 resumed in September)
- Continued benefitting from Kenan Fellows playing leadership roles after graduation from the RttT funded program; one Kenan Fellow graduate developed PD on leadership and advocacy to present to Lee County teachers and will present at the Kenan Fellows Professional Advancement Institute October 16-17; three other Kenan Fellow graduates are preparing to present their RttT funded projects at the Virginia National Council of Teachers of Mathematics (NCTM) conference in November

- Hired part-time Governor’s Teacher Network (GTN) content reviewers for academically gifted and STEM areas; DPI staff is currently working with Temporary Solutions to hire two additional GTN content reviewers - one reviewer will provide support to the academic areas and the other reviewer will provide support to arts educators related to global education as they create content for placement in Home Base
- Supported GTN participants in Pathways 1 and 2 in working with their content leads on fall deliverables
- Began providing guidance and support to UNC-General Administration (UNC-GA) on fiscal closeout of the RttT-funded New Teacher Support Program (NTSP) and the startup of the sustained NTSP funded by the 2014 NC General Assembly
- Received mini-grant proposals for improving the distribution of effective teachers in TALAS districts and letters of commitment from all TALAS superintendents; the Review Team is working to verify proposals meet all requirements and ensure that plans are sustainable after the grant
- Working with vendor on the development of the Distribution of Effective Teachers Dashboard
- Began conducting the Fall Principal READY meetings (scheduled for September 17-October 22, covering all eight regions); the sessions will focus on instructional leadership to help principals support teachers; participants will collaboratively explore curriculum tools and resources that will help their teachers improve content knowledge and instructional skills, with a specific focus on mathematics; principals will collaborate with colleagues and professional development leaders to support instructional capacity through a strong, consistent implementation of the North Carolina Educator Evaluation System
- Began piloting the online Observation Calibration Training (OCT) for school administrators in 25 LEAs across North Carolina; the tool (powered by Observation Engine and available to educators through the Home Base Professional Development system) uses classroom videos as a context for increasing the consistency and accuracy of an evaluator’s ratings; through this tool, principals and assistant principals watch classroom videos, observe instruction, and rate teachers using the North Carolina Educator Evaluation System (NCEES) rubric
- From January 2014 to June 30, 2014, Professional Development Leaders delivered 160 face-to-face sessions within LEAs to assist with implementing state initiatives; the top three requested sessions were Home Base, Data Literacy, and the NC Teaching Standards
- Created “Cross-district Strategic Solutions” sessions to replace “Fidelity” sessions; the purpose of the renamed sessions is to build a problem-solving, solution-generating Professional Learning Network of educators open to district leaders, administrators, teachers, counselors, and coaches across the state; district leaders will be introduced to the protocol for each scheduled forum and will view the list of topics submitted by district leaders, teachers, and Governor’s Teacher Network participants; subsequent sessions may be facilitated online or in a face-to-face setting

NC Virtual Public Schools:

- Began developing Discrete Math course
- Continued course revisions for the Forensic Sciences and Biotechnology/AgriScience I course this fall; both course revisions will be completed by the end of the RttT grant period
- Worked toward finalizing NCVPS professional learning (PL) sessions for the 2014-15 school year based on student and teacher survey results and realigning existing PL for fall 2014 launch

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:
 - Wiley Elementary School, Guilford County Schools
 - Darden Middle School, Wilson County 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 writing workshops sessions with elementary schools in Durham Public Schools
 - Helped schools and districts with “What is rigorous instruction?”
 - Provided training on “Creating Performance Assessments and Planning with Backwards Design Model”
 - Coordinated trainings in Winston-Salem on the “Daily 5” program (introduction, launching the lesson plans, and planning accordingly)
 - 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:
 - The IAM team is providing support through activities such as holding weekly “virtual office hours” for LEAs to ask questions or get immediate assistance with the service (this offering has proved popular, and on average one to four LEAs participate in each session)
 - Continued Home Base integration planning; the majority of LEAs have stated their preference to implement IAM Service to their optional applications concurrently with the Home Base to IAM Service implementation
- Continued LEA/charter school opt in to various Cloud Services:

Cloud Service	Total Opt-in LEAs	Total Opt-in Charters
IAM	10	2
iSeries	33	Once configuration is complete all Charter Schools will be hosted in the SAS iSeries NCEdCloud
Cloud Email	75	50
Cloud Filtering Service	70	61

- Continued providing all LEAs and charters (115 LEAs and 56 charters) that have opted in to Home Base with benefits from the Learning Object Repository (LOR) and the Data Integration Operational Data Store (ODS) Services; work on both the LOR and Data Integration ODS will continue through the end of the grant
- Worked with program officers at USED to answer questions, provide additional materials, and make modifications related to the items in the state’s now-approved Cloud Initiative “no cost extension” request
- Presented SBE with information related to the Digital Learning Plan development and the now-approved Wireless Infrastructure Initiative at September meeting
- Began work to release a statewide survey to gather data regarding the status of every school’s wireless infrastructure; this data will allow the Cloud team to identify needs, which will in turn inform prioritizing of activities, selecting schools with the highest need, and helping most efficiently utilize the funding approved for use in the Wireless Infrastructure Initiative
- Released a Request for Proposal (RFP) to modernize statewide applicant tracking (to provide a single system in which applicants can apply to multiple LEAs); all bids are due by October 2
- Released an RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; the bid evaluation team is currently reviewing all responses
- Released an RFP for Device Management services; vendor proposals are due October 9

Science, Technology, Engineering & Math (STEM):

- Completed all course materials and development of Levels I – IV in Biotechnology and Agriscience, Aerospace, Security and Advance Manufacturing, Energy and Sustainability, and Health and Life Sciences (through North Carolina School of Science and Mathematics); this portion of the RttT STEM initiative is now complete and materials are available for use by teachers and schools
 - All 16 courses will be housed in Home Base, the state’s online resource for schools and teachers; currently, Health and Life Sciences I is available for teachers within Home Base/Schoolnet and also being migrated into the Learning Object Repository, enabling all schools and school systems to access materials; course codes have been assigned to these courses for schools to access as electives to complement student career pathways and Career and Technical Education Career Clusters
- Completed Instructional and Leadership Coaching (through North Carolina New Schools):
 - Concluded teacher support at the Anchor and Affinity schools during their teacher extended summer employment 2014; 79 teachers committed to this project, which included professional development opportunities focused on project-based learning, math and science workshops, and creating STEM materials for classroom instruction, and externship opportunities; this portion of the RttT STEM initiative is now complete and North Carolina New Schools submitted a final summary report (contract ended August 31, 2014)
- Promoted STEM Education statewide (NC Department of Public Instruction):
 - Confirmed dates with schools identified in the STEM Recognition Program for their school site visit; the next round of the STEM Recognition Program will begin in January 2015
 - Continued reviewing STEM units and lesson development for STEM related projects by participants in pathway two of the GTN (see Great Teachers and Principals section for more information)
 - Continued planning for STEM sessions on “Getting Started in STEM” and the STEM Recognition Program for the North Carolina Association of Biomedical Research (NCABR) “STEM: Bridging the Gap” conference in October 2014

Evaluation:

- Continued interview coding and analysis activities related to Teacher and Leader Effectiveness
- Continued activities related to the Distribution of Teachers and Leaders:
 - 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 its October 2014 meeting
 - Conducted background research and reviewed data sets for the teacher quality report
 - Built teacher survey datasets and input participation data from program providers for the induction program for novice teachers
 - Closed out the evaluation for the local strategic staffing and the NCVPS evaluations
- Continued data analysis for reports related to Professional Development:
 - Continued report writing processes for the evaluation of statewide, online, and local professional development outcomes for Year 4
 - Submitted the initial draft of the *Race to the Top STEM Affinity Network: Final Report* to NCDPI for review
 - Submitted the initial draft of the *North Carolina's Future-Ready Leadership Program: An Overview of Current Data* to NCDPI for review
- Continued activities related to District and School Transformation, Including STEM Schools
 - Completed the revised draft of the *Evaluation of District and School Transformation School-Level Coaching and Professional Development Activities* for submission to the State Board of Education during its October 2014 meeting
 - Submitted the initial draft of the *Distinguished Leadership in Practice (DLP) Third Annual RtT Evaluation Report – A Final Summary* to NCDPI for review
- Continued drafting multi-level data analysis plan and map to respective data sources for the overall impact evaluation of grant initiatives

CHAIRMAN'S REMARKS

Chairman Cobey commented briefly about the success of the Board's Semi-Annual Planning and Work Session, which focused on the Department's implementation plans for the State Board's Strategic Plan, and development of legislative and budget priorities for the coming year and biennium.

Announcements

The State Board returns to Raleigh for its Board meeting on November 5-6.

Board members Dr. Olivia Oxendine and Ms. Marcella Savage will travel to the Jiangsu Province of China at the invitation of the Center for International Understanding.

Board member Mr. Kevin Howell will represent the State Board at the National Association of School Boards of Education (NASBE) fall conference in Colorado along with Mr. Martez Hill and Ms. Katie Cornetto.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

No old business was brought before the Board.

Board member Wayne McDevitt expressed appreciation to UNC Charlotte and staff involved for their hospitality and in putting together the site visits.

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.

ADJOURNMENT

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

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt, and seconded by Dr. Olivia Oxendine, Board members voted unanimously to adjourn the October 2, 2014, meeting of the State Board of Education.