

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

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

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

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the December 2014 State Board of Education meeting to order and declared the Board in official session. After explaining that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed visitors, online listeners, and Twitter followers. In addition, Chairman Cobey explained that the Board held a conference call meeting on Monday, December 1, to have the opportunity to hear the pro and con presentations on the issue of the appropriate and most effective way to teach the legislatively required Founding Principles to high school students. He added that the meeting was given public notice so anyone wanting to listen online through eBoard was able to do so.

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

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted to Board members that they have had a week to review the agenda. Chairman Cobey then asked for a motion to approve the State Board of Education meeting agenda for December 3 and 4, 2014.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the State Board of Education meeting agenda for December 3 and 4, 2014, as presented.

The Board's committee meetings were held (see committee meeting summaries).

GLOBAL EDUCATION SPECIAL COMMITTEE UPDATE

Chairman Cobey recognized Mr. Wayne McDevitt (Chair, Global Education Special Committee) for a presentation on the work coming from the Global Education Special Committee.

DISCUSSION

GCS - Global Ready Schools Designation and Rubric

Policy Implications: Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education

Presenter(s): Ms. Helga Fasciano (Special Assistant for Global Education)

Description:

In September 2011, the North Carolina State Board of Education formed a Task Force on Global Education to assess the state's effort to produce globally competitive graduates ready to live, work and contribute in an interconnected world. Based on its findings, the Task Force made a number of recommendations that would help to ensure that public school students are well prepared. One opportunity coming out of the Global Education Task Force work was the creation of criteria and a process for the Global Ready Schools Designation. From the Final Report, refer to: 4.2 - Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives and addresses, at the least, the following: (February 2015)

- K-12 world language opportunities for all students;
- Pathways for teachers, leaders and administrators to achieve SBE-recognized badging;
- Career-ready employer requirements;
- Global school partnerships; and
- Local school board resolutions and plans on global education

Recommendations:

It is recommended that Global Ready Schools Designation and Rubric move to Action in January 2015 and that the Designation be available beginning in the Spring of 2015.

Discussion/Comments:

- Global Education Special Committee Chair Wayne McDevitt prefaced this presentation by referring Board members to Attachment 1 located on eBoard, which provides six major findings and twelve recommendations from the Task Force. Today’s presentation is related to recommendation 4.2 – Institute a Global-Ready designation for schools and districts that provides a process and incentives for K-12 second language opportunities for all students; pathways for teachers to achieve SBE-recognized badging; and career-ready employer requirements, among others.
- Chair McDevitt explained that this proposal has been developed working with a number of internal and external partners, including the Friday Institute. He recognized Ms. Helga Fasciano of DPI to share the proposal.
- Ms. Fasciano prefaced this presentation by recognizing several of the partners who were present in the audience, including representatives from the Center for International Understanding , WorldView, and VIF International Education.
- Ms. Fasciano explained that much work has already been done to help schools and LEAs develop the culture to ensure that students are graduating prepared to be globally-engaged citizens. She noted that this foundation enabled the Department to adopt an aggressive timeline in the development of this rubric while ensuring statewide input.
- Ms. Fasciano directed the Board’s attention to the proposed Global-Ready Schools document located on eBoard (Attachment 2). She noted that this document contains acknowledgement of the Global Partners. In addition, Ms. Fasciano explained that page 3 denotes the overarching principles (in yellow) and global-ready school attributes., which reflects the SBE Task Force on Global Education Final Report recommendations and action items. She also noted the format of the document is intentionally similar to the STEM designation’s rubric.
- When the initial attributes work was completed, a representative group by region consisting of K-12 school and LEA administrators and university partners, along with members from the Friday Institute, met for two days in June 2014 to develop the key elements and quality indicators for this document, which begins on page 4.
- Ms. Fasciano reported that the stakeholders vetted these rubrics with their LEAs and institutions, and their recommendations were incorporated into the document. Next, the Friday Institute vetted these rubrics statewide and with national content experts, and provided their analyses back to the Department team (including partners). The recommendations resulting from that analyses is included in this draft document.
- In addition, Ms. Fasciano noted that the principals and LEA administrators that have participated in the development or review process have indicated that this document provides schools with a clear roadmap for determining where they are in being a global-ready school as well as the next steps needed to acquire a “prepared” or “model” global-ready school designation.
- In closing comments, Ms. Fasciano stated that the recommendation is to move this item forward for Action in January 2015, which would then result in schools potentially applying for the designation beginning spring 2015, and the potential for presenting the first cohort of SBE-recognized prepared or model global ready schools in the fall of 2015.
- Chair McDevitt encouraged Board members to review this information prior to the January meeting.
- There was no further discussion.

Education Building, Raleigh	Wednesday, December 3, 2014	Board Room, 2:30 PM
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This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015.

RECONVENE IN OPEN SESSION

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

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

Also present were:

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

Chairman Cobey recognized State Superintendent Atkinson to present a proclamation supporting Family and Consumer Sciences Day for the Board's approval.

**North Carolina State Board of Education
Proclamation in Support of Family and Consumer Sciences Day
December 3, 2014**

- Whereas**, the profession of Family and Consumer Sciences had its beginning as home economics in 1899 when Ellen Swallow Richards, the first female graduate and faculty member of the Massachusetts Institute of Technology, blazed a path using scientific knowledge to address the plight of families with regards to water quality, food safety, and safety of home environments; and
- Whereas**, building on its strong foundation, Family and Consumer Sciences continues to use the family as its central focus, thereby expanding its content base to meet the ever evolving needs of that entity; and
- Whereas**, Family and Consumer Sciences has a long and colorful history of utilizing its unique content areas of food and nutrition, human and child development, personal and family finance, family relations, housing and interior design, textiles and apparel, and consumer issues to equip and empower individuals and families to manage the challenges of living and working in a diverse global society; and
- Whereas**, Family and Consumer Sciences professionals promote families eating and preparing meals together as a way to build strong families and improve nutrition, and
- Whereas**, Family and Consumer Sciences professionals work in careers as diverse as secondary and higher education , Extension outreach, family and child agencies, consumer protection, retail/business and as entrepreneurs; and

Whereas, the conditions impacting individuals and families today are at an all-time high when it comes to obesity, spousal and child abuse, inability to manage financial affairs and more, point to a heightened role for Family and Consumer Sciences; and

Whereas, policy makers and the public, in general need an awareness and understanding of the relevance of Family and Consumer Sciences in addressing many of the problems that are currently holding families hostage;

Now, therefore, the North Carolina State Board of Education does hereby proclaim Wednesday, December 3, 2014, as Family and Consumer Sciences Day in North Carolina and urges all citizens to participate in activities planned here forth.

	December 3, 2014	
William W. Cobey, Chairman NC State Board of Education	Date	June St. Clair Atkinson, State Superintendent NC Department of Public Instruction

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the proclamation of Wednesday, December 3, 2014, in support of Family and Consumer Sciences Day in North Carolina and urges all citizens to participate in activities planned.

CLOSED SESSION

Chairman Collins called for a motion to go into Closed Session.

Upon motion made by Mr. A.L. Collins and seconded by Mr. Gregory Alcorn, the Board voted unanimously convene in closed session to consult with its attorneys on attorney-client privileged matters to prevent the disclosure of information that is privileged or confidential or not subject to the public records act.

ADJOURNMENT

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

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. John Tate, the Board voted unanimously to recess the State Board of Education meeting until Thursday, December 4 at 9:00 a.m.

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

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

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Dan Forest, Lt. Governor
Gregory Alcorn
Reginald Kenan

Wayne McDevitt
Olivia Oxendine
John Tate
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Richard Hooker, Local Board Member Advisor
Brady Johnson, Superintendent Advisor

Carrie Tulbert, Principal of Year Advisor
Karyn Dickerson, Teacher of the Year Advisor
James E. Ford, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the December 2014 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that the Board approved its December agenda on Wednesday in addition to holding its Committee meetings.

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

Board member John Tate was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes from the November 5 and 6, 2014, State Board meeting.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the November 5 and 6, 2014, State Board meeting. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

Chairman Cobey recognized Dr. Jennifer Curtis (Section Chief, Mathematics) to present this special recognition, who in turn, introduced Ms. Deborah Hall (State Science Coordinator) to present the North Carolina finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching.

Ms. Hall explained that this award is considered the highest recognition for any K-12 Mathematics and Science teacher. She explained that the President typically bestows this award on one science teacher and one mathematics teacher per state every year. The recipients of this prestigious award receive a \$10,000.00 National Science Foundation (NSF) award, a celebratory trip to Washington, DC, for the recognition event, and a citation signed by the President.

Ms. Hall added that the NC Finalists are being recognized for their contributions in the classroom and to their profession. In addition, she explained that the finalists are patiently waiting to hear from the NSF, on behalf of the White House's Office of Science and Technology policy about the results of the next level competition.

➤ NC Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching

❖ K-6 Math Teachers

Ms. Heather Landreth (W.H. Robinson Elementary School, Pitt County Schools)

Ms. Kayonna Pitchford (Stoney Point Elementary School, Cumberland County Schools)

Ms. Meredith Stanley (Haw Creek Elementary School, Buncombe County Schools)

❖ K-6 Science Teachers

Mr. Justin Osterstrom (Martin Middle School, Wake County Public School System)

Ms. Kristin Bedell (Efland Cheeks Elementary School, Orange County Schools)

Ms. Wendy DiStefano (Bostian Elementary School, Rowan-Salisbury Schools)

The teachers were invited forward to receive a plaque in recognition of their award. The presentations were photographed.

➤ **Outgoing State Board of Education Local Board of Education Advisor**

- ❖ Mr. Richard Hooker (Local Board of Education Member, Cleveland County School)

On behalf of the Board, Chairman Cobey thanked Mr. Richard Hooker (NCSBA's Raleigh Dingman award winner and Local Board Member Advisor for 2014) for his commitment to public education and his service to the State Board of Education. After receiving a plaque and crystal apple from the Board commemorating his service, Mr. Hooker spoke briefly about his experiences as a Board Advisor. The presentation was photographed.

SPECIAL REPORT TO THE STATE BOARD OF EDUCATION

➤ **Analysis of Multiple Measures of Teacher Effectiveness**

Dr. Gary T. Henry (Consortium for Educational Research and Evaluation – North Carolina and Vanderbilt University)

Using a PowerPoint presentation, Dr. Henry provided data findings from a longitudinal review of the NC Educator Evaluation System. Dr. Henry set the context by reviewing the background of the NC Educator Evaluation System, followed by a snapshot of the data for the evaluation rating means over time and correlations of individuals' ratings over time. He noted that the means are unchanged over time. On average, principals are accomplished and teachers just below. There is no indication that raters are calibrating ratings over time. As it relates to the correlations between those ratings, individuals receive similar ratings on all standards. There is no indication that raters make distinctions about individuals' strengths or weaknesses. Dr. Henry also shared the correlation of novice teacher ratings and teacher EVAAS scores, which follows the same trend.

A robust discussion occurred about the findings that show raters do not appear to be calibrating (especially Facilitating Student Learning) ratings to EVAAS. Chairman Cobey suggested that it would be interesting to understand how helpful the data is for the principals evaluating an individual teacher so that they can improve. Dr. Henry spoke about using multiple measures to improve teacher performance because EVAAS gives the most objective measure of increasing student test scores, but other measures are needed to identify teacher practices that predict increases in EVAAS. The main benefit of these value-added measures like EVAAS is that they do not require that we measure practices to measure performance; however, they can be used to help identify things that do increase performance from student surveys, principal ratings, teacher surveys, and classroom observations, according to Dr. Henry.

The next segment of this presentation focused on formative evaluations to help principals give feedback to teachers that would actually help them improve their performance on EVAAS scores. Board member Tate asked how student survey data reconciles the principal evaluation of teachers, adding that he worries about the disconnect between the two audiences' view of the teacher's performance. Dr. Henry explained that they are tightly correlated on some of the attributes and not on others. He spoke briefly about reflection on practice (strengths and weaknesses), noting that there are independent pieces of data from the student surveys from principal ratings all of which predict greater effectiveness in the future. Dr. Henry shared that the pilot suggested valuable information that is not being put in the hands of principals. He stated that there is a real empirical evidenced-based way to improve teacher practices, but the principals are not getting that data now because it was closed after the pilot year. He noted that

part of his role is to show how valuable that data would be.

Dr. Henry also shared five other measures that predict increases in effectiveness in the same year:

1. Higher levels of academic press are associated with higher value-added scores for elementary teachers
2. Better classroom management is associated with higher value-added scores for secondary teachers
3. Facilitating student learning and demonstrating leadership from NC Educator Evaluation System (NCEES) Evaluation Rating
4. Use of higher-order instructional practices from survey of teachers' behaviors
5. Positive climate from classroom observations

Dr. Henry shared that research across the country shows a lot of improvement in teacher value added when teachers get direct evidence feedback from observations.

Principal of the Year Carrie Tulbert shared, for the Board's information, that professional development on the actual evaluation instrument has been very strong; however, professional development for EVAAS has not. She explained that a lot of information has been provided to principals, but not the strategies that can actually help a teacher improve. Noting that EVAAS's purpose provides for a lot of reflection both for teachers and administrators, but raises more questions than answers. She provided two examples of teachers in her school where EVAAS makes no sense, and while she is an experienced educator, she doesn't understand how she can help them. Dr. Henry shared that Dr. Tulbert's concerns have been voiced by other principals as well and that is why it is critical to provide another tool for principals, but it is critical to have the data first.

Teacher of the Year Karyn Dickerson stated that multiple measures are important, and she would like to see student surveys included because the more information teachers have the better. She explained that her biggest concern is related to EVAAS noting that there are six standards to measure all of the different ways that teachers can impact students. According to Ms. Dickerson, she is not sure how EVAAS would be calibrated unless someone else's test scores EVAAS data from the previous year is used to evaluate the teacher for what they are doing the current year with what may be a totally different group of students or even a different grade level. From her perspective, calibrating based on these scores is worrisome. She also stated that it oversimplifies the role of a teacher. Referring to the earlier presentation from Davidson County High School, Ms. Dickerson stated that she doesn't believe the top goal of every teacher is to get students to ace each test, but rather to help them graduate, to provide structure, support, and establish relationships. She added that if our sole focus is on EVAAS, then we are really missing what educators do every day. Dr. Henry explained that they are trying to meet a need that has been expressed in the field. He elaborated that the best predictor of a teacher's current EVAAS score is last year's EVAAS score, which predicts very highly. While it is not exact because many of the variables change, they are good measures. But if we are going to use these, teachers need evidence-based ways to improve those measures, according to Dr. Henry. He reiterated that their purpose is to determine what measures can be placed in the principal's hands to provide specific advice to teachers.

In conclusion, Dr. Henry shared that multiple measures of teachers' practices can be used to focus improvement on practices, which then can be used to focus on practices that predict improvement.

Impact Evaluations Forthcoming Early 2015

- District and School Transformation
- Regional Leadership Academies

- Distinguished Leadership in Practice
- New Teacher Support Program

Board member Wayne McDevitt suggested a deeper dive on this information. Vice Chairman Collins suggested that it would be helpful to hear the counter argument for value-added assessments. Chairman Cobey directed Mr. Hill to include this item on a future agenda.

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS (Vacant, Chair; Dr. Olivia Oxendine, Vice Chair)

INFORMATION

GCS 9 – Exemplary Alternative Education Programs

Policy Implications: N/A

Presenter(s): Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives), Mr. Bill Hussey (Director, Exceptional Children Division), Dr. Patricia Hobbs (Assistant Superintendent, Harnett County Schools), Dr. Lory Morrow (Superintendent, Davidson County Schools) and Ms. Valerie Feezor (Principal, Davidson County High School)

Description:

Alternative Learning Programs and Schools are safe, orderly, caring and inviting learning environments that assist students with overcoming challenges that may place them “at-risk” of academic anemia. The goal of each program and school is provide a rigorous education while developing student strengths, talents, and interests. There are many exemplary alternative environments operating in local school districts across the state. Two districts, Harnett County Schools and Davidson County Schools, will share the design and results of their programs.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine recognized Ms. Deborah Williams for this presentation. She recognized Davidson County Schools and Harnett County Schools to provide a snapshot of their Alternative Learning Programs.
- Davidson County Schools’ Superintendent Dr. Lory Morrow introduced Principal Valerie Freezor and Ms. Gina Moore (Guidance Counselor) to present. Using a PowerPoint presentation, Ms. Freezor and Ms. Moore briefly described some of the exemplary programs at Davidson County High School and how they are engaging students to stay in school by providing them with a variety of learning options. In addition, Ms. Tabitha Beck and Mr. Christian Hammond provided student perspectives about their experiences with the teachers and programs at Davidson County High School, and how these experiences have made a difference in their lives both academically and personally. Both students expressed gratitude for the opportunity to attend Davidson County High School. A brief discussion occurred about funding.

- Vice Chair Oxendine stated that these student presentations would be inspiring for Teacher Education Programs.
- Using a PowerPoint presentation, Mr. Jermaine White (Program Coordinator, Academic Support Center & Success Academy) described a variety of exemplary alternative education programs available in Harnett County Schools for at-risk students. Ms. Vera Jones (Assistant Superintendent, At-Risk Services) and Dr. Patricia Hobbs (recently retired Assistant Superintendent, At-Risk Services) spoke briefly about the importance of providing Harnett County's students with opportunities so that all students can achieve academic success.
- There was no further discussion.

STATE SUPERINTENDENT'S REPORT

ESEA Waivers - Decision Due Soon on Whether and how to Pursue ESEA Waiver

North Carolina must soon decide whether to seek an extension of its waiver of certain requirements under the Federal Elementary and Secondary Education Act. This year North Carolina will have the option of pursuing an expedited waiver request.

- The ESEA Flexibility Renewal Form (Attachment 1) is the actual form that all states requesting a waiver must complete along with a redlined (tracked changes) version of the currently approved Flexibility Request.
- There is an expedited process for certain states (NC is one of them) to submit their request by January 30 and the USED will make a decision by March 30.

If North Carolina does not meet the January 30 deadline, then NC and all other states submitting a request will have until March 31 to submit the request and it will be several months later before a decision is made by the U.S. Department of Education.

Dr. Atkinson recognized Dr. Lou Fabrizio to provide a brief update of the advantages in moving toward the ESEA waiver. He explained that the state has the opportunity to apply for several waivers and reminded the Board that several months ago he shared a document listing all of the different waivers that are available. Every waiver typically gives more flexibility to the state and school systems, according to Dr. Fabrizio. He explained that in this new round two additional waivers have been added. One provides additional flexibility for use of funds as it relates to the School Improvement Grant, and the second relates to double testing. USED will allow states to eliminate double testing that has currently been in place since the beginning of No Child Left Behind in 2002. Dr. Fabrizio provided an example of double testing using eighth graders that are enrolled in Algebra I. Dr. Fabrizio also spoke briefly about the potential issues associated with this waiver, i.e. lowering of test results due to the lack of higher-level math assessments in high school and performance grades in math since approximately 30 percent of the students will not be taking the eighth grade math test. Dr. Fabrizio shared that the Department will discuss these issues with superintendents during their Superintendents' Quarterly meeting on Friday so that they will have a better understanding of the implications for this waiver.

Dr. Fabrizio referred Board members to the form (located on eBoard) and described some of the components of waiver #14 – double testing (pg. 6). Vice Chairman Collins stated that, as it relates to the testing taskforce, the Board needs to be aware that there may be a case where the taskforce wants to make significant changes and will have to seek another waiver.

In closing comments, Dr. Fabrizio shared that he and Ms. Donna Brown will attend a nationwide meeting in Washington, DC, next week to discuss this issue.

North Carolina Must File Educator Equity Plan with U.S. Department of Education (USED)

Each state is required to develop an Educator Equity Plan and submit it to the USED by June 1, 2015.

- To aid in the process, the U.S. Department of Education (USED) developed an equity profile based on data in four different federal reports from the 2011-12 school year.
- The *Educator Equity Profile for NC* “compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students.” (Attachment 2)
- In developing equity plans to assure that all students have access to excellent teachers and leaders, states and districts are encouraged “to supplement these data with additional measures of educator quality.”

See the attachment for equitable distribution metrics provided by USED.

Dr. Fabrizio explained that the equity educator profile was developed by the USED using data from four different data sources going back to the 2011-12 school year. The report points out discrepancies related to educator qualifications and statistics related to teacher attendance, etc. Every state will be required to look at other more recent data, involve stakeholders to identify the root causes for those inequities, develop a plan to address those inequities, and monitor and report publicly the findings.

As it relates to the waiver from the NC Final Exam as a basis for determining Standard 6 growth, Board member Olivia Oxendine requested due diligence. She referenced the cumulative number of waivers accrued since that time, and hoped that some kind of conditions will be required for future waivers.

i3 USED Grant

NC New Schools Awarded \$20 Million Grant for Early Colleges

More rural students in North Carolina and several other states will gain new opportunities for college readiness under a new initiative led by NC New Schools and funded by a \$20 million grant from the U.S. Department of Education.

- The grant is intended to help NC New Schools expand its work extending the reach of early-college strategies into additional rural areas of North Carolina and into four other states.
- The award represents the largest of 26 grants nationally this year under the U.S. Department of Education's Investing in Innovation (i3) competition, aimed at developing innovative approaches to improve student achievement and replicating effective strategies across the country.
- Together, the 26 grants for 2014 total \$129 million and were selected from a total of 434 proposals.
- The grant amount is the maximum awarded under the program and is projected to benefit more than 13,000 students.

Partners in the effort include the Duplin, Harnett, Rutherford, Hertford County and Surry County school districts, as well as the SERVE Center at the University of North Carolina at Greensboro, the New Carolina South Carolina Council on Competitiveness, the Mississippi Department of Public Instruction, and the Northwest Educational Council for Student Success.

Montgomery County Schools also is among the 26 nationwide winners of an i3 grant. Upon meeting matching fund requirements, the school system will receive \$2,999,997 in federal funds to implement

strategies focusing on the effective use of technology in a rural community in a program known as *ACCESS: A Culture Creating Effective Systems for Success*.

ACCESS aims to

- Provide high-quality teaching and learning resources to engage students and support anytime, anywhere access;
- Expand the reach of teachers through connected teaching, instructional redesign, and high-quality professional learning, and
- Create a systematic process for real-time teacher and student access to online assessment data to improve instruction and monitor progress in meeting college- and career-ready standards.

New Additions Join DPI Team

- Anne Monterosso – Education Program Administrator – Exceptional Children
- Alford McKenize – Education Program Administrator – Technology Services
- Jason Gilmore – IT Security Specialist – Technology Services
- Patty Hickman – Information and Communication Specialist II – Communication and Information
- Brian Smith – Planning and Development Consultant II– School Support/Charter Schools

Retirement:

- Jane Wright – Education Consultant II – Academic Services & Instructional Support
- Norman Allard – Education Consultant II – Exceptional Children

Special Recognitions and Awards

- **National Award Granted to E. K. Powe Elementary**
E. K. Powe Elementary wrote a grant through Code.org to celebrate the Hour of Code and won a \$10,000 grant. The Hour of Code is a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics. Visit www.hourofcode.com for additional information.
- **Friday Medal Awarded to Combs Elementary Principal**
Muriel Summers, Principal of Combs Elementary received the 2014 Friday Medal. The Medal, awarded by the William and Ida Friday Institute honors significant, distinguished and enduring contributions to education and beyond through advocating, innovation, advancing education and imparting inspiration. School officials called the award “one of the highest honors bestowed upon North Carolina educators.”
- **Harvey Elected to the School Nutrition Association**
Lynn Harvey, NC DPI Chief of School Nutrition Services, has been elected to serve as the Vice President of the School Nutrition Association. Lynn’s term will begin in July, 2015. She will serve as President-Elect in July, 2016, and President beginning in July 2017.

College Application Week – Successful Week for eTranscripts

Below are the weekly statistics provided by the College Foundation of North Carolina (CFNC) for successfully processed transcripts during College Application Week

- Official College Application Week Event – 45,375
(Monday, November 10 through Friday, November 14)
- For the entire week – 50, 354
(Sunday, November 9 through Saturday, November 16)

College Application Week is an effort by CFNC to provide every graduating senior the opportunity to apply for college online, with a special focus on first generation students and students who may not otherwise have applied for college.

Superintendent's Parent Advisory Council Meeting – Parents Meet to Discuss Accountability and Other Topics

The State Superintendent's Parent Advisory Council met November 18 in Raleigh. Agenda topics included

- NC's Testing and Accountability System
- School Report Card
- ESEA Waiver Discussion

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Council of State, Raleigh, NC
- Positive Behavior Intervention and Support Recognition Celebration, Greensboro, NC
- Public Administration Alumni Association, Chapel Hill, NC
- Blue Ribbon School Celebration, Shoals Elementary, Pinnacle, NC
- BEST NC Accountability, Transparency and Communications Workgroup, RTP, NC
- Council of Chief State School Officers' Annual Policy Forum, San Diego, CA
- IEL Board Meeting, Washington, DC
- National Summit on Education Reform, Washington, DC
- Wayne County Education Forum, Goldsboro, NC

Founding Principles Act

Dr. Atkinson recognized Representative Horne (Union County) who was present in the audience. She explained that on December 2, she presented recommendations about the Founding Principles Act to the Joint Legislative Education Oversight Committee. The following recommendations were made to the committee:

1. The title of the course Civics and Economics be changed to American History Founding Principles I, Civics, and Economics
 Rationale: The standards for this course adopted by the Board in 2010-11 have 100 percent alignment with the ten Founding Principles cited in the law. Originally, this was the course designed to cover the Principles.
 - At least 50 percent of the course is devoted to the Principles, thus meeting the requirement for semester coverage.
 - Since 2011, teachers of this course have received professional development about teaching the Principles.
 - All students are required to take the course to graduate from high school.
 - At least 50 percent of the questions on the final exam for the current course assess Founding Principles' understanding. Currently, the test has 37 questions.
2. Highly recommend that teachers use the Founding Principles resources and materials from the Bill of Rights Institute.
 Rationale: The Department of Public Instruction contracted with the Institute to develop modules to be used for teaching the standards. The Institute is nationally recognized for its coverage and

support for the Founding Principles. While it has been a practice not to require certain curriculum material and leave that decision to local boards and teachers, we felt that with this encouragement we can be better assured that the Principles will be taught. We will also develop a detailed blueprint for teachers to follow for the course. This blueprint will give an approximate percent of time to spend on the Principles. In keeping with getting input from the field, we will invite master teachers to help with that development over the next two months.

3. Require in policy that local boards of education review the curriculum materials in each LEA to ensure that the Principles are being taught
4. Continue with professional development for teachers.

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 two amended DSWs this month as of November 12 (have approved 66 LEA/Charter School amended DSWs since July 1, 2014)
- Continued the year four LEA/Charter School progress reporting process; the online progress reporting tool for LEAs and Charter Schools opened on September 10
- Certified data and information for USED's 2014 RttT Annual Performance Report
- Continued regular communication with LEAs and Charters through the Biweekly Home Base/RttT Update newsletter and managed "breaking news" announcements for Home Base functionality
- Hired RttT Communications Specialist to fill a vacancy on the RttT Communications Team (November 3)
- Identified December dates for the READY V webinar meetings for principals and teachers; still working to identify a date for a January meeting; finalized agendas for these meetings and invitations mailed out prior to Thanksgiving

Data Systems to Improve Instruction:

- Continued (NCDPI and Pearson) to identify and apply hot fixes and query optimizations to improve system performance; specifically, since our last report the teams have implemented the following improvements:
 - Deployed hot fix to correct the errors intermittently occurring as it relates to Scheduling Tests (system lock up or the user receives an "Our Apologies" error message)
 - Deployed hot fix to correct the 'Error 404, Bad Request - Header too long messages when trying to log into Schoolnet from PowerSchool
 - Deployed four query optimizations to enhance performance on high resource utilization associated with North Carolina use cases, including reporting and material searches
 - Deployed SQL server configuration optimizations associated with indexes
 - Deployed additional query optimization related to benchmark reporting (impacts to web parts)
 - Re-enabled the student and teacher web parts that had been temporarily turned off
- Continued (Pearson) to analyze North Carolina usage patterns and system performance to identify and apply additional near-term optimizations and improvements to deliver a more effective instructional improvement system

- Continued work on long-term solutions for Schoolnet, including considering changing the database architecture to improve the ability of the system to scale to meet North Carolina's high transaction volume
- Began the Schoolnet and OpenClass webinar series for the 2014-15 school year; the webinars run every Thursday and are available to all educators; they are also recorded and archived on the Home Base website along with presentation slides and transcripts

Great Teachers & Principals:

- Posted new online training module and content-specific artifact exemplars for Analysis of Student Work (ASW)
- Continued updating the ASW Online platform from pilot functionality to statewide implementation functionality; development is on schedule for a January 2015 roll out
- Received (as of November 14) 32 waiver requests from LEAs and charter schools requesting the use of school-wide data in place of ASW for the 2014-15 school year; NCDPI will present these waiver requests to the State Board of Education (SBE) in December for approval
- Completed requirements gathering for student survey platform; NCDPI plans to test the platform functionality in December
- Provided job placement support for the Regional Leadership Academy (RLA) graduates from Northeast Leadership Academy (NELA), Piedmont Triad Leadership Academy (PTLA) and Sandhills Leadership Academy (SLA) who are currently interviewing for leadership positions in high needs school districts
- Conducted onsite leadership-coaching sessions with RLA Cohorts I-III members in addition to emails and phone calls routinely provided by RLA staff
- Continued providing licensure coursework for NCTC Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Supported the Governor's Teacher Network (GTN) participants in Pathways 1 and 2 in working with their content leads on fall deliverables; first deliverables were due November 15

Pathway 1:

- Conducted monthly webinars and/or face-to-face support sessions for GTN participants with professional development leads and regional educational facilitators
- Networked via discussion forums in the online action research course, posted questions and comments and shared ideas and progress
- Began implementing individual action research plans
- Completed online course work on qualitative and quantitative research data collection techniques
- Three teachers resigned due to personal and professional obligations

Pathway 2:

- Conducted Webinar 4: Unit Building and Creation in Schoolnet for GTN participants
- Assisted GTN teachers in preparing for interim deadlines for submission of lesson and unit drafts for the second part of their instructional sequence; the amount of work due at each checkpoint is determined within each content area between the GTN teacher and their content reviewer
- Continued providing ongoing review and feedback based on each individual teacher's defined instructional sequence outline
- Seven teachers resigned due to personal and professional obligations and one teacher died after being involved in a car accident

- Continued working with LEAs closely on implementation of the distribution of effective teachers mini-grant plans
- Continued working with vendor on the development of the Distribution of Effective Teachers' dashboard
- Filled PD Lead vacancy (November 3)
- Released a new mini-module on October 30 entitled, "What the Best NC Teachers Do?"; the goal of this project is to share the insights, skills, and advice from our state's best teachers with other educators in order to help them gain insight and inspiration for their own teaching
- Began planning for the Spring 2015 Principal Ready meetings, which will focus on coaching support for the NCEES, and using a differentiated lens to support subgroups; over 1,000 principals and school administrators participated in Fall 2014 Principal Ready meetings, which focused on curriculum tools and resources that will help their teachers improve content knowledge and instructional skills, with a specific focus on mathematics
Planned to host, in coordination with the Friday Institute's Digital Learning Collaborative through the NC Learning Technology Initiative (NCLTI), the last workshop in a series entitled, Unpacking Problems of Practice in our Work; each event centers on interactive, differentiated, and job-embedded activities highlighting resources and tools to build one's professional capacity; series topics thus far have included, From Data to Action; Empowering Your Schools and Districts through Home Base, and Intellectual Property (created to assist NCDPI employees with their coaching responsibilities surrounding the Governor's Teacher Network)
- Began Cross-District Strategic Solutions sessions November 5 and will run through December 11 in all eight regions; a video demonstration of the virtual protocol has been created and will be shared with all regions
- Received SBE approval for the New Teacher Leadership standards in October; this newest instrument in the North Carolina Educator Evaluation System portfolio is designed to evaluate district- or building-based professionals who are tasked with helping teachers improve their practices

NC Virtual Public Schools:

- Continued course revisions for the Forensic Sciences and Biotechnology/AgriScience I course this fall; began course revisions for the Math III course (all course revisions will be completed by the end of the RttT grant period)
- Began collaborating with pilot schools to discuss and revise implementation plans and develop Professional Learning focused on sustainability

Turning Around the Lowest-Achieving Schools (TALAS):

- Continued work on plan for year five work that will intensify supports in schools still located in the lowest 5% of schools in North Carolina
- Continued providing professional development and coaching for currently served schools/districts
 - Delivered professional development sessions focused on interactive Read-Aloud best practices in Lenoir County
 - Conducted workshops on Revised Bloom's Taxonomy for Weldon City Schools
 - Conducted Teacher Retention and Support training with Halifax County Schools
 - Coordinated trainings in Durham Public Schools in which teachers analyzed technology integration using the Substitution Augmentation Modification Redefinition (SAMR) framework
 - Worked with teachers on good planning and instructional delivery aligned with Common Core/Essential Standards in Hyde

- Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Delivered Professional Development for School Leaders focused on “sustaining change” to approximately 250 principals, assistant principals, and curriculum facilitators
- 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
- Continued supporting LEA/charter school opt-in to various Cloud Services:

Cloud Service	Total Opt-in LEAs	Total Opt-in Charters
IAM	10 Primary focus for IAM now is Home Base integration, which will incorporate all 115 LEAs and all charters that elect to use Home Base	2
iSeries	35	Once configuration is complete all charter schools will be hosted in the SAS iSeries NCEdCloud
Cloud Email	77	54
Cloud Filtering Services	72	61

- Released a statewide survey to gather data regarding the status of every school’s wireless infrastructure to help inform the development of the RFP and the Wireless Infrastructure plan; 1,000 schools have participated in the survey so far; we are currently analyzing the data to assess the needs gap
- Held three webinars for the Wireless Infrastructure Initiative and also presented at two regional meetings of LEA technology directors to discuss the Wireless Infrastructure Initiative
- Continued development of a Request for Proposal (RFP) for the Wireless Infrastructure Initiative
- Began evaluating five vendor responses to an RFP to modernize statewide applicant tracking (to provide a single system in which applicants can apply to multiple LEAs); the RFP evaluation team includes five LEAs
- Received 11 vendor responses to an RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; the RFP Evaluation Team has submitted the

recommendation to invite the short list best vendor proposals to demonstrate their LMS product on November 17 and 18

- Received 11 responses to an RFP for Device Management services; vendor proposals are being reviewed by the NCDPI Purchasing Office
- Expended approximately \$300,000 of the Year 5 RttT budget in October

Evaluation:

- Continued interview coding and analysis activities related to Teacher and Leader Effectiveness
- Continued activities related to the Distribution of Teachers and Leaders:
 - Conducted preliminary exploratory analysis on data builds by subject area for the teacher quality report
 - Attended data meeting with members of NCDPI to address workflow and data questions
 - Drafted policy brief for 2012-13 New Teacher Support Program outcomes
- Continued data analysis for reports related to Professional Development:
 - Submitted the initial draft of the Fourth Annual Race to the Top Professional Development Evaluation Report NCDPI for review and received their feedback
 - Completed the revised draft Distinguished Leadership in Practice (DLP): Third Annual RttT Evaluation Report – A Final Summary for submission to the State Board of Education during their December 2014 meeting
 - Completed the revised draft of the report North Carolina’s Future-Ready Leadership Program: An Overview of Current Data for submission to the State Board of Education during their December 2014 meeting
- Continued activities related to District and School Transformation, Including STEM Schools
 - Reviewed initial results for 2010-13 change in performance composites for TALAS schools and previewed this information with the State Superintendent
 - Completed the revised draft Race to the Top STEM Affinity Network: Final Report for submission to the State Board of Education during their December 2014 meeting
- Discussed Cloud implementation and adoption by local school districts and effects on district spending
- Continued data analysis for reports related to the Overall Evaluation:
 - Began analysis plan for conducting within-state impact analysis
 - Finalized dose-response spreadsheet for RttT interventions by school district
 - Began identifying national databases for analyzing the impact of RttT in bordering states
- Met with NCDPI Accountability staff to further discuss the use of concordance tables in capturing student performance between the previous and the latest edition of the state end-of-grade and end-of-course test scores

Legislative Update

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

Ms. Beaulieu drew attention to the State Board of Education’s 2015 Legislative Agenda, which is also posted on the State Board eBoard website. She highlighted the main components of the agenda. Ms. Beaulieu noted that hard copies of the 2014 Report on Education Legislation were available in the Board Lounge for Board members, and that the link to this Report is posted on the Legislative webpage.

2015 Legislative Agenda

Vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Mission: The State Board of Education has the constitutional authority to lead and uphold the system of public education in North Carolina.

Goals

1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
2. Every student has a personalized education.
3. Every student, every day has excellent educators.
4. Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
5. Every student is healthy, safe, and responsible.

Action Items

1. **Professional Development/Educator Effectiveness:** Invest in our teaching workforce and leadership. Enhance Educator Effectiveness through proven measures of training:
 - a. Regionally-based Professional Development
 - b. Distinguished Leadership in Practice
 - c. Regional Leadership Academies
 - d. NC Educator Evaluation System
 - e. K-2 EVAAS
2. **Teacher Leaders. Teacher Pay. Career Opportunities:** Maintain and improve our state's commitment to the teaching profession.
 - a. Fulfill the commitment to raise all teachers' salaries to attract and retain the best and brightest.
 - b. Institute targeted Master's and Doctoral Pay.
 - c. Ensure a high-quality, sustainable NC teacher recruitment plan.
3. **Textbooks:** Reinstate the textbook funding level to \$77.16 per student (from \$15.96 in FY 2014-15).
4. **Digital Learning:** Provide the support and infrastructure necessary to reach the Digital Learning goal of 2017 set by the General Assembly.
 - a. Expand school connectivity support to include internal school network infrastructure for reliable wireless and wired connectivity.
 - b. Secure classroom technology needs during implementation of the Instructional Improvement System within Home Base.
 - c. Manage delivery of instructional tools and resources for the Home Base system, accessible by all 115 school districts and charter schools.
5. **NC Virtual Public School:**
 - a. Allow funding formula flexibility option for local school districts to optimize their virtual learning needs.
 - b. Increase staffing capacity to accommodate increased demand and anticipated growth.
 - c. Exempt NC Virtual Public School from the Umstead Act for both short- and long-term sustainability.
6. **Instructional Supplies:** Reinstate the per student funding level to \$59.33 (from \$28.92 in FY 2014-15).
7. **Turning Around Lowest Achieving Schools:** Continue proven support for principals, teachers and superintendents in lowest achieving schools and districts.

8. **Read to Achieve:** Improve upon the sound foundations set in this early literacy law and provide the required support to help children meet the rigorous demands.
 - a. Permit local funding flexibility with Reading Camp money for K-2 struggling readers to attend Reading Camps (extended day/extended year) after commitments to 3rd graders are met, and ensure that the funds do not revert.
 - b. Provide additional staffing, such as Master Literacy Trainers, Instructional Coaches, and/or Teacher Assistants, to ensure that each child can read by or before 3rd grade.
9. **School Calendar Flexibility:** Allow local school districts the option of a balanced calendar of 185 days or 1,025 hours with local flexibility on start and end dates. Allow alignment of the school calendar with that of community colleges and universities to enhance learning opportunities.
10. **NC Procurement Alliance:** Invest in this child nutrition Alliance (where every \$1.00 invested saves LEAs \$6.00).

Board member Wayne McDevitt reminded the Board of its five-year document that is necessary to achieve these strategic goals, which manifest themselves in a bill. He explained that he would be interested in seeing how each bill develops. He also spoke about bills that are not on the Board's agenda but perhaps the Board wants some commentary. Ms. Beaulieu explained that, during the course of session, an ongoing work group meets to immediately analyze and, in some instances, respond. She thanked legislators for informing the Department in advance before a bill gets filed if it is going to affect public education in any significant way, and ask for input about unintended consequences, etc.

Board member Tate expressed appreciation for the inclusion of Regional Leadership Academies in the agenda. He stressed that it is closely aligned to turning around our lowest-achieving schools.

Board member Patricia Willoughby spoke briefly about digital learning, specifically as it relates to expanding school/community connectivity. In response to a request for an update, Lt. Governor Dan Forest explained that as part of the Digital Learning Plan, the Friday Institute is looking at the long-term plan for school/community connectivity. BEST NC is also looking at this issue, according to the Lt. Governor. He spoke briefly about conversations currently underway regarding digital device money, digital textbook funds and how these things work in parallel – leveraging buying power, etc. State Superintendent Atkinson added that the Digital Learning Plan must be finalized by August 15, 2015. She noted that the Board requested in its Expansion Budget \$12 million to leverage \$65 million from e-Rate. In addition, \$6 million was asked for Home Base.

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 ten 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 the Consent Agenda.

Upon motion by Mr. John Tate, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 9, GCS 10, TCP 4, TCP 5, TCP 6, TCP 7, TCS 9, TCS 10, TCS 11, TCS 12, LFI 4, LFI 5, LFI 6, and LFI 7.)

**GLOBALLY COMPETITIVE STUDENTS
(Vacant, Chair; Dr. Olivia Oxendine, Vice Chair)**

CONSENT

GCS 9 – Race to the Top STEM Affinity Network: Final Report

Policy Implications: SBE Policy #GCS-A-12; No Child Left Behind Act (NCLB)

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 Race to the Top (RttT) funded STEM Affinity Network. This evaluation report presents outcomes of the initiative at the end of the original funding period (2010-2014) and discusses implementation and sustainability of the program activities. It also presents recommendations with regard to improving effectiveness of and continuation of the program.

The evaluation examined the short-term outcomes for students and staff in the 20 schools in the STEM network at the end of the funding period, the extent that key elements of the network of STEM anchor and affinity schools (*network structure, professional development, curriculum, and partnerships*) were implemented, and what mechanisms and funding were put in place for the sustainability and scaling-up of the model, or of its most successful elements.

Evaluation Findings

Short-term demographics, achievement, and course-taking outcomes. Between 2010-11 and 2012-13, the analyses revealed the following changes:

- The number of low-poverty STEM schools increased from 7% to 26% and the number of high-poverty STEM schools decreased from 53% to 37%, partially due to the addition of new STEM schools.
- The percent of advanced-level Algebra II courses (compared to all math courses) offered in STEM schools increased from 18% to 46%, the percent of advanced-level biology courses (compared to all biology courses) offered in STEM schools increased from 27% to 61%, and the percent of advanced-level chemistry courses (compared to all chemistry courses) offered in STEM schools decreased from 51% to 45%.

Short-term outcomes in RttT STEM network schools: Evidence from staff and student surveys. This section compares student and staff responses of surveys administered between October and December of 2013 with surveys administered earlier (between May and December 2012).

- In general, students and teachers reported relatively high ratings of most measures in both survey administrations (students' perseverance, confidence in ability to learn STEM subjects, and attitudes towards school, learning, and STEM; teachers' use of rigorous, relevant, and collaborative instructional strategies).

- Staff and students reported a more STEM-focused environment on the second survey administration than on the first
- Overall, teachers' reported use of targeted instructional practices was higher on the second survey than on the first survey.
- In most cases, in both survey administrations, the levels of implementation of short-term outcomes reported by teachers and students were higher in anchor schools, small new schools, and STEM academies and they were lower in comprehensive schools. However, positive changes in outcomes between the first and second surveys were seen most frequently in comprehensive high schools. Because surveys were administered only one year apart, they reflect perceptions of impacts during a short, initial period of the project. In addition, the samples for the first and second survey administrations were different; therefore, differences between survey administrations could be affected by differences in samples. Consequently, results should be considered as merely suggestive of possible trends.

Short-term outcomes in anchor schools: Evidence from the qualitative data. This report describes data from fall 2013 and notes changes between spring 2012 to fall 2013.

- Staff in all anchor schools report that they need more time and support—such as via professional development and paid summer employment—in order to become model STEM schools.
- According to staff and as judged by independent observations, there were notable improvements in instruction in anchor school classrooms (such as increases in frequency of project-based learning and content-focused discussions). This result is somewhat supported by teacher and student survey reports (e.g., increase in rigor of instruction, according to anchor school staff).
- All four anchor schools have developed strong partnerships with industry and institutions of higher education (IHE) that provide substantial benefits to staff and students.

II. Implementation

- Surveys indicate that the frequency of face-to-face and online networking among staff remained at the same level during the two years analyzed in this report. Networking happened mostly during professional development events and often did not continue outside of these events.
- North Carolina New Schools (NC New Schools) fulfilled its obligations for instructional coaching, significantly exceeded its obligations for leadership coaching, and fulfilled obligations for out-of-school professional development days by the end of the project.
- Compared to early survey data, by 2013, more staff in comprehensive schools attended different forms of professional development and coaching (an 11 percentage point increase in participation in workshops and a 21 percentage point increase in participation in coaching); however, participation rates in anchor and small schools did not change.
- More than two-thirds of staff in all schools found both professional development and coaching somewhat or very helpful, with 86% to 89% of staff, respectively, in anchor schools reporting that these offerings were helpful.
- Sixteen integrated STEM courses were completed by the North Carolina School of Science and Mathematics (NCSSM) on time and were digitally delivered to the North Carolina Department of Public Instruction (NCDPI). The courses will be hosted on NCDPI's Home Base platform
- More than a quarter of teachers from the 20 STEM schools participated in the development of project-based curriculum units. The most notable gains in participation occurred in comprehensive schools.

- According to staff surveys, as a result of NC New Schools' partnership-building work, participation of school staff in collaborations with business and community partners significantly increased in all types of schools.

III. Sustainability

- Overall, the RttT STEM funds helped to move forward STEM education in the state by helping to create a state-wide strategic plan and by funding the development and support of STEM programming in 20 STEM-themed schools. After the end of RttT funding, NCDPI will use its own funds (with some private contributions) to continue its STEM school recognition program, provide support for the STEM portal, and implement the NCSSM-designed courses.
- As judged by the Evaluation Team and according to anchor school and NC New Schools staff, anchor schools need additional time and support to become STEM school models and sustain the changes. All four anchor schools will continue to *receive professional development and coaching support from NC New Schools*, funded by various sources.
- After the end of RttT funding, support for the remaining 16 STEM affinity schools will be either reduced or completely eliminated, at least temporarily. Many of these schools and their Local Education Agencies (LEAs) expressed interest in continuing to receive support from NC New Schools. These LEAs and NC New Schools are looking for funding opportunities to continue support.
- The work of the Industry Innovation Councils (IICs) continues to be sponsored by business partners, and as such, will be sustainable beyond the RttT grant period.
- Lessons learned by NC New Schools during the project will be applied to improve services NC New Schools already provides to more than one hundred innovative schools in North Carolina, as well as to scale up STEM learning across the state. For example, starting this year, NC New Schools will expand their STEM offerings to all partner schools and will take a more direct approach to engaging LEA staff in different ways.

The report contains recommendations from the Evaluation Team, including the continuation of the initiative based on the initiative's impacts on STEM education statewide as evidenced through the reported short-term outcomes. It also offers implementation activities toward sustainability of the program.

Recommendations:

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

CONSENT

GCS 10 – State Board Approval Process for Local Alternative Portfolios – Submitted Local Proposal for December 2014

Policy Implications: General Statutes § 115C-83.3(8) and #115C-83.7(b)

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:

HB 230 allows Local Education Agencies (LEAs) to submit proposals to the State Board of Education for a local alternative portfolio process. The completion of a student-reading portfolio is one of the

Good Cause Exemptions listed in the Read to Achieve law. The law states that “students who demonstrate, through a student-reading portfolio, reading proficiency appropriate for third grade” shall have a good cause exemption. HB 230 also clarifies the definition of a student-reading portfolio. “Student reading portfolio means a compilation of independently produced student work selected by the student’s teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student’s reading ability. The student-reading portfolio shall include an organized collection of evidence of the student’s mastery of the state’s reading standards that are assessed by the state-approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above. The State Board of Education approved the Department of Public Instruction’s Read to Achieve portfolio process in October 2013 and addendums to this process in February 2014.

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

(At this point, no portfolios have been submitted. This item may be removed from the GCS agenda for the December SBE meeting.)

Recommendations:

The State Board of Education is asked to approve the recommendation of the Portfolio Advisory Committee for the local alternative portfolio for the listed LEA.

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

CONSENT

TCP 4 - Annual Report on Teachers Leaving the Profession

Policy Implications: General Statute §115C-12(22), 2013-14 Annual Report on Teachers Leaving the Profession

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

Description:

General Statute § 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2013-14 school year is attached.

Recommendations:

This item is being presented for consent for this month.

CONSENT**TCP 5 - 2014 IHE Performance Report**

Policy Implications: General Statute §115C-296(b1), SBE Policy #TCP-B-008

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

Description:

General Statute §115C-296(b1) requires an annual IHE performance report/educator preparation report card to be submitted to the Joint Legislative Education Oversight Committee (JLEOC) on undergraduate and graduate teacher education programs. The Institutions of Higher Education (IHE) summary performance report for the 2013-14 school year is presented to the State Board of Education (SBE) for consent. Upon SBE approval, the IHE performance report/educator preparation report card is forwarded to JLEOC and separate institutional reports for each IHE are published on the NCDPI website at www.ncpublicschools.org/ihe/reports.

Findings include:

- Enrollment in teacher education programs (undergraduate, graduate, and school administration) decreased this past year.
- The number of student teachers decreased this past year.
- Indicators of candidate quality at program admission (GPA, admission test scores) and program completion (Praxis II pass rates) remained relatively unchanged from last year.
- The percentage of program completers licensed in North Carolina and employed by a North Carolina public school one year after student teaching decreased slightly this past year.

Recommendations:

It is recommended that the SBE accept this report for submission to the General Assembly.

CONSENT**TCP 6 - Distinguished Leadership in Practice (DLP): Fourth Annual Evaluation Report – A Final Summary**

Policy Implications: N/A

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

Description:

This report completes the Consortium for Educational Research and Evaluation – North Carolina's evaluation of the professional development program Distinguished Leadership in Practice program funded by the federal Race to the Top (RttT) grant. The purpose of this evaluation was to provide detailed information about the implementation and impact of this professional development effort that

targets practicing principals. This evaluation study is one part of a larger effort to evaluate the implementation and impact of North Carolina's RttT professional development initiatives in order to determine if the initiatives as implemented have led to the intended outcomes with respect to school leader practice, the culture and climate of achievement at those leaders' schools, and, potentially, teacher and student performance.

Designed for practicing principals, the Distinguished Leadership in Practice (DLP) program is aligned to the performance evaluation standards adopted by the State Board of Education for North Carolina's school leaders. The DLP program is provided by the North Carolina Principals and Assistant Principals' Association (NCPAPA) in partnership with North Carolina Department of Public Instruction (NCDPI). The year-long experience employs a non-traditional professional development approach for practicing principals who are coached using a continuous improvement model. Participants examine the meaning and application of school leadership through a problem-based approach delivered via a series of face-to-face, regional, cohort-based sessions, supplemented by online activities. Participating principals are provided with models of exemplary school leadership, which allows them to study the behaviors, attitudes, and competencies, that define a distinguished school leader.

The Evaluation Team documented the DLP activities and collected data about participation in, satisfaction with, and the impact of DLP professional development activities through surveys and focus groups with DLP participants and facilitators, as well as analysis of longitudinal education data on principals. This report focuses on DLP Cohorts 1 and 2 but also provides enrollment and participation findings for Cohorts 3 and 4. DLP enrolled 634 principals from 2011-12 through 2014-15, for an average of 159 principals per year. Participants came from 100 of the state's 115 Local Education Agencies (LEAs). Many participating principals were already high-achieving before they enrolled in this professional development program. Data from participants' applications indicate that participants come from a variety of backgrounds and school contexts, and that they are fairly representative of principals across the state. DLP is a rigorous program that requires a considerable time commitment from participants. About 20 percent of initial participants do not complete the program.

In terms of program quality, the program was very highly regarded. Nearly all of the participants agreed or strongly agreed at the conclusion of the program that it had a clear purpose and was relevant. Among former participants in the first two cohorts, about three-fourths of participants now consider the components focusing on building a collaborative culture, improving teaching and learning, and leading change to have been the most valuable.

Evaluation Findings

Short-Term Outcomes: Responses to the post-component surveys were very positive overall, with results suggesting that participants learned the intended knowledge and skills over the course of each component. At the program's conclusion, and in the first and second years that followed, participants were asked to reflect on whether their participation in DLP had given them a better understanding of the knowledge and skills the program was designed to provide. Results were overwhelmingly positive across all eight survey items, with at least 80 percent of respondents (and often many more) agreeing or strongly agreeing with each item.

Intermediate Outcomes: Positive survey responses from both DLP participants and their personnel – including teachers, instructional support staff, and assistant principals – indicated that DLP principals

had started to implement the new knowledge and skills they learned in the program. Not only were responses favorable, but the personnel survey responses also matched the responses of their own principals to a high degree across survey items. Participant follow-up interviews, consistent with survey data, revealed that principals reported increased confidence in instructional leadership and cultural leadership through relationship development. However, no clearly discernable, statistically significant patterns emerged for changes in principals' North Carolina Standards for School Executives evaluation ratings before and after DLP participation. This finding might be attributable to the non-sensitivity of the administrator rating scale.

Long-Term Outcomes: Survey results provide a clear consensus among both teachers and principals that the school- and teacher-level focus on student achievement has increased since principals participated in DLP. Despite these largely favorable survey responses, principals were hesitant in their qualitative responses to attribute changes directly to the program because of competing factors and other concurrent state policy changes.

Distal Outcomes: As detailed above and in previous reports, DLP sets up principals to have the capacity to influence student achievement, vis-à-vis their influence on the school and their staff. However, it is still too early to establish any direct, causal link, due to current data limitations, the limited time elapsed since the principals participated in the program, and the implementation of multiple state policy changes at the same time as this training program. For these reasons, analyses using administrative data to identify DLP principals' impacts on students are not included in this report.

The report also offers recommendations for future program improvements, including providing graduate course credit for program participation, further differentiating and customizing learning activities, and incorporating additional learning assessments for participants. Additional recommendations include considering more sustainable funding models to cover participant expenses and emphasizing realistic solutions to challenges of implementing school reform practices.

Recommendations:

It is recommended that the SBE accept this report.

CONSENT

TCP 7 - North Carolina's Future-Ready Leadership Program: An Overview of Current Data Policy Implications: N/A

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

Description:

The Consortium for Educational Research and Evaluation–North Carolina conducted an independent external evaluation of the implementation and impacts the Race to the Top (RttT) funded professional development initiative known as Future-Ready Leadership (FRL). The FRL program was developed and provided by the North Carolina Principals and Assistant Principals' Association (NCPAPA) in partnership with the North Carolina Department of Public Instruction (NCDPI). Each year, participating assistant principals take part in six cohort-based face-to-face sessions and engage in assignments,

projects, and readings designed to build their capacity as “future-ready” school leaders and as a result build the capacity of their schools.

This report provides a summative evaluation of the FRL program outlining its implementation, quality of professional development, and overall impact. The report concludes with an investigation of differences in participant perceptions based on whether their principals participated in a related program (NCPAPA’s Distinguished Leadership in Practice program), and also of differences in the formal evaluation ratings of participants and non-participants.

Data for this report were assembled from administrative data maintained by NCPAPA, informal interviews conducted by the Evaluation Team, and other external artifacts to better understand the implementation, quality of professional development, and impact of FRL. In addition, the Evaluation Team developed and deployed an end-of-year FRL participant survey that was administered to all participants in the first and second cohorts. The sample for this report includes all participants enrolled between January 2012 and May 2013 (169 assistant principals).

Evaluation Findings:

Implementation of FRL

- *Multifaceted approach to professional development.* NCPAPA developed and implemented the FRL curriculum, utilized knowledgeable facilitators to deliver high-quality professional development, and provided assignments that required participants to engage their school staff.
- *Effective selection process.* Program officials used a complex selection process to identify school leaders who were prepared to benefit from the program.
- *Diverse participant population.* Participants represented over 70 local education agencies (LEAs) and included leadership from elementary, middle, high, and combined schools. In addition, participants came from small (9%), medium (55%), and large (36%) LEAs. Differences in race and gender were not tracked.

Quality Professional Development

- *Overall high quality.* Surveyed participants agreed that the FRL program was useful, with few areas for improvement. Participants also agreed that the sessions had clear objectives.
- *Importance of collaboration with peers.* Overwhelmingly, surveyed participants agreed that the most beneficial aspect of FRL was the ability to collaborate with their peers during and outside of professional development sessions.
- *Alignment of content.* Although a few respondents indicated they would prefer the content to have a better alignment with their school’s needs, the majority of participants agreed that nothing needed to be improved for future cohorts.

Impact of the FRL Program

- *Increase in knowledge.* Overwhelmingly, surveyed participants indicated that the FRL program helped them build knowledge about effective school leadership strategies. In addition, participants agreed they had a better understanding of the North Carolina Standards for School Executives.

- *Support for collaborative school environments.* Participants also indicated that, since completing the program, they are more likely to encourage a collaborative school environment that targets student outcomes.
- *Statistically significant difference in North Carolina Educator Evaluation System (NCEES) scores.* Participants from the second FRL cohort exhibited statistically significant growth in their NCEES scores after participation. Although participants from the first cohort showed growth, it was not statistically significant.

The report also offers recommendations for further study, such as continued investigation of the first and second cohort to assess change over a longer period. Given that data for this report were limited to the first and second cohort future research should include participants from the third cohort. In addition, resources for this evaluation were limited; if further funding becomes available, it is also recommended the use of focus groups, case studies, and observations are used in order to gain a deeper understanding of the program and its impacts.

Recommendations:

It is recommended that the SBE accept this report.

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

CONSENT**TCS 9 - Policies Regarding Education Data in North Carolina**

Policy Implications: Two new policies, TCS-C-017 (delete)

Presenter(s): Dr. Lou Fabrizio (Director, Division of Data, Research & Federal Policy)

Description:

Session Law 2014-50 (Senate Bill 815) states that the State Board of Education (SBE) will make rules to comply with all relevant state and federal privacy laws that apply to all data in the student data system. Specifically, the rules will place restrictions on access to personally identifiable student data and identify criteria for approval of research and data requests for personally identifiable student data. In order to comply, an out-of-date SBE policy (TCS-C-017) has been replaced with two new policies regarding external requests for education data and the internal use and handling of education data by the North Carolina Department of Public Instruction (NCDPI) staff.

The first policy, External Requests for Education Data, outlines the individuals that are authorized to receive Personally Identifiable Information (PII) from the student data system. It also describes the process for approving the request and releasing the data if the request is approved.

The second policy, Internal Use and Handling of Education Data, requires NCDPI staff to ensure data privacy and security, by following the precepts of the federal Family Educational Rights and Privacy Act (FERPA) and industry best practices for the collection, storage, public reporting and transport of education data.

Recommendations:

It is recommended that the State Board delete SBE Policy #TCS-C-017 and approve the two new policies regarding the privacy and security of student education records.

CONSENT

TCS 10 – School Transportation Maintenance Manual Review

Policy Implications: SBE Policy #TCS-H-005

Presenter(s): Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Director, Safe and Healthy School Support Division), and Mr. Derek Graham (Section Chief, Transportation Services Section)

Description:

The Appropriations Act of 2014 includes a requirement for DPI to study and review maintenance issues associated with the inspection of school buses as shown below.

SCHOOL TRANSPORTATION FLEET MANUAL REVIEW

SECTION 8.13.(a) The Department of Public Instruction shall study and review school bus transportation maintenance issues by convening a committee of school bus transportation maintenance experts, at least half of whom shall be employees of local boards of education from around the state directly involved in the daily maintenance of school buses.

The study shall specifically review the provisions of the state’s *School Transportation Fleet Manual*. The Department shall do at least the following when conducting the review:

1. Specify those provisions of the current manual that are required by federal law, regulations, or guideline.
2. Determine if the procedures in the manual, including the out-of-service criteria, can be streamlined and simplified to meet the minimum requirements of federal law, including Highway Safety Program Guideline No. 17 on Pupil Transportation Safety, and eliminate any unnecessary or unduly burdensome requirements.
3. Determine if the current 30-day school bus inspection schedule in G.S. §115C-248 is still appropriate or should be extended.

SECTION 8.13.(b) The Department of Public Instruction shall report on the study and the results of the review, along with any recommendations for statutory changes, to the Joint Legislative Education Oversight Committee by December 15, 2014.

DPI solicited input statewide from local transportation departments and then convened a committee with statewide representation to address items 1-3 above.

1. There are no federal requirements of school bus inspections and maintenance.
2. The committee focused its work on section two and provides recommendations for changes to SBE Policy #TCS-H-005. Some items including out-of-service criteria were recommended to be reduced. Some items were added to the existing out-of-service criteria. The committee did not find many unnecessary or unduly burdensome requirements.

The committee considered statewide input regarding the appropriate interval for the 30-day inspection process. There are a wide variety of opinions on the topic. Opinion is mixed among LEA transportation directors, among DPI transportation staff and among the committee. (The committee

voted, not unanimously, that a 42-day interval would be preferable to the 30-day inspection.) The report includes results and a recommendation that language be revised to allow LEAs to choose between a 30-day inspection or a 42-day inspection and that DPI re-evaluate the issue after two full years of experience.

Recommendations:

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

CONSENT**TCS 11 – Infrastructure to Fuel School Buses with Compressed Natural Gas (CNG)**

Policy Implications: Senate Bill 786, Session Law, 2014-4

Presenter(s): Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and Mr. Derek Graham (Section Chief, Transportation Services Section)

Description:

Senate Bill 786, Session Law 2014-4 includes the following requirements, including the reference study:

SECTION 28.(a) The Division of Purchase and Contract in the Department of Administration shall, in coordination with the Department of Public Instruction, provide that any fuel option may be considered for the award of a school bus contract. In the development of requests for proposals for school buses, the Departments shall include any fuel option practicable, including diesel, propane, liquefied natural gas, compressed natural gas, and electricity.

SECTION 28.(b) The consideration of any fuel sources in Section 28(a) of this act shall apply to any changes or modifications to term contracts executed on or after the effective date of this section.

SECTION 28.(c) The Department of Administration and the Department of Public Instruction shall jointly study the infrastructure that would be necessary to support school bus fleets fueled by natural gas and report any findings and recommendations to the Joint Legislative Energy Policy Commission on or before January 1, 2015.

Recommendations:

It is recommended that the report be accepted and forwarded to the Joint Legislative Energy Policy Commission.

CONSENT**TCS 12 – Report to the General Assembly on Utilization of Contracts**

Policy Implications: House Bill 884 (Session Law 2014-104)

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

Description:

House Bill 884 requires a joint report by the State Board of Education and the Charter School Advisory Board “on the utilization of contracts for personnel services by local boards of education and charter school boards of directors.” This report had to include the “purposes and the extent of such contracts prevalent in each local school administrative district and charter schools statewide.” Such data is not available through current electronic data collections; therefore, Department staff manually collected this information from all LEAs and charter schools. The report was presented to the Charter School Advisory Board at its November 13, 2014, meeting as “New Business.”

Recommendations:

It is requested that the State Board of Education members accept the report required by HB 884 that will be submitted to the Joint Legislative Education Oversight Committee.

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

CONSENT

LFI 4 – Charter Amendment to Change the Mission Statement for Quest Academy

Policy Implications: House Bill 884 (Session Law 2014-104)

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

Description:

Quest Academy, located in Raleigh, NC, opened as a charter school in 1999. The charter school’s grade configuration is for students in kindergarten through eighth grade. The charter school’s 2013-14 Average Daily Membership (ADM) was approximately 170 students. Quest Academy Charter School has been a “School of Excellence” each year of operation and is ranked among the best in North Carolina.

The revised mission statement is shorter than the originally approved mission; however, they are still committed to providing academic excellence to motivated students who are active in extracurricular activities such as athletics or performance in fine arts. 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 Quest Academy.

CONSENT

LFI 5– Annual Report on Charter Schools to the General Assembly

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:

In August 2013, Senate bill 337 made several changes to the charter school statute. One of those changes was to require an annual report from the State Board of Education due no later than January 1 to the Joint Legislative Education Oversight Committee. The annual report must include at least the following components:

1. The current and projected impact of charter schools on the delivery of services by the public schools.
2. Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
3. Best practices resulted from charter school operations.
4. Other information the State Board considers appropriate.

The draft version of this first annual report is provided for the State Board. In addition to the required components, the report includes brief historical information about charter schools, enrollment and funding data, demographic comparisons, a description of the Office of Charter Schools, and explanation of policy changes by the State Board, and goals for future goals.

Recommendations:

It is requested that the State Board of Education members accept the report that will be submitted to the Joint Legislative Education Oversight Committee regarding charter schools in North Carolina.

CONSENT

LFI 6– Report to the General Assembly on Charter School Modifications from SB 793 (Adoption of a Fast-Track Replication Process)

Policy Implications: Senate Bill 793 (Session Law 2014-101)

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

Description:

When Senate Bill 793 became session law, the State Board of Education was required to adopt a fast-track replication process whereby the State Board of Education would grant a charter in less than 150 days for qualified applicants. The State Board of Education had to adopt these rules and procedures no later than December 15, 2014, and provide a report to the Joint Legislative Education Oversight Committee (JLEOC) by February 15, 2015.

The State Board of Education met this deadline by adopting a policy at its September 2014 meeting. The swift action was possible because the Charter School Advisory Board has been working on a replication policy since January 2014.

This report provides the following to the JLEOC: contextual information about the formulation of the policy, short overview of each section, and a copy of the State Board approved policy.

Recommendations:

It is requested that the State Board of Education members accept the report on Fast-Track Replication that will be submitted to the Joint Legislative Education Oversight Committee regarding charter schools in North Carolina.

CONSENT**LFI 7– NCVPS Annual Report****Policy Implications:** SL 2011-145-Section 7.22(h); (G.S. v66-58(c))**Presenter(s):** Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)**Description:**

Session Law 2011-145, Section 7.22(h); (G.S. v.66-58 (c)) dictates that “Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement.”

The NCVPS Executive Director will share the 2013-14 Annual Report. The report highlights the accomplishments, achievement, outreach initiative programs, processes, and enrollment for the 2013-14 fiscal year.

Recommendations:

It is recommended that the State Board of Education approve the NCVPS 2013-2014 Annual Report as written.

ACTION AND DISCUSSION AGENDA**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT****(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)****ACTION****LFI 1 – Approval of Cooperative Innovative High School Applications****Policy Implications:** General Statute §115C-238.50 Part 9, SBE Policy #GCS-F-005**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent)**Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students’ opportunities for education success through high quality instructional programming.

Legislative language requires a multi-step approval process. First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review and approval. Upon completion, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the

requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

Six districts - Anson County Schools, Guilford County Schools, Pitt County Schools, Wake County Public Schools, Watauga County Schools and Wilson County Schools, as well as the Northeast Regional School for Biotechnology and Agriscience are requesting approval for a total of ten schools. All applications include requests for state funding from the General Assembly. Applications that receive State Board of Education and IHE board program approvals must be submitted for funding approval on April 1, 2015.

Recommendations:

Department staff members support the recommendations of the Joint Advisory Committee, which include approval of the applications with the exception of Northeastern Regional School for Biotechnology and Agriscience and Anson Youth Career Connect: STEM Academy. Department staff strongly support Anson's proposal; however, state statutes require DPI to issue a new school code, and Anson County will not accept a new school code. Therefore Department staff support non-approval of the application.

The Northeastern Regional School for Biotechnology and Agriscience has been pulled from the approval list in order to address additional questions.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Chair Taylor reminded Board members that state statutes require DPI to issue a new school code, but Anson County will not accept a new school code. In accordance with the law, Department staff support non-approval of the application of the Anson Youth Career Connect: STEM Academy. In addition, the Northeastern Regional School for Biotechnology and Agriscience has been pulled from the approval list in order to address additional questions.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the Cooperative Innovative High School applications with the exception of Northeastern Regional School for Biotechnology and Agriscience and Anson Youth Career Connect: STEM Academy as recommended. (See Attachment LFI 1)

DISCUSSION MOVED TO ACTION

LFI 2 – Charter Schools Process for the Assumption of Inadequately-Performing Charter

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

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

Description:

General Statute § 115C-238.29G.(a1)(2) directs the State Board of Education to develop rules to allow an applicant to assume the charter of an inadequate charter school through a competitive process. The proposed changes in Senate Bill 793 add minimum criteria to be met in the State Board's rules and set a

timeline for completion by January 15, 2015, and report to the Joint Legislative Education Oversight Committee by February 1, 2015.

The State Board has discussed this policy at their August, September, and November meetings. The policy was discussed with the Charter School Advisory Board on two occasions. Based on feedback from the State Board at its November meeting, the policy outlines the major processes to be considered when the State Board of Education determines that a charter school should be considered for assumption.

Recommendations:

It is recommended that the State Board of Education review the proposed policy and provide feedback.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She reminded Board members that this item has been a discussion item since August. On Wednesday, consensus was reached to move this item from Discussion to Action item without objection.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to approve the proposed Charter Schools Process for the Assumption of Inadequately Performing Charter Schools as recommended. (See Attachment LFI 2)

DISCUSSION

LFI 3 – Final Approval for 2015 Charter Schools

Policy Implications: General Statute §115C-238.29, 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:

Seventy-one applicants submitted charter applications ahead of the December 6, 2013, 5:00 PM (EST) deadline with the hope of opening and operating a charter school in August 2015. The Charter School Advisory Board (CSAB) divided into four subcommittees to review each complete application. This level of review, which included the use of a uniform rubric for each applicant, was completed by April 7, 2014.

Through the review and majority vote, the CSAB invited the boards of 20 applicant groups for interviews to occur during April, May, and June 2014. Each applicant group was provided an opportunity to address any deficiencies or concerns while the Board asked additional clarifying questions. Upon concluding the interviews, the CSAB applications and rubrics are located on the following Office of Charter Schools' webpage: <http://www.ncpublicschools.org/charterschools/applications/2015-16/>.

Those 12 applicants groups were presented to the State Board of Education in September 2014 and 11 of them were advanced into the Planning Year and Ready-to-Open Process. Those 11 applicant groups are listed below, and Attachment 1 provides additional information for each group:

1. Charlotte Lab School
2. Excelsior Classical Academy
3. Ignite Innovation Academy – Pitt
4. KIPP Durham College Preparatory
5. Patriot Charter Academy – this applicant has requested to change its name to Winterville Charter Academy due to their proposed location. Per SBE Policy #TCS-U-014, the Office of Charter Schools (OCS) has been granted the ability to approve name changes with notification to the State Board of Education. OCS did grant approval in this instance.
6. PAVE Southeast Raleigh Charter School
7. Piedmont Classical High School
8. Queen City STEM School
9. Shining Rock Classical Academy: CFA
10. VERITAS Community School
11. Youngsville Academy

Since September 2014, the board members of the 11 applicant groups have attended preliminary planning sessions led by DPI staff and current charter school leaders focused on governance, charter school law, school finance, federal programs and school operations. Attachment 2 provides an overview of the planning year scheduled sessions provided for these applicant groups. These sessions are in accordance with SBE Policy #TCS-U-013, which mandates the planning year for charter applicants.

As part of the preliminary planning sessions, the boards of these 11 applicant groups have been asked to begin part one of the Ready-to-Open Progress Report (RTOPR). Part one was due to the Office of Charter Schools on December 1, 2014. If granted final approval, the boards of these 11 applicants groups will be asked to complete part two of the RTOPR. The second progress report is due to the Office of Charter Schools on May 29, 2015.

The RTOPR has been established to ensure that a quality public charter school opens on time and is prepared on day one to meet its promise to the community. The RTOPR that will be implemented by the office of Charter Schools can be seen in Attachment 3. The process includes a listing of items essential for the school to have prepared. Applicant groups that are having significant issues will receive a pre-operational visit from the Office of Charter Schools that could result in additional information being shared with the State Board.

Recommendations:

Recommendations will be made based on successful completion of planning year requirements and presented at the January 2015 SBE meeting.

Discussion/Comments:

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

This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015. (See Attachment LFI 3)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor shared that the LFI Committee received an update about NC Virtual Public School from Executive Director Dr. Eliz Colbert who provided the annual report. In addition, Mrs. Ritu Kaur from the NC Center for International Understanding provided a presentation about the US/India Partnership Schools in North Carolina for Real Communication. Representatives (including students) from two school districts shared what they had learned from this partnership. Board member Willoughby asked for a list of the partnership schools. Her request was noted.

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

DISCUSSION

TCP 1 – Requests for Waivers from Analysis of Student Work (ASW)

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, District/LEA Human Resources Support) and Ms. Jennifer DeNeal (RttT Project Coordinator)

Description:

Pursuant to the Board’s policy, DPI have provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the ASW (Analysis of Student Work) 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 35 LEAs/charter schools have submitted a request for local flexibility from the ASW process: Alexander County Schools, Alleghany County Schools, Ashe County Schools, Avery County Schools, Casa Esperanza Montessori, Caswell County Schools, Catawba County, Chapel Hill-Carrboro Schools, Charlotte Mecklenburg Schools, Cherokee County Schools, Cornerstone Charter Academy, Currituck County Schools, Elkin City Schools, Graham County Schools, Henderson County Schools, Hickory City Schools, Iredell-Statesville Schools, Jackson County Schools, Johnston County Schools, Macon County Schools, Montgomery County Schools, Mooresville Graded School District, Mount Airy City Schools, Newton-Conover Schools, Polk County Schools, Randolph County Schools, Stanly County Schools, Stokes County Schools, Surry County Schools, Thomas Jefferson Classical Academy, Union Academy Charter, Vance Charter School, Watauga County Schools, Wilkes County Schools, Yadkin County Schools.

Recommendation(s):

The NCDPI recommends for the approval of these waivers by the SBE.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She explained that the presentation included trends in the data that seemed to be major reasons why there are 35 LEAs requesting waivers from the ASW process.

- Technology, staff development, and the peer review process, were noted as the major reasons.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education’s December meeting and will return for Action in January 2015. (See Attachment TCP 1)

DISCUSSION

TCP 2 – Requests for Waivers from North Carolina Final Exams (NCFEs)

Policy Implications: SBE Policy # TCP-C-006

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

Description:

Pursuant to the Board’s policy, DPI has provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the NCFEs (NC Final Exams) and ASW (Analysis of Student Work) 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 NCFE/CTE assessment process: Six (6) NC Final Exam/middle-school CTE waivers: Iredell-Statesville Schools, Macon County Schools, Pinnacle Classical Academy, Watauga County Schools, Wilkes County Schools and Yadkin County Schools. One LEA rescinding: Durham Public Schools.

Recommendation(s):

The North Carolina Department of Public Instruction recommends SBE approval.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She noted that Durham Public Schools has rescinded its waiver request.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education’s December meeting and will return for Action in January 2015. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Recommendations for Approval of Superintendent Licensure Programs

Policy Implications: SBE Policy # TCP-B-002

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

Description:

In May 2013, the State Board of Education approved the mandatory remodeling of superintendent licensure preparation programs to align with the N.C. Standards for superintendents and the corresponding evaluation

rubric. In spring 2014, Institutions of Higher Education submitted proposals, known as blueprints, to the Department of Public Instruction for review. Blueprints were reviewed by trained teams of public school practitioners and/or higher education faculty. Blueprints not recommended for approval during the first round of review were returned to institutions with feedback. Institutions submitted modified blueprints based upon feedback from the initial review process. This item includes institutions recommended for approval after the second review round.

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She noted that seven IHE's have submitted proposals.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015. (See Attachment TCP 3)

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine shared that the TCP Committee received the Annual Report on the NC Center for the Advancement of Teaching (NCCAT) from Dr. Richard Thompson (Interim Executive Director, NCCAT). In addition, Dr. Rebecca Garland provided data on teacher observation requirements. Chair Oxendine explained that this item will be brought to the Board for action in 2015. The Department will bring language forward that will provide additional flexibility to LEAs in the number of observations used for teacher evaluations.

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

TCS Committee Chair Gregory Alcorn prefaced this Committee's business by noting the absence of Vice Chair Kevin Howell due to the recent death of his father.

In addition, Chair Alcorn explained that TCS 1, TCS 2, and TCS 3 all address worker's compensation issues. Chair Alcorn requested permission to move these items from Action back to Discussion this month since the latest version of the policy revisions for each of the items was not placed on eBoard. This will give the Board ample time to review the revisions prior to taking a vote. There were no objections.

ACTION MOVED TO DISCUSSION

TCS 1 – Workers Compensation Public School Employees – Policy Revision – TCS-Q-001

Policy Implications: General Statute §115C-12, SBE Policy #TCS-Q-001, Senate Bill 744

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division), and Ms.
Eileen Townsend (Section Chief, Insurance)

Description:

Revisions to SBE Policy #TCS-Q-001 (Workers Compensation Public School Employees); See attached policy for revisions.

Recommendations:

It is recommended that the State Board of Education approve the revisions to SBE Policy #TCS-Q-001.

Discussion/Comments:

- At the request of TCS Committee Chair Gregory Alcorn, action on this item is deferred until January since the proposed policy changes were not available for review on eBoard. There were no objections.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education’s November and December meetings and will return for Action in January 2015. (See Attachment TCS 1)

ACTION MOVED TO DISCUSSION

TCS 2 – Workers Compensation – Loss Prevention (New Policy)

Policy Implications: General Statute §115C-12, SBE Policy #TCS-Q-003 (New), Senate Bill 744

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division), and
Ms. Eileen Townsend (Section Chief, Insurance)

Description:

The State Board of Education shall develop policies and procedures to ensure that local boards of education implement and comply with loss prevention programs based on models adopted by the State Board. These models shall be designed to provide a safe working environment for employees within the local education agencies.

Recommendations:

It is recommended that the State Board of Education approve this new policy.

Discussion/Comments:

- At the request of TCS Committee Chair Gregory Alcorn, action on this item is deferred until January since the proposed policy changes were not available for review on eBoard. There were no objections.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's November and December meetings and will return for Action in January 2015. (See Attachment TCS 2)

DISCUSSION

TCS 3 – Workers Compensation – LEA Return-to-Work Compliance (New Policy)

Policy Implications: General Statute §115C-12, SBE Policy #TCS-Q-001, TCS-Q-004 (New), Senate Bill 744

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division), and Ms. Eileen Townsend (Section Chief, Insurance)

Description:

The State Board of Education shall develop policies and procedures to ensure that local boards of education implement and comply with return-to-work programs to ensure injured employees with workers' compensation claims return back to work.

Recommendations:

It is recommended that the State Board of Education approve this new policy.

Discussion/Comments:

- At the request of TCS Committee Chair Gregory Alcorn, action on this item is deferred until January since the proposed policy changes were not available for review on eBoard. There were no objections.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015. (See Attachment TCS 3)

DISCUSSION MOVED TO ACTION ON FIRST READING

TCS 4 – NCVPS Advisory Board Membership

Policy Implications: SBE Policy #TCS-B-002

Presenter(s): Dr. Tracy Weeks (Chief Academic Officer and Digital Learning Officer, Academic Services and Digital Learning) and Dr. Elizabeth Colbert (Executive Director, NC Virtual Public School)

Description:

Article III (d) of the North Carolina Virtual Public School Advisory Board by-laws states that new board members will be nominated by the current board members or NCVPS representatives and will then be presented to the State Board of Education (SBE) for approval, and Article II (a) of the North Carolina Virtual Public School Advisory Board by-laws states that the SBE shall approve nominations for members of the NCVPS Advisory Board.

Recommendations:

The State Board of Education is asked to approve nominations for new membership to the North Carolina Virtual Public School Advisory Board.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Chair Alcorn requested that this item be moved from Discussion to Action on First Reading. There were no objections.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the nominations for new membership to the North Carolina Virtual Public School Advisory Board as recommended. (See Attachment LFI 4)

DISCUSSION MOVED TO ACTION ON FIRST READING

TCS 5 – Membership for the Driver Education Advisory Committee

Policy Implications: SBE Policy #TCS-B-008

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and Mr. Reginald Flythe (Driver Education Consultant, Safe and Healthy School Support Division)

Description:

The creation of an Advisory Committee for Driver Education is included in the North Carolina Driver Education Strategic Plan as directed by the General Assembly in Session Law 2011-142 and approved by the State Board of Education in February 2013. State Board of Education policy establishes the North Carolina Driver Education Advisory Committee and outlines specific roles and duties of the committee in advising the State Board of Education on issues related to the implementation of the North Carolina Driver Education Strategic Plan and any other aspects of driver education and traffic safety.

The Committee shall consist of up to a maximum of nineteen members from the following groups: North Carolina Department of Public Instruction, North Carolina Department of Transportation and Division of Motor Vehicles, UNC Highway Safety Research Center, North Carolina Driver and Traffic Safety Education Association, Commercial Driving Schools, LEA coordinators/teachers, University/Community College, Law Enforcement, North Carolina Department of Insurance, North Carolina Parent Teacher Association and a student representative.

The initial term of office shall be for two or three years beginning July 1 and ending June 30. The State Board of Education shall designate two-year and three-year term limits for initial members of the advisory committee. Committee membership terms will be staggered; thereby permitting new appointments to be made while retaining some experienced members. All subsequent appointments will be two-year terms. A member could serve a maximum of two terms consecutively with a required separation of two years before receiving a third-term appointment. The SBE shall fill vacancies on the committee and shall approve reappointments to the committee. Two full terms may be served after fulfilling an unexpired term.

The following individuals are being recommended to fill the remainder of the terms of two vacant positions on the Driver Education Advisory Committee.

Kathy Shortt (Deputy Commissioner, Consumer Services Division of the North Carolina Department of Insurance) to replace Dr. Bob Lisson who served as the North Carolina Department of Insurance representative.

Dr. Patti Cox (Director of Student Services, Alleghany County Schools) to replace Dr. Tina Poltrock who served as an LEA Coordinator/Teacher representative.

Recommendations:

The North Carolina State Board of Education is asked to approve these individuals to serve the remainder of the vacated terms as members of the Driver Education Advisory Committee.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Chair Alcorn requested that this item be moved from Discussion to Action on First Reading. There were no objections.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to accept the nominations for new membership to the North Carolina Driver Education Advisory Committee as recommended. (See Attachment LFI 5)

DISCUSSION

TCS 6 – Policy Revisions to Accommodate Virtual Charter School Pilots

Policy Implications: Session Law 2014-100, Section 8.35

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

Description:

In Session Law 2014-100, Section 8.35, the General Assembly directs the State Board of Education to establish two virtual charter school pilots. The provision mandates that the virtual charters be operational beginning with the 2015-16 school year and adds a number of guidelines beyond what is required for traditional charter schools.

This discussion will present several changes to the master charter agreement that will need to take place to ensure successful functioning of these virtual charter schools. Topics will include funding mechanisms and compliance with the state’s Uniform Education Reporting System (UERS).

Recommendations:

The State Board of Education is requested to review the associated material and provide feedback.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted extensive discussion of this item during the TCS Committee meeting on Wednesday to accommodate virtual charter school pilots. He noted that the

discussion was about funding, operations, and enrollment. Based on that discussion, the TCS Committee in collaboration with the LFI Committee will engage with staff to develop specific recommendations for that policy revision.

- There was no further discussion.

This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015. (See Attachment TCS 6)

DISCUSSION

TCS 7 – North Carolina Public School Personnel State Salary Manual Revisions

Policy Implications: SBE Policy #TCS-T-000

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

Description:

The North Carolina Public School Personnel State Salary Manual (Salary Manual) is updated based on legislative changes, and, if necessary, changes in State Board of Education policy related to salaries, each year.

There are two changes to the salary manual that require State Board of Education approval for the 2014-15 Salary Manual.

- Salary Adjustments:
Additional Years of Service – When years of service are omitted in error by the DPI Licensure Section, allows retroactive pay back to July 1 of the previous school year. Current policy is to only allow retroactive pay to July 1 of the current school year.
- Teachers:
DPI Consultant – Allows a DPI Consultant (i.e. Teacher of the Year, Educator on Loan) to be paid at 6% above their legislated state salary schedule salary amount. Current policy is to allow three steps or, if at the top of the scale, 6%. Changes in the legislated salary schedule potentially make a three-step increase no additional pay for some individuals.

Detailed information related to these two items is included in the document titled “1412_TCS_09_Attach_01.”

The updates in the salary manual due to legislative changes are being brought as informational and are detailed in the document titled “1412_TCS_09_Attach_02.” Other previously State Board of Education approved salary related policy changes are also included in this item to indicate that these changes are now included in the Salary Manual.

Recommendations:

It is recommended that the State Board of Education approve the revisions to the NC Public School Personnel State Salary Manual.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Chair Alcorn explained that there were minor changes for salary adjustment timing and paid percentages for DPI consultants.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education’s December meeting and will return for Action in January 2015. (See Attachment TCS 7)

DISCUSSION

TCS 8 – Career and Technical Education Credential Allotments

Policy Implications: Session Law 2013-360 (Senate Bill 402), Section 8.28(b)

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

Description:

Session Law 2013-360 allocated funds (\$1,252,157.00) to increase the number of industry-recognized credentials that can be earned by high school students by exempting students from paying fees for one administration of examinations leading to industry certifications and credentials according to rules to be adopted by the State Board of Education.

Of those funds, \$634,800 was used to purchase site licenses for Certiport Microsoft Office Specialist certifications as part of the statewide Microsoft IT Academy. The remaining funds are to be allotted to each local education agency (LEA) to offset the cost of credentials pursued at the local level.

NCDPI used the following method when calculating each LEA’s allotment:

- Projected the number of participants in each eligible course
 - Multiplied the projected participants by the per-pupil cost of the credential
 - Totaled the per-pupil costs to calculate a statewide need of \$7,171,771
- Allocate a base amount of \$100 for each school
- Divided the total funds available (\$604,457) by the total need (\$7,171,771) to calculate the total amount that the credential allotment could cover (8.44%)
 - Allotted credential money to cover 8.44% of each LEA’s projected need

Attachment 1 details the amount of funding to be allotted to each LEA.

Recommendations:

It is recommended that the State Board of Education approve the allotments as presented.

Discussion/Comments:

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

This item is presented for Discussion during the State Board of Education's December meeting and will return for Action in January 2015. (See Attachment TCS 8)

NEW BUSINESS

Under New Business, TCS Committee Chair Gregory Alcorn shared that the TCS Committee received an informative Report on 21st Century Community Learning Centers through UNC-Greensboro SERVE Center.

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.

**GLOBALLY COMPETITIVE STUDENTS
(Vacant, Chair; Dr. Olivia Oxendine, Vice Chair)**

ACTION

GCS 1 – Revisions to Alternative Learning Program Policies and Procedures

Policy Implications: SBE Policy #GCS-Q-002

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

Description:

Revisions are recommended for the *Policies and Procedures for Alternative Programs and Schools*, a document approved by the State Board of Education in 2003. The document was revised to improve readability and remove duplications, extraneous information, and references to general statutes that have been repealed.

Recommendations:

State Board of Education members are asked to approve the attached amended policy.

Discussion/Comments:

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

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate the State Board of Education voted unanimously to approve the revisions to the Alternative Learning Program policies and procedures as presented. (See Attachment GCS 1)

ACTION

GCS 2 – Accountability Model for Alternative Schools

Policy Implications: SBE Policy #GCS-C-013, GCS-C-022 (to be deleted)

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

Description:

As required by G.S. §115C-12 (24), the State Board of Education (SBE) shall evaluate the effectiveness of alternative learning programs and alternative schools, and as part of the evaluation, the SBE shall apply the accountability system as specified in G.S. §115C-83.15 to measure student performance and growth. However, in consideration of the specific characteristics of these schools, the SBE may modify the accountability system to more appropriately report outcomes. A precedent for a modified accountability model for alternative schools was set with the ABCs of Public Education, which had local option measures rather than the standard achievement and growth analysis specified by the ABCs model.

Information on reporting accountability for alternative schools was presented to the SBE for discussion at its August meeting. The discussion addressed the specific characteristics of these schools and the subsequent impact on the accountability measures. A recommendation to provide local education agencies with three accountability options for alternative schools was presented. The options were:

- (1) Alternative school receives a school performance grade as specified in state statute;
- (2) Alternative school returns student scores to the home school for inclusion in the home school's A-F school performance grade; and
- (3) Alternative school reports data on student achievement and growth, and receives a status of improving, maintaining, or declining, but does not receive an A-F school performance grade.

The Accountability Division has presented the three options, with detailed explanation of the alternative accountability model, which is Option 3, to various stakeholders including the NC Association of Alternative Educators (NCAAE), district accountability and testing directors, and alternative school principals. On September 24, 2014, the division presented a webinar for stakeholders and responded to questions for clarification. The three options were discussed at the November SBE meeting and are being presented for Action at the December SBE meeting.

Recommendations:

It is recommended that for 2013-14 alternative schools continue to report local options, and effective with 2014-15 alternative schools adhere to the Alternative Schools' Accountability Model policy.

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. As part of the discussion, an additional option was recommended by State Superintendent Atkinson. Since the Committee discussion on Wednesday,

Dr. Howard posted the revised policy on eBoard to include Option D and other changes as discussed. Dr. Oxendine briefly highlighted the changes in the policy for the Board's information.

- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate the State Board of Education voted unanimously to accept staff's recommendation that for 2013-14 alternative schools continue to report local options, and effective with 2014-15 alternative schools adhere to the Alternative Schools' Accountability Model policy. (See Attachment GCS 2)

DISCUSSION

GCS 3 – Global Language Endorsement

Policy Implications: General Statute §115C-81(b), SBE Policy #GCS-L-007

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Ms. Helga Fasciano (Special Assistant for Global Education)

Description:

As North Carolina continues to prepare students to be career and college ready in a global environment, students should be recognized for proficiency in English and at least one other world language. An endorsement on the student's diploma provides that recognition and indicates job-ready skills and expanded college opportunities. The Global Language Endorsement indicates a high school graduate has attained literacy in other languages and cultural knowledge of other countries for the workplace and postsecondary studies in our interconnected economy and communities.

Recommendations:

It is recommended that the State Board of Education discuss the amended policy so that it will be made available beginning in the 2015-16 school year.

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2015. (See Attachment GCS 3)

DISCUSSION

GCS 4 – Dropout Policy Revision

Policy Implications: SBE Policy # GCS-Q-000

Presenter(s): Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives)

Description:

Under the current policy, North Carolina students who leave the public school system and enter a community college Adult High School (AHS) diploma program must be withdrawn using a code that identifies them as dropouts (W2). It is proposed that this policy be revised allowing districts to code students transitioning from a public school to a community college Adult High School diploma program as W2 (T9) until the end of the academic year for which the student's cohort is scheduled to graduate. At that time, local education agencies must adjust the W2 (T9) code to W1 for verified AHS graduates or the transition code will default to a W2.

This change would allow school districts to use a different code for AHS transfers thus removing them from the current year calculation of local school/district dropout rates.

Recommendations:

It is recommended that the SBE discuss proposed changes and assess implications for revising this policy.

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2015. (See Attachment GCS 4)

DISCUSSION MOVED TO ACTION ON FIRST READING

GCS 5 – Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina - Science

Policy Implications: General Statute §115C-89-102, SBE Policy #GCS-H-000

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer),
Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and
Dr. Sarah McManus (Director, Instructional Content)

Description:

The 2015 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina contains the process and procedures for submission, evaluation, and adoption of science textbooks. The Invitation will be sent to the publishers on the North Carolina Public Registry once it is approved. The evaluation will take place in the spring, and the recommended list of science textbooks will be submitted to the State Board of Education for its approval in May 2015.

Recommendations:

State Board of Education members are asked to review the Invitation and provide feedback to staff.

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She recognized Dr. Sarah McManus to explain the urgent nature of this request and the need to move this item from Discussion to Action on First Reading.

- Dr. McManus explained that the Department requests Action on First Reading in order to move forward with confirming the venue for the evaluation, which will occur in March. In addition, she explained that this will provide the publishers with additional time to prepare their submissions that are due in February. There were no objections.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate the State Board of Education voted unanimously to approve the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina – Science as recommended. (See Attachment GCS 5)

DISCUSSION

GCS 6 – Updates of Textbook Policies

Policy Implications: SBE Policy #GCS-H-000 – 008

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer),
Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and
Dr. Sarah McManus (Director, Instructional Content)

Description:

The textbook policies have been updated to improve organization, structure, and readability.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2015. (See Attachment GCS 6)

DISCUSSION

GCS 7 –Driver Education Policy Revisions

Policy Implications: General Statute §115C-215, 216, SBE Policy #GCS-R-001, GCS-R-003, GCS-R-004; Delete GCS-R-000, GCS-R-002

Presenter(s): Dr. Benjamin Matthews (Director, Safe and Healthy Schools Support Division) and
Mr. Reginald Flythe (Driver Education Consultant)

Description:

Revisions are recommended for updating SBE policies GCS-R-001, GCS-R-003 and GCS-R-004 to reflect current policy title guidelines. An additional revision to GCS-R-003 removes the instructor course being offered through the community college system and revisions to GCS-R-004 reflects adjustments in G.S.§115C-215 and 216 regarding driver education fees and the use of the driver

education curriculum. It is recommended to delete policies GCS-R-000 as driver education teachers are paid hourly and GCS-R-002, as the instructional day and graduation requirements are now reflected in GCS-R-004. See attached policies for revisions.

Recommendations:

It is recommended that the State Board of Education review and discuss the policy revisions as presented.

Discussion/Comments:

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

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2015. (See Attachment GCS 7)

DISCUSSION

GCS 8 – Course Alignment to the Founding Principles Act

Policy Implications: Session Law 2011-273

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

Description:

This item is being submitted to the State Board of Education to clarify how the requirements of The Founding Principles Act (SL 2011-273) are being addressed by North Carolina public schools and to provide recommendations for continued implementation.

The Founding Principles are currently addressed in several courses, namely grade 4, 8 Social Studies, American History I: The Founding Principles, American History II, and Civics and Economics. The current course that is completely aligned to The Founding Principles is Civics and Economics in which The Founding Principles are discussed in great depth. Because of the close alignment between the requirements of The Founding Principles Act and the content of the Civics and Economics course, NCDPI strongly recommends that the course Civics and Economics be renamed “American History: The Founding Principles, Civics, and Economics” to reflect this alignment.

NCDPI also highly recommends that Local Education Agencies use the modules developed by the Bill of Rights Institute related to The Founding Principles as an instructional resource to teach the Founding Principles. NCDPI will develop a course guide/blueprint to provide guidance in the instructional delivery of The Founding Principles within “American History: The Founding Principles, Civics, and Economics” for use by teachers in the 2015-16 school year. The course guide will include guidance to reflect that at least 50% of the course content in the course “American History: The Founding Principles, Civics, and Economics” pertains to The Founding Principles.

In keeping with The Founding Principles Act, it is further recommended that local Boards of Education provide ongoing review of the curriculum content used in courses addressing The Founding Principles and that teacher professional development is provided to ensure that The Founding Principles are appropriately addressed and that the intent of The Founding Principles Act is carried out.

Recommendations:

It is recommended that the SBE approve these recommendations.

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. Chair Oxendine explained that State Superintendent Atkinson presented a summary of her presentation to the Joint Legislative Education Oversight Committee about the plan to rename the Civics course to Founding Principles.
- There was no further discussion.

This item is presented for Discussion during the December State Board of Education meeting and will return for Action in January 2015. (See Attachment GCS 8)

NEW BUSINESS

Under New Business, GCS Committee Vice Chair Olivia Oxendine shared that the GCS Committee received a presentation about Career and Technical Education Partnerships from Ms. Jo Anne Honeycutt. Dr. Oxendine highlighted some of the partnerships, which include NC Community Colleges, NC Department of Commerce, and Business and Industry. In addition, Vice Chair Oxendine explained that Ms. Honeycutt also presented an initiative where school systems can earn a certificate for having a work-ready labor force. Dr. Oxendine noted that seven counties have already earned that distinction, according to the report from Ms. Honeycutt.

CHAIRMAN'S REMARKS

Chairman Cobey congratulated State Superintendent June Atkinson on her recent election as President of the Council of Chief State School Officers during the organization's fall conference. Dr. Atkinson's term is for one year.

Chairman Cobey announced that the Legislature will convene on January 14, 2015, at 9:00 a.m.

In closing comments, Chairman Cobey announced a performance in the lobby today in the Education Building beginning at 12 noon by R.N. Harris Elementary School in Durham. He explained that the performance is a prelude to the Board's Issues Session in January on Comprehensive Arts Education in North Carolina. The performance includes strings, dance, and choral selections from this Integrated Arts/Core Knowledge A+ School. R.N. Harris Elementary was a recipient of the National Excellence in Urban Education Award in 2012. The award is made to schools that serve low-income communities with multiple challenges yet have outstanding programs that have evidence of academic achievement for all students. Chairman Cobey recognized R. N. Harris Elementary School Principal Carolyn Pugh who was present in the audience.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

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