

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 7, 2015**

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

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

Also present were:

June St. Clair Atkinson, State Superintendent	Karyn Dickerson, Teacher of the Year Advisor
Evelyn Bulluck, 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 January 2015 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 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.

Prior to proceeding with the Board's work, Chairman Cobey recognized Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy Schools Support Division) for an announcement.

Dr. Matthews announced that emergency crews responded to the scene of a fire at Old Dock Elementary School (Pre-K-5) in the Old Dock Community in Southern Columbus County early this morning. The building dates back to the 1930s and houses four to five classrooms, the main office, the library and auditorium. Dr. Matthews shared that, at this time, the structure appears to be a total loss; however, and thankfully, there are no injuries or casualties. He noted that Old Dock Elementary is insured, and DPI staff members are already onsite to provide assistance.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Chairman Cobey stated that because of the importance of hearing from the Virtual Charter School applicants and the need to be fair and comprehensive, he was requesting a change to extend the time allocated for each of the applicants from 30 minutes to an hour. He noted that the consequence of this change would be to move the TCS Committee meeting to approximately 4:35 and defer the Closed Session meeting until after the full Board meeting on Thursday. There were no objections.

Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for December 3 and 4, 2014, as amended.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. John Tate, the Board voted unanimously to approve the State Board of Education meeting agenda for January 7 and 8, 2015, as amended.

➤ Swearing-In Ceremony for New State Board of Education Member

❖ Mr. Eric C. Davis (Charlotte, NC; At-Large Member of the State Board of Education)

Chairman Cobey formally introduced the Board's newest Board member, Mr. Eric C. Davis of Charlotte, NC. Mr. Davis has served on the Charlotte-Mecklenburg School board since 2009, chairing it for his first two years on the Board. He is currently a senior vice president with Wells Fargo Corporate Real Estate Group. A native of Charlotte who attended the Charlotte-Mecklenburg schools, Mr. Davis holds a Bachelor of Science degree with honors from the United States Military Academy at West Point, NY. Previously a combat engineer officer and an Airborne Ranger in the US Army, he is also a professional engineer in North Carolina. Mr. Davis has served on numerous boards and committees related to civic and education issues in Charlotte. Chairman Cobey welcomed Mr. Davis, recently appointed by Governor Pat McCrory for an at-large seat on the State Board of Education, to the Board table.

Chairman Cobey invited Mr. Davis forward for the swearing-in ceremony. The oath of office was administered to Mr. Davis by North Carolina Supreme Court Chief Justice, the Honorable Justice Mark Martin. Mr. Davis's term expires March 31, 2021. The swearing-in ceremony was photographed.

Next, Chairman Cobey reminded the Board members that they also have a new Board advisor at the table, and explained that the Board will officially welcome Ms. Evelyn Bulluck during its Board meeting on Thursday morning.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board’s required Board member development.

- **North Carolina’s Comprehensive Arts Education Program**
 - ❖ **Dr. Tracy Weeks and Ms. Christie Ebert (NC Department of Public Instruction) and Ms. Vickie Vitiello (Department of Cultural Resources)**

Chairman Cobey prefaced the introduction of this Issues Session by personally recognizing and thanking Secretary Susan Kluttz (Department of Cultural Resources), Representative Linda Johnson and Representative Becky Carney for their support of North Carolina’s Comprehensive Arts Education Program.

The Chairman then recognized Dr. Tracy Weeks for the presentation.

Dr. Weeks provided a brief introduction for each of today’s guests, speaking briefly about their work in the area of Arts Education.

Introduced first, Representative Becky Carney spoke about the nine-year journey towards the NC Comprehensive Arts Education Program. She stated that this is an incredible opportunity for the State Board to recognize and embrace the importance of arts education. Rep. Carney also shared that there has never been a “no” vote on any arts education bills that have come forward in the General Assembly. She requested that the Board look at all of the 1.5 million students in North Carolina from the standpoint of creativity and how the arts prepare them in so many ways, sharing that the results speak for themselves. She recalled her own experience as a county commissioner in Mecklenburg County in which they were looking at defunding the arts. Teachers wrote to her to say please do not defund the arts in our schools because the arts are keeping students in school. She provided just one example of many on the impact of arts on the student dropout rate.

Because North Carolina recognizes the importance of arts education, Rep. Carney reported that North Carolina has been recognized as one of 10 states in the Comprehensive Plan that will receive \$10,000.00 a year as well as support to help develop arts education policies. In closing comments, Rep. Carney asked the State Board to work in tandem with the General Assembly to make this plan a reality for every student, K-12, in North Carolina. Noting that Rep. Johnson’s attendance was delayed, Rep. Carney explained that they have provided bipartisan support of the arts throughout this nine-year journey. Speaking on behalf of Rep. Johnson and herself, Rep. Carney thanked the Board for their support.

Following the introduction of Representative Linda Johnson, and noting the delay in her attendance, Dr. Weeks also publicly thanked Rep. Johnson for her advocacy of the arts.

Next, Dr. Weeks invited Secretary of Cultural Resources Susan Kluttz to the podium after providing background introductory remarks. Secretary Kluttz prefaced her remarks by explaining that when Governor McCrory appointed her as Secretary of the Department of Cultural Resources, he asked her to focus on three areas – one of which is arts education. She explained that in her 14 years as mayor of Salisbury she learned that arts could help solve most problems in a city such as race relations, gangs, at-risk children, etc. Secretary Kluttz explained that upon her appointment as Secretary, she met with Dr. Atkinson and was thrilled to find a true advocate in our State Superintendent. She expressed appreciation in the partnership with the Department. Secretary Kluttz shared that she is also looking at continuing the spirit of collaboration in other ways as well such as bringing historic sites, events, etc., through technology to our children who cannot always take a field trip. In closing comments, Secretary Kluttz explained that her office stands ready to provide assistance to the public schools of North Carolina.

Dr. Weeks recognized Ms. Christie Lynch Ebert (Section Chief, K-12 Program Areas) for the presentation of the Comprehensive Arts Education Program, who in turn introduced her co-presenter, Ms. Vickie Vitiello (Department of Cultural Resources). Ms. Ebert also recognized special guests, present in the audience, who served on the SB66 Comprehensive Arts Education Task Force or who have been involved as partners in implementing Arts Education in North Carolina. Ms. Ebert noted that while Noel Grady-Smith (Discipline Representative, Dance, Davie County Schools) could not be present today, she wanted the State Board to know that she is here in spirit. Ms. Ebert also shared that some representatives were participating via audio streaming today.

Using a PowerPoint presentation, Ms. Ebert shared a historical snapshot and background of legislation associated with comprehensive arts education to set the context for this presentation. Ms. Ebert explained that the Task Force met in 2010 and submitted its report to the General Assembly. She noted that a link is posted in the eBoard materials. At this time, she recognized Ms. Vitiello to speak specifically about the work of the Task Force.

Ms. Vitiello explained that the Senate Bill 66 Task Force comprised of teachers, principals, superintendents, arts organizations, the business sector, parents, legislators, and higher education was charged with specifically considering policies to implement arts education in the public schools as defined in the existing Basic Education Program under G.S. §115C-81, considering a high school graduation requirement in the arts, and considering further development of the A+ Schools Program. Ms. Vitiello explained that the Department of Public Instruction and the Department of Cultural Resources were both charged with the responsibility of developing a Comprehensive Arts Education Plan. This charge aligned a formal relationship between the two departments, and acknowledged the fact that this is big work, according to Ms. Vitiello. She explained that the scope of this work required many partners to move the work forward. Ms. Vitiello shared that the Task Force laid the groundwork by defining Comprehensive Arts Education to include the following three components: Arts Education (arts as core academic subjects), Arts Integration (arts as a catalyst for learning across the curriculum), and Arts Exposure (exposure to authentic arts experiences).

Ms. Ebert then shared that the Task Force recommendations are organized within the following five categories:

- A. Basic Education Program (BEP)
- B. High School Graduation Requirement
- C. A+ Schools Program
- D. Arts Integration
- E. Arts Exposure

Next, Ms. Ebert spoke briefly about some of the major accomplishments of Comprehensive Arts Education in North Carolina, including legislation in arts integration, G.S. 115C-296, which requires that pre-service elementary teachers are prepared to “integrate the arts across the curriculum.” Ms. Ebert stated that this was in State Board policy, but is now reinforced in legislation. She noted that Rep. Carney is responsible for introducing that legislation.

A Pre-service Arts Integration Initiative (PAII) committee was formed, which was a partnership between DPI, the NC Arts Council, and Appalachian State University. Ms. Ebert provided examples of the diverse, statewide representation on this committee. This committee sponsored 19 different workshops across the state to look at how this requirement is being met. The goals and next steps of the NC PAII include:

- Support the preparation of pre-service educators to deliver a balanced education.
- Identify models and practices to prepare pre-service educators to integrate the arts.
- Foster collaborations to create access to a comprehensive arts education in our state.
- Next steps: Continue educator support and prepare and support administrators.

Next, Ms. Vitiello spoke briefly about the A+ Schools Program of the NC Arts Council, nationally recognized and born in North Carolina in 1995. She explained that the Task Force recognized that A+ Schools are an extraordinary resource that wasn’t being utilized to its potential, and the Task Force has worked hard to change that. Ms. Vitiello shared the following quote from George Noblit, (PhD, author of *Creating and Sustaining Arts-Based School Reform*) “The largest, longest running, most successful arts-based whole-school reform effort in the nation.”

In addition, Ms. Vitiello shared that over the past 18 months A+ Schools has been working to share their expertise to a broader audience through RESA Trainings in the spring of 2014 – present for K-8 educators and administrators to implement standards using arts integration. They have taught arts integration courses at NCCAT, and targeted support for IHEs. In closing comments, Ms. Vitiello asked State Board members to mark their calendars to celebrate the 20th Anniversary of A+ Schools on August 3-5, 2015 in Durham, NC.

Ms. Ebert encouraged Board members to explore the link for additional information around Comprehensive Arts Education.

In response to Board member Alcorn’s question about investment returns, Ms. Ebert confirmed that much research has been done around the benefits of arts education related to student achievement, retaining students in school and decreasing the dropout rate. But she was unsure of a specific study, dollar for dollar, to support why the arts are important.

Board member Wayne McDevitt asked Ms. Ebert to share with the Board the number of students who are taking the arts, and to address the requirements necessary as it relates to resources. Ms. Ebert explained that the General Assembly requested that information several years ago and at that time approximately 80% of the high school students were taking one or more arts classes. Noting the request as it relates to resource requirements, Ms. Ebert stated that the continued efforts through cross-sector collaboration utilizing those resources in the communities and schools to ensure that students have access to the arts is an ongoing next step for all of the stakeholders.

➤ **NC Department of Public Instruction Division Profiles**
❖ **Division of Educator Effectiveness – Dr. Lynne Johnson (Director)**

Chairman Cobey called on State Superintendent Atkinson to introduce this item since this month begins a series of presentations by staff on the work units throughout the Department of Public Instruction.

Dr. Atkinson recognized Dr. Lynne Johnson (Director of the Division of Educator Effectiveness) to present the first in this series of presentations.

Dr. Johnson explained that over the past few years, Educator Effectiveness has shared much information about its statewide professional development offerings. She noted that the calendar typically begins with the annual Summer Institutes. Dr. Johnson shared that Educator Effectiveness develops and facilitates statewide professional development for the educator evaluation system, *NC Standard Course of Study* and Home Base. The Division also creates and facilitates online learning modules in the Home Base professional development system. In addition to facilitating the program approval process for Institutions of Higher Education (IHE) to prepare graduates to be effective teachers and school leaders, Educator Effectiveness monitors and supports local education agency (LEA) implementation of beginning teacher programs, and recruits and retains educators through National Boards, Troops to Teachers, and statewide Teacher and Principal of the Year processes.

After speaking briefly about the Home Base launch, Dr. Johnson stated that the focus of this presentation is on the work of the Division's online learning modules. She reported that over the past five years, the Division of Educator Effectiveness has developed more than 60 online learning modules. Dr. Johnson provided a snapshot of this work by distributing a brochure to State Board members to provide additional information about the self-paced modules, mini-modules, facilitated courses, and PD MOOClets. Dr. Johnson stated it is important to note that many of the changes recently have come straight from their work with principals across the state through the Principal Ready series. Under the Self-Paced Modules – Connecting with our 21st Century Learners, Dr. Johnson shared an example of the adjustments made based on feedback. She provided a glimpse of the online course introduction to demonstrate how the lesson was designed incorporating 21st century skills and tools.

More than 200 professional development sessions either face-to-face or virtual delivery have been presented each year. Dr. Johnson stated that the Division wants to create educator quality effectiveness workgroups with the Teachers of the Year and Principals of the Year in order to spread the word about the numerous resources and tools available, which will address a lot of diverse professional development needs. She noted that much of the work is driven primarily from the Principal Ready Series and the

Teacher Ready Series. The Principal Ready Series #IV kicks off in March. Dr. Johnson stated that she will share the schedule with the Board.

Dr. Johnson explained that the work of Educator Effectiveness and LEA Human Resource Support is closely tied. She spoke briefly about joint efforts to help teachers plan effective instruction for students and help principals coach teachers for continuous improvement.

Board member Oxendine suggested that she would like the Educator Effectiveness Division to consider developing a module about what it means to be an educator as it relates to ethics, professionalism, integrity, etc. Dr. Johnson was pleased to report that a professional development module was recently designed and released to address this very topic – entitled *The Professional Educator*.

In response to Board member Greg Alcorn’s question about whether a teacher must have a substitute if they do online training, Dr. Johnson explained that because teachers usually complete the professional development in the evenings or on the weekend, substitutes are not necessary. He noted the exponential value of these online sessions with regard to no travel expenses and substitute savings – things to celebrate. In addition, Dr. Atkinson shared that this also provides teachers with personalized professional development opportunities.

In closing comments, Dr. Johnson reported that Ms. Barbara Tracy from the Educator Development Center invited DPI’s small but mighty Educator Effectiveness team to put the content together to present to her team. Ms. Tracy is nationally recognized for virtual learning, according to Dr. Johnson.

NC Department of Public Instruction Division Profiles

❖ Division of District Human Resource Support – Dr. Tom Tomberlin (Director)

Dr. Tomberlin shared that the Office of LEA Human Resource Support provides a variety of resources and services to LEAs. For example, supporting LEAs and employees in their understanding of state and federal employment policies and laws, conducting research and analysis on the Educator Evaluation System, supporting LEAs in the use of evaluation data for developing talent management strategies, and providing professional development to LEAs on the interpretation and use of student growth data (EVAAS) including individualized training for LEAs, schools, professional organizations (NCPAPA) on EVAAS. In addition, Dr. Tomberlin explained that his division conducts research and analysis on evaluation data to support school improvement, and works to develop a robust, multiple-measures approach to educator evaluation that is accurate and reliable.

At this time, the Board’s committee meetings were held (see committee meeting summaries).

CLOSED SESSION

Following a lunch break, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters.

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

Digital Learning Plan Update

Digital Learning Special Committee Chair Lt. Governor Dan Forest recognized Dr. Glenn Kleiman from NC State University’s Friday Institute to provide an update for the committee and the SBE on progress made on its work on digital learning.

Mr. Kleiman set the context for this presentation by explaining that digital learning innovations are driven at the LEA level, with different approaches across LEAs. Using a PowerPoint presentation, he stated that the role of the state is to

- Provide the technology infrastructure for all schools
- Foster model digital learning innovations within LEAs
- Develop local leadership capacity
- Ensure access to high quality digital resources
- Leverage state and regional support structures

Mr. Kleiman explained that the focus of today’s presentation is to inform near-term funding and policy decisions to move digital learning forward in North Carolina. He explained that the recommendations focus on putting in place the foundations for long-term success. Mr. Kleiman noted that this plan is ambitious for the next steps, knowing it will be adjusted to fit within available funding. Ongoing work on the digital learning plan will define future steps through 2020. The recommendations include:

Technology Infrastructure

- Expand the School Connectivity Initiative to support internal Wi-Fi infrastructure: \$7M (Yr1)-\$12M-R
- Establish a collaborative procurement service
- Multi-agency plan for addressing broadband access in rural communities

Model Digital Learning Innovations

- Establish a grants program for innovative district digital learning models: \$24M-R

Local Educator Leadership Capacity

- Support professional learning for digital learning leaders: \$5M-R

High Quality Digital Education Resources

- Implement Home Base curriculum and learning management system 2.0: \$6M-R
- Expand access to digital education resources, focused on NC resources: \$10M-R
- Begin transition to digital education resource adoption process

State and Regional Support Structures

- Strengthen regional support structures: \$4M-R
- State-level management of centralized functions

TOTAL: \$57M (Yr.1) - \$62M-R

Lt. Governor Forest encouraged Mr. Kleiman to provide Mr. Martez Hill with the Digital Learning Plan and associated documents so that the Board may have time to carefully review the materials. Mr. Kleiman shared that the Board will also receive a 10-page policy brief by Monday as well. Lt. Governor Forest spoke briefly about the aggressive timeline of this plan noting that this presentation is being made in advance of the Legislative Session starting next week so that Board members are informed and can communicate the importance of this plan with legislators. Vice Chairman Collins concurred about the importance of helping legislators understand the implications for education and the communities.

Mr. Kleiman addressed Mr. McDevitt's question about broadband access, noting various models to reach those areas that do not have broadband access. The Lt. Governor also spoke about the importance of leveraging buying power.

Lt. Governor Forest recognized Representative Horne who was present in the audience, noting that he has been very instrumental in moving the Digital Learning Plan forward.

Board member Patricia Willoughby suggested consideration of renaming the plan to the Digital Economic Plan because without consideration of WiFi, communities are not going to have economic success. Mr. Kleiman concurred with Ms. Willoughby's comments about keeping this issue in the forefront of policymakers and others.

**GLOBAL EDUCATION SPECIAL COMMITTEE
(Mr. Wayne McDevitt, Chair)**

Criteria for Global-Ready School Designation

Global Education Special Committee Chair Mr. Wayne McDevitt shared that the Global Education Committee has worked with staff to develop the Global Language Endorsement, which is an action item this month, and the criteria for a school to meet to be named a Global-Ready School.

He explained that in December Ms. Helga Fasciano described the criteria that will be used in the rubric as a guide for schools to work towards the Global-Ready designation. He recognized Ms. Fasciano for an update.

Since December, there have been no substantive changes made to the rubric; only minor technical corrections, according to Ms. Fasciano. She added that this rubric was shared at the recent Superintendents' Quarterly meeting in December.

Chair McDevitt stated that during the application process there will be a mechanism to ensure that a Global-Ready School is not in a low-performing category in other aspects.

In closing comments, Mr. McDevitt stated that this item will come before the Board on Thursday for Action.

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

A.L. "Buddy" Collins, Vice Chairman

Dan Forest, Lt. Governor

Janet Cowell, State Treasurer

Gregory Alcorn

Eric C. Davis

Kevin Howell

Wayne McDevitt

Olivia Oxendine

John Tate

Rebecca Taylor

Patricia Willoughby

Also present were:

Evelyn Bulluck, Local Board Member Advisor

Brady Johnson, Superintendent Advisor

Carrie Tulbert, Principal of the Year Advisor

Karyn Dickerson, Teacher of the Year Advisor

James E. Ford, Teacher of the Year Advisor

Chairman Cobey requested a motion to adjourn the Wednesday Session of the State Board of Education meeting.

Upon motion made by Mr. John Tate, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 8, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 8, 2015**

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

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

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the January 2015 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, in addition to holding its Committee meetings, the Board approved its December agenda on Wednesday and welcomed a new Board member, Mr. Eric Davis of Charlotte. Today, the Board will welcome its new local board member advisor, Ms. Evelyn Bulluck to the Board table.

Prior to reading the Ethics Statement, Chairman Cobey recognized Dr. Ben Matthews to provide an update on the school fire in Columbus County. Using an aerial photograph of the school complex, which was built in the 1930s, Dr. Matthews highlighted the portions of the school destroyed by the fire at Old Dock Elementary School in Whiteville, NC. Dr. Matthews provided photographs of the main structure, including several buildings on campus that housed classrooms, the administrative offices, the library and the auditorium, which were all consumed by the fire. He explained that the property is very small, which means there will be challenges as it relates to moving into mobile unit classrooms in tandem with reconstruction efforts. School officials plan to bring modular units to the Old Dock campus and set up temporary classrooms in the school gym for classes affected by the fire. The Department has already been working with the school to provide textbook materials to re-establish the makeshift classrooms so there will be minor disruption to the educational function.

Dr. Matthews explained further that the building was insured for approximately \$5.2 million (structure and contents). However, the projected costs to rebuild will likely be more, according to Dr. Matthews. In response to a question from Board member Tate, Dr. Matthews shared that preliminary conversation is that the fire was caused by electrical issues; however, he noted that this information has not yet been verified by the State Fire Marshall. There were no injuries or loss of life to students, staff, and firefighters.

ETHICS STATEMENT

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. Board member Kevin Howell recused himself from TCP4, Board member Eric Davis recused himself from TCP 1, and Board member Rebecca Taylor recused herself from TCS 4. 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 Reginald Kenan 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 December 1, 2014, State Board conference call meeting, and the December 3 and 4, 2014, State Board meetings.

Discussion/Comments:

- There was no discussion.

Ms. Patricia Willoughby made a motion to approve the minutes of the December 1, 2014, State Board conference call meeting, and the December 3 and 4, 2014, State Board meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

➤ North Carolina's 2014-15 Milken Award Winner

- ❖ Ms. Angie Sigmon (Shuford Elementary School, Newton-Conover City Schools)

Chairman Cobey explained that the Milken Family Foundation established this award in 1987, and it is considered the "Oscar" for teachers. This award targets early-to-mid career education professionals for their already impressive achievements. He noted that Dr. Atkinson always has the distinct pleasure and honor to present these awards, so he called on her to describe for the Board and audience this experience and to tell about Ms. Sigmon's achievements that earned her this award.

Following Dr. Atkinson's description of the awards ceremony at Shuford Elementary School in Newton-Conover City Schools, she introduced Ms. Angie Sigmon as North Carolina's 2014 winner of the Milken Educator Award. Dr. Atkinson stated that Ms. Sigmon is a fourth grade teacher who is known at Shuford Elementary School as a leader, collaborator and interested in technology. Dr. Atkinson shared that Ms. Sigmon was very surprised about her selection. She received \$25,000.00 to be used for her own personal use.

Dr. Atkinson also welcomed Mr. Patrick Nelson (Principal, Shuford Elementary School) and Dr. David Stegall (Superintendent, Newton-Conover City Schools) who were present in the audience to celebrate Ms. Sigmon's accomplishments. Ms. Sigmon was invited forward (along with her guests) to receive her award and to accept a plaque from the State Board of Education in recognition of this honor. The presentation was photographed.

Following the presentation, Ms. Sigmon expressed appreciation for the support she has received from her building and LEA administrators. She stated that the Milken Award validates the time and dedication that all teachers give to the teaching profession.

➤ **North Carolina's 2014 Blue Ribbon Schools**

- ❖ Briarcliff Elementary (Wake County Public School System)
- ❖ Caldwell Early College High School (Caldwell County Schools)
- ❖ Raleigh Charter High School (Wake County)
- ❖ Shoals Elementary School (Surry County Schools)
- ❖ West Elementary School (Cleveland County Schools)

Chairman Cobey explained that The Blue Ribbon Award recognizes public and private elementary, middle, and high schools from across the United States based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. This year the US Department of Education recognized 340 schools nationwide, and five of them were from North Carolina.

In addition, he explained that each of these schools receives a National Blue Ribbon School flag to grace its entry or to fly overhead as a widely recognized symbol of exemplary teaching and learning.

He called on Dr. Tracy Weeks to introduce the winners.

Dr. Weeks introduced the principal of each school who in turn recognized the teachers and students from their school who were present in the audience. Following brief comments from the administrators or designees, the students described and validated why their schools were selected as Blue Ribbon Schools.

After each school was recognized, the school representatives were invited forward to receive a plaque from the State Board of Education. The presentations were photographed.

- ❖ Briarcliff Elementary (Wake County Public School System)
 - Stephanie Raeford (Principal)
 - Abigail Clark (Student)
 - Tiffany Barber (Teacher)

- Kristie Strader (Teacher)
- Katherine Patrick (Teacher)
- Karen Hargett (Teacher)
- Janice Snidemiller (Teacher)
- Robin Lane (Teacher)

- ❖ West Elementary School (Cleveland County Schools)
 - Heather Pagan (Principal) Unable to attend due to attendance at K-3 Formative Assessment Training
 - Katie Bolt (Principal's Designee and West Teacher of the Year)
 - Leigh Anne Bouchard (2014-15 West Teacher of the Year)
 - Railey Bolt (Student)
 - Branson Bouchard (Student)

- ❖ Shoals Elementary School Surry County Schools)
 - Dr. Travis Reeves (Superintendent)
 - Dana Thomas (Principal)
 - Jackie Dezarn (Student)
 - Shirley Ashburn (SIT Chair)
 - Earlie Coe (Surry County Board of Education Chair)

- ❖ Raleigh Charter High School (Wake County)
 - Dr. Tom Humble (Principal)
 - Divya Juneia (Student)

- ❖ Caldwell Early College High School (Caldwell County Schools)
 - Candis Hagaman (Principal)

Dr. Weeks announced that Principal Candis Hagaman of Caldwell Early College High School has also been selected by the US Department of Education as one of only eight principals in the country to receive the Terrell H. Bell award for outstanding leadership by a National Blue Ribbon School principal. Principals nominated for this award are school leaders committed to successful teaching and learning and who do "whatever it takes" to make it happen. Ms. Hagan received a separate plaque from the State Board of Education in recognition of this honor.

➤ **New State Board of Education Local Board Member Advisor**

- ❖ Ms. Evelyn Bulluck (Chair, Nash-Rocky Mount Board of Education and 2014-15 Raleigh Dingman Award Winner from the North Carolina School Boards Association)

Chairman Cobey introduced Ms. Evelyn Bulluck as the incoming State Board of Education Local Board of Education Member Advisor. He explained that General Statute designates the Raleigh Dingman award winner to serve in an advisory capacity to the State Board of education for one year.

Serving on the Nash-Rocky Mount Board of Education for five consecutive terms and currently as the board chairwoman, Ms. Bulluck was recently named the Raleigh Dingman Award winner by the NC

School Boards Association. This award is for outstanding boardsmanship, and candidates must be peer-nominated by their local school board. It is also the highest award bestowed in North Carolina for a school board member.

Ms. Bulluck also served on the School Boards Association's Board of Directors in multiple positions, including president. She recently was featured in the *American School Board Journal* for implementation of a system-wide boundary change and has been inducted into the Scholastic Hall of Fame for the Rocky Mount-Wilson Center for Alternative Education.

Ms. Bullock was welcomed to her first official meeting and was presented with a plaque, SBE briefcase, pin and mug. The presentation was photographed. Following the presentation, Ms. Bullock made brief comments about the opportunity to serve in this advisory capacity.

SPECIAL PRESENTATION

➤ **The Heritage Calendar – 2015 Edition**
Presented by Ms. Venessa Harrison (President, AT&T North Carolina)

Chairman Cobey recognized State Superintendent June Atkinson to introduce this special presentation.

Dr. Atkinson prefaced this presentation by noting North Carolina's good fortune to have AT&T's support of public education in our state. Dr. Atkinson also noted that this is the third year that the NC Department of Public Instruction (NCDPI) has partnered with AT&T and other partners to develop the Heritage Calendar. She explained that, under the direction of Mr. Sid Baker of the NCDPI, teachers from school districts collaborate to create lesson plans based on the contributions made by each calendar honoree. This work is done to enrich the curriculum and bring the contributions of these people to light in the classroom. Dr. Atkinson was pleased to highlight one of the honorees – Teacher of the Year Advisor Mr. James E. Ford (Mr. April).

Dr. Atkinson introduced AT&T's President Ms. Venessa Harrison and AT&T State Director of External Affairs Carlos Sanchez to present the 2015 Edition of the North Carolina Heritage Calendar, which celebrates the contributions of men and women of all races who have contributed significantly to the lives and experiences of African-Americans in the state. In addition to monthly honorees, the calendar highlights dates of significance in North Carolina and in the nation. Ms. Harrison thanked State Superintendent Atkinson and Mr. Sid Baker for their support and partnership in this initiative. She noted that more than 300 lesson plans have been written over a three-year period. All of the lesson plans are online and on the Heritage Calendar website, according to Ms. Harrison. Other partners include the News and Observer, Capital Broadcasting Co., PNC, UNC School of Journalism and Mass Communication, Sheraton Raleigh Hotel, et al.

A copy of the 2015 Edition of The Heritage Calendar was presented to each Board member and advisor.

As a symbol of appreciation, the State Board of Education presented Ms. Harrison and Mr. Sanchez with a plaque. Mr. Ford and Mr. Baker were invited forward for the photograph.

STATE SUPERINTENDENT'S REPORT**NCDPI Division Spotlight****Educator Effectiveness and District Human Resources Support**

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Educator Effectiveness Division and District Human Resources Support

Educator Effectiveness

- Develops and facilitates statewide professional development for the educator evaluation system, *NC Standard Course of Study* and Home Base.
- Creates and facilitates online learning modules in the Home Base professional development system.
- Facilitates program approval process for institutions of higher education to prepare graduates to be effective teachers and school leaders
- Monitors and supports local school district implementation of beginning teacher programs, and
- Recruits and retains educators through National Boards, Troops to Teachers, and statewide Teacher and Principal of the Year processes

District Human Resources

- Provides professional development to districts on the interpretation and use of student growth data (EVAAS).
- Conducts research and analysis on evaluation data to support school improvement.
- Supports districts in the use of evaluation data for developing talent management strategies.
- Supports districts and employees in their understanding of state and federal employment policies.
- Works to develop a robust, multiple-measures approach to educator evaluation that is accurate and reliable.

NC Works – North Carolina Work Ready Communities Initiative Launches Statewide Effort

As part of the state's comprehensive workforce development effort NCWorks, North Carolina is launching a statewide initiative to certify communities and counties as NCWorks Certified Work Ready Communities.

This initiative is a collaborative effort between workforce development partners including the Office of the Governor, the North Carolina Chamber, the North Carolina Department of Public Instruction, the North Carolina Community College System Office and the North Carolina Department of Commerce aimed at leveraging data and analysis tools to continue economic growth in North Carolina.

The North Carolina Chamber Foundation serves as the final certifying body to designate an NCWorks Certified Work Ready Community.

Requirements

In order to be certified as an NCWorks Work Ready county, a community must meet each of the following criteria:

- Obtain a letter of commitment to workforce excellence from county leaders
- Progress in the high school graduation rate toward the goal of 94%.

- Achieve the number of National Career Readiness Certificates (NCRC) indicated in the Common Criteria
- Gain commitment from employers to recognize the NCRC.

Community Benefits

By participating in the NCWorks Certified Work Ready Communities initiative, counties, regions and states are helping:

- Business and industry know exactly which foundational skills they need for a productive workforce – and to easily communicate their needs
- Individuals understand which skills are required by employers – and how to prepare themselves for success
- Policymakers consistently measure the skills gap in a timely manner at the national, state and local levels
- Educators close the skills gap, via tools integrated into career pathways with stackable industry-recognized credentials
- Economic developers use an on-demand reporting tool to market the quality of their workforce

For more on the NCWORKS initiative, visit <http://ncchamber.net/foundation/ncworks-certified-work-ready-communities/>

Additionally, the NC Department of Commerce, Community College System Office, and the Department of Public Instruction have received a \$200,000 grant from the Belk Foundation to support NCWorks Career Pathways efforts. The grant will allow the partners to hire staff that will support the key partners in regions as they begin to design and implement regional career pathways.

Numerous Audits Underway at NCDPI

Department's Financial Management Continually Under Review

Besides providing services and support, the Department of Public Instruction (DPI) serves as a conduit for some \$8 billion in state and federal funds flowing to the local school districts. As a result, the department's financial management is continually under review.

Below is a summary of auditing activity currently underway within the department. These audits require multiple teams who work both within the Education Building and off-site to assure that funds are properly managed and disbursed.

Office of State Auditor

- Financial and Compliance audit team – This team of three to seven auditors is on-site at DPI year round. They are responsible for completing the financial and compliance audit of DPI's portion of the statewide Comprehensive Annual Financial Report (CAFR).
- Financial Team – This team of five to seven auditors is comprised of contractors hired by the Office of State Auditor (OSA) to perform an in-depth review of DPI's finances at the request of a committee of the General Assembly. The request included six state agencies. This group has a deadline of March 31, 2015. Link to news coverage: <http://wunc.org/post/state-auditor-preparing-detailed-audits-state-government-agencies>
- Financial Related Team – This team has varied from one person up to five. The auditing team is currently looking at the 21st Century Program within Federal Program Monitoring and Support

Division. This group is scheduled to audit the Office of Charter Schools at the completion of the 21st Century Program audit.

- Investigative Team – Investigators from the Office of State Auditor typically are working on one to two audits related to DPI at any given time. These auditors work off-site, but come to DPI for meetings and to obtain information.

Office of State Budget and Management

- The Office of State Budget and Management provide audit services for Race to the Top. These audits are completed at the state level as well as at the local education agency (LEA) and charter school level. This team is normally working on two to five audits at any given time.

New Additions Join DPI Team

- Seth Effron (Information and Communication Specialist II, Communications and Information)
- Amanda Hobbs (Regional Accountability Consultant, Accountability Services)
- Gerri Martin (Education Consultant II, Educator Recruitment and Development)

Angel Tree Project

Dr. Atkinson recognized Ms. Monique Wertis (Special Assistant, State Superintendent's Office) for introducing the idea and overseeing The Angel Tree Project, which came to life based on nominations from within DPI of fellow employees who may be in need of some extra help during this holiday season. This initiative provided an excellent opportunity for staff to make a difference in the lives of nine families (31 individuals). Dr. Atkinson shared a few photographs to validate the generosity of DPI's employees for their fellow colleagues and their families.

NC College and Career Ready for Success – Definition Endorsement

During the GCS Committee meeting on Wednesday, Dr. Rebecca Garland explained that a cross-sector of leaders from the Department of Public Instruction, Community College system, and public and independent colleges and universities began meeting as members of the NC Ready for Success Steering Committee in July 2012. A stated goal for their ongoing convening was to strengthen the alignment between sectors so that students experienced smoother transitions and were better prepared for postsecondary experiences. Toward this end, cross-sector leaders began developing a definition in September 2012, with the goal of endorsement by the three public education system-wide governing boards in the state. Over the course of their work, representatives were added to the Steering Committee from the Governor's office, North Carolina New Schools, and the North Carolina Chamber of Commerce. The process was a thoughtful one that resulted in 13 drafts of the definition and sharing with a variety of K-12 and higher education stakeholder groups via Steering Committee members and the NC Ready for Success' website and convenings.

Dr. Atkinson recommended that the State Board endorse the following definition:

In North Carolina, students are considered career and college ready when they have the **knowledge and academic preparation** needed to enroll and succeed, without the need for remediation, in introductory college credit-bearing courses in **English Language Arts and Mathematics** within an associate or baccalaureate degree program. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education, the military or directly into a job that offers gainful employment and career advancement.

With the Board's endorsement, Dr. Atkinson stated that the Department will move forward with publicizing the work with school counselors, principals, superintendents, and students across North Carolina.

Upon motion by Mr. John Tate, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to endorse the working definition of what it means for a student to graduate college and career-ready as presented during the GCS Committee meeting on Wednesday. (See Attachments under GCS – New Business: NC College and Career Ready for Success)

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Career Readiness Task Force Plan rollout panel discussion, Council of Chief State School Officers, Washington, DC
- Council of State, Raleigh, NC
- Joint Legislative Education Oversight Committee, Raleigh, NC
- Global Ready Districts Meeting, Raleigh, NC
- Superintendents' Quarterly Meeting, Greensboro, NC
- Chancellor's Reception, UNC Pembroke, Pembroke, NC
- Education Collaboration Meeting with Education Associations, Raleigh, NC

Visited

- Briarcliff Elementary School, Cary, NC
- Raleigh Charter High School, Raleigh, NC
- Franklinton Elementary School, Franklinton, NC

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved six amended DSWs this month as of December 15 (have approved 79 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; Regional Leads will review and rate the progress reports by December 31
- Submitted first draft of the RttT Executive Summary (for year 4 Annual Performance Report) to USED
- Continued regular communication with LEAs and charter schools through the Biweekly Home Base/RttT Update newsletter and managed "breaking news" announcements for Home Base functionality
- Created a schedule of stories/model teachers for highlighting ways that teachers are using the Schoolnet features that are instructional in nature; these stories and video clips will be used to help teachers understand the ways that Schoolnet can assist them in the classroom
- Began work to establish dates for Jan-Feb READY V webinars and complete invitations, agendas, and materials in December

- Completed the 2012-14 Biennial Report of the State Superintendent of Public Instruction to print and distribute to the Governor and General Assembly members before the New Year; the report has a strong focus on the work supported through RttT – such as professional development and instructional technology – and recognizes the benefits of being able to continue key elements of that work with state support after RttT funding ends
- Began drafting materials to support the 2013-14 School Report Cards, which will be released in February 2015 and focus on the READY Accountability model and the new School Performance Grades (presented draft materials to local school superintendents at their quarterly meeting on December 5)
- Continued work on an info-graphic to describe the purpose and elements of the educator evaluation model in North Carolina; we will package this info-graphic with a video produced in the fall describing research about the impact of high performing teachers on student academic progress

Data Systems to Improve Instruction:

- Identified specific performance optimizations to implement in preparation for the benchmarking assessments to be conducted in December 2014 and January 2015
 - Created a dedicated database instance to serve the assessment administration activities
 - Created a read-only database instance to serve selected reporting activities
 - Added a Content Delivery Network (CDN), which will place static content closer to the requester without placing additional burden on the application servers
 - Applied up to 90 minor optimizations and enhancements to Schoolnet (16.0)
- Worked with vendor team to closely monitor Schoolnet usage during December testing (will do same in January)
- Created a new Twitter feed to inform users across the state about any technical issues, resolutions, maintenance windows and timely updates (to see the Twitter feed, please visit Home Base Alerts on Twitter)
- Continued delivering regular webinars on all components of Home Base (Schoolnet, OpenClass, PowerSchool and the Educator Effectiveness system)
- Met regularly with users in the field to discuss their experiences with Home Base (Superintendents' Quarterly, External Stakeholder Advisory Committee, Resource Consortium, Regional meetings with Instructional Technology Directors, Curriculum Directors, Testing Coordinators/Directors, RESA meetings, and more)
- Continued Home Base Partnership team work with LEAs
- Planned for a new series of "Teacher Spotlights" to focus on how teachers are using Home Base in their everyday practice
- Continued planning for winter and spring conferences that will feature Home

Great Teachers & Principals:

- Opened Fall Roster Verification administrator preview phase on December 15 (runs until January 4)
- Presented 35 Analysis of Student Work waivers, four NC Final Exam waivers, and one NC Final Exam waiver rescission to the State Board of Education (SBE) at the December meeting; the SBE will take action to approve or reject the waivers at the January meeting
- Began User Acceptance Testing (UAT) of the online student survey platform
- 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 Cohort III RLA graduates
- Confirmed RLA Employment Update (November 30, 2014):

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	13	31	8	9	62
Sandhills Leadership Academy (SLA)	15	36	2	8	61
Piedmont Triad Leadership Academy (PTLA)	6	37	5	15	63

- Continued providing licensure coursework for NC Teacher Corps (NCTC) Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Employed an additional NCTC induction coach
- 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
 - Continued to work weekly with GTN Pathway 1 and 2 participants on fall deliverables; reviewed the GTN participant timelines and expectations with coaches and content reviewers who support the GTN to ensure that all deliverables and timelines are met
 - Collaborated with state level Curriculum and Instruction staff to determine number of new content reviewers needed to assist GTN participants with completion of their lesson plans and professional development projects
 - Compiled and distributed list of conference and professional development opportunities for GTN teachers to share the results of their work in the spring
- Published the third Educator Preparation Report Card on December 5, after review and approval by the SBE on December 4; this report card includes data from the 2013-14 school year and is available to the public at <http://newdev.www.ncpublicschools.org/ihe/reports/>
- 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
- Concluded the PDI Cross-District Strategic Solutions face-to-face phase 1 on December 11; reviewed (PD Leads) each district's readiness for sustaining local PD capacity as we near the end of the RttT initiative. Planned for providing targeted assistance that will be available through next spring

- Conducted three webinars for the 404 administrators from all regions of the state for the Observation Calibration Training (OCT) kick-off and assigned the first Scoring Study; after completing the Scoring Study, participants will progress at their own pace to complete the 34 lessons (two video lessons for each of the 17 observable elements from the teacher evaluation tool); some LEAs are choosing to facilitate the OCT process by holding group discussions of the videos and the scoring process

Conducted a meeting of NCDPI cross-divisional teams on December 8 to start designing Phase V online professional development modules (self-paced) and facilitated courses; tentative list of topics includes the following:

Self-Paced Modules

- Assessing Digital Tools for Use in the K-12 Classroom
- The Professional Educator: A Beginning Teachers' Guide
- Action Research for the Classroom: An Introduction
- Analysis of Student Work (ASW) Process
- North Carolina Professional Teacher Standards (revised)

Self-Paced Modules

- Global Educator Digital Badging Process
- Universal Design for Learning: Part 2
- Seize the Data: Empowering Teachers to Create and Use Assessment and Measurement

NC Virtual Public Schools:

- Completed course revisions for Forensic Science and continued course revisions for the Biotechnology/AgriScience I course and the Math III course (all course revisions will be completed by the end of the RttT grant period)
- Began developing Professional Learning targeted for STEM Program Sustainability for the pilot schools
- Began developing a course interest survey to send to districts in spring of 2015 to assist NCVPS with planning (the survey is intended to gather data regarding school interest in our STEM courses and possible enrollment numbers)

Turning Around the Lowest-Achieving Schools (TALAS):

- Continued providing professional development and coaching for currently serviced schools/districts
 - Delivered professional development sessions on maximizing impact as a digital leader, communicating effectively in a 21st century learning environment, and the needs of 21st century learners
 - Conducted workshops on Revised Bloom's Taxonomy for Weldon City Schools
 - Conducted sessions with elementary schools on "Unpacking to Planning: Understanding the Content You Teach and Improving Instructional Delivery"
 - Helped schools and districts with "Creating a Framework for Lesson Design"
- Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Began planning for professional development for school leaders sessions to be delivered in February 2015; the focus will be on looking at successful RttT model implementations statewide

- 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
- Moved NCDPI four Logical Partitions (LPARS) to the SAS iSeries Cloud infrastructure
- Continued supporting LEA/charter school opt-in to various Cloud Services
- Continued providing licensure coursework for NC Teacher Corps (NCTC) Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Employed an additional NCTC induction coach
- 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

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	55
Cloud Filtering Services	72	62

- Released a statewide survey to gather data regarding the status of every school's wireless infrastructure to help inform the development of the Request for Proposal (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
- Based on current survey data we are further analyzing 372 schools for potential wireless deployment; also discussing wireless initiatives with the five largest LEAs in the state
- 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

- Continued evaluating vendor responses to a 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
- Continued RFP process for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; the RFP Evaluation Team has conducted vendor product demonstrations for the short list finalists and is ready to proceed with vendor BAFO negotiations (we anticipate awarding the contract in the next month)
- Reviewing responses to RFP for Device Management services
- Expended approximately \$212,000 of the Year 5 RttT budget in November (represents preliminary numbers)

Evaluation:

- Continued activities related to Teacher and Leader Effectiveness:
 - Analyzed qualitative data from fall 2013 and spring 2014 interviews
 - Conducted longitudinal analysis of teacher evaluation measures
 - Conducted longitudinal analysis of correlations between principal rating and EVAAS
 - Provided the presentation titled “A Longitudinal Review of the North Carolina Educator Evaluation System” to the State Board of Education during its December 2014 meeting
- Continued activities related to the Distribution of Teachers and Leaders:
 - Met with NCDPI analysts about data building and quality standards for analyses
 - Completed data builds and ran preliminary analyses on completed and quality-checked data builds
 - Completed policy brief for 2012-13 and created an outline for the February 2015 final report for New Teacher Support Program outcomes
- Continued data analysis for reports related to Professional Development:
 - Received feedback from NCDPI on the initial draft of the Fourth Annual Race to the Top Professional Development Evaluation Report
- Continued activities related to District and School Transformation, including STEM schools
 - Discussed qualitative study sample with NCDPI DST leadership and received contact information for DST coaches, continued interviews with these coaches and started the analysis procedures
 - Conducted quantitative analysis of DST growth through 2012-13, prepared data from 2013-14 school year for analysis, and reviewed literature on school turnaround
- Processed 2012-13 data for analysis regarding local spending
- Continued data analysis for reports related to the Overall Evaluation:
 - Developed rubric and scoring for program implementation evaluation
 - Began compiling summary documents of state’s RttT Detailed Scope of Work (DSW) amendments
 - Finished interviews with evaluation leads on initiative implementation and capacity

Legislative Update

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

Ms. Beaulieu drew attention to a one-page summary posted on the State Board eBoard website, which highlights recent committee meetings and future education or other legislative committee meetings.

A. Recent Education Meetings

1. Joint Legislative Education Oversight Committee (JLEOC)
 - a. December 2, 2014
 - b. January 6, 2015
2. House Study Committee on Education Innovation: December 16, 2014

B. Upcoming Meetings

1. SBE Summative Assessment Task Force: January 9 & 13
2. Joint Legislative Administrative Procedure Oversight Committee: January 13, 1:00 PM
3. Academic Standards Review Commission: January 16, 1:00 PM

C. Convening of 2015 Session of the General Assembly: January 14, 9:00 AM

Ms. Beaulieu reported that the JLEOC met on Tuesday, January 6, to review and ultimately approve their report compiling the studies and work they did in the months of the off session to prepare for the 2015 long session of the General Assembly. She reported on the rehire retirees issue that the State Board discussed in the fall explaining that the one piece of recommended legislation attempts to reconcile this dilemma by allowing rehired retirees (e.g., substitute teachers) in an LEA to maintain their premium health care coverage and not be forced to take the lesser bronze coverage. She noted that the bill obviously has not been filed yet, and that she expects additional work on the bill. She thanked Treasurer Cowell, Superintendent Advisor Brady Johnson, et al, for their work on this issue.

As it relates to the State Board's legislative agenda items, specifically school calendar flexibility, the House Education Innovation Oversight Committee recommended legislation on creating an educational purpose waiver for specific schools or school programs in the school calendar law related to flexibility, according to Ms. Beaulieu.

INFORMATION AGENDA**GLOBALLY COMPETITIVE STUDENTS
(Eric C. Davis, Chair; Dr. Olivia Oxendine, Vice Chair)**

Chairman Cobey prefaced the introduction of this item by announcing that newly appointed Board member Eric Davis has agreed to assume the Chairmanship of the GCS Committee. However, he called on Vice Chair Olivia Oxendine to manage the committee's work this month since this was Mr. Davis's first day at the Board table.

INFORMATION**GCS 5 – Exemplary Alternative Education Programs: Turning Point Day Treatment Center****Policy Implications:** N/A

Presenter(s): Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives), Mr. Bill Hussey (Director, Exceptional Children Division) and Ms. Sherry Thomas (Assistant Director, Exceptional Children Division)

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 to 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. Alamance-Burlington Schools will share the design and results of its program.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine recognized Ms. Sherry Thomas for this presentation.
- Ms. Thomas prefaced the introduction of today’s guests by explaining that the purpose of this item is to highlight an exemplary alternative education program operating in the Alamance-Burlington City Schools – Turning Point Day Treatment Center. She explained that this is a fully licensed Day Treatment Program by the Department of Health and Human Services (DHHS) in both educational and clinical services to students in the Exceptional Education Program who have both special education and mental health needs. She introduced Dr. Angela Bost (Associate Superintendent for School Improvement) and Mr. Allen Murray (Executive Director for Exceptional Children’s Programs) for this presentation.
- Using a PowerPoint presentation, Dr. Bost and Mr. Murray explained that Alamance-Burlington School System (ABSS) has a “traditional” alternative school, a middle college, a Career-Technical Education Center (CTEC), and “afternoon academies” at each high school. However, there is a subset of students who have needs that cannot be met through these programs. Dr. Bost explained that those are the students that Turning Point Day Treatment serves.
- Mr. Murray explained that ABSS is one of only a few LEAs that operate a true Day Treatment program (meaning one which both meets the DMA service definition and can bill Medicaid). This program serves students who, in addition to their educational needs, have mental health or psychiatric needs that prevent them from being successful in a traditional school setting.
- Mr. Murray spoke briefly about the service definition and required components of a day treatment program. In addition, he explained what day treatment does to meet the needs, not just of the students but of their family, caregivers, and others who have a legitimate role in addressing the needs identified by the students’ primary care provider (PCP).
- Mr. Murray highlighted the following reasons why ABSS chose to run the Day Treatment Center themselves to meet the needs of their students.
 - Control over the admissions process.
 - Ability to serve irrespective of authorization status.
 - All staff are employees of the LEA.
 - Ease of transitions between Day Treatment program and other school settings.

- Through our relationship with a CAHBA we can still offer all of the clinical services with appropriate oversight.
- Mr. Murray explained that students in the Turning Point Day Treatment Center are, from a mental health standpoint, the most heavily impacted and involved in the school system. They have mental health diagnoses that include PTSD, severe depression, anxiety disorders, and schizophrenia (as well as the more common diagnoses of ADHD, Oppositional Defiant Disorder, etc.) Most have had psychiatric hospitalizations, long-term involvement with mental health providers, out-of-home placements, or intensive mental health services, and they have all had multiple school disruptions.
- In addition, Mr. Murray provided an overview of how the students are served and staffing level requirements for separate setting classes to serve students with intensive learning and behavioral needs. He also provided a snapshot of a student's typical day explaining that at the elementary and middle school level the focus is on basic skill development (literacy and math), and high school students maintain the course credits they were working on via an online curriculum. Each day also has individual therapy and social skills or psycho-educational groups for students. The provision of the mental health and counseling services precludes a full academic school day, but provides the stabilization and skill building students need to be successful upon return to a traditional school.
- Mr. Murray also spoke briefly about funding. He shared that Medicaid provides funding for each student who is authorized by our MCO for Day Treatment, but not all of students qualify. He explained that students are enrolled even if they are not Medicaid eligible and have private-pay insurance, which usually does not cover day treatment, because ABSS is making the decision on whether it is the most appropriate educational placement for that student. This funding covers the non-educational costs of the program (the costs of the program director and the clinical staff). The balance of the program cost is funded with the LEA's regular ADM and Exceptional Children child count.
- In closing comments, Mr. Murray spoke about future potential explaining that the size of the program should always remain small. Turning Point currently serves 24 students who are grouped by age. There are a limited number of students with needs severe enough to warrant a Day Treatment program, and these students have a right to a public education. According to Mr. Murray, ABSS believes they can provide that education in a way just as effective as any outside provider. Mr. Murray shared that, currently, in addition to ABSS, there are two other day treatment programs in North Carolina that are being run by an LEA (Gaston County and Rockingham County). Two more LEAs are in the process of affiliating with a private mental health agency in order to provide the clinical oversight as required to meet the Medicaid rules.
- In response to Board member Tate's questions, Mr. Murray explained that long-term placement varies on the age of the student. Elementary and middle school students are often able to be moved successfully back into a traditional school setting, usually within one school year. High school students tend to be those that have more significant chronic long-term mental illnesses, according to Mr. Murray. Several have graduated from high school while in the Day Treatment Program.
- Board member Taylor asked about patterns/trends related to the age of the students. In response, Mr. Murray explained that there are a few more students at the elementary/middle school levels, but it is difficult to discern because at the secondary level there is a wider variety of alternative programs beyond the day treatment program for students who are not being successful in the traditional school. At the elementary level, the day treatment program is ABSS's primary alternative setting, according to Mr. Murray.
- Vice Chairman Collins stated that with the increased pressure for LEAs to keep students and not suspend them, ordinary discipline schools are not the answer because most likely many of the

problems have to do with mental health or other social needs that need to be address. He suggested that North Carolina needs to look at some sort of model and funding formula for these special cases because LEAs are left to handle situations they are not trained to handle, noting the impact on students, outcomes, scores and performances.

- Board member McDevitt suggested that the Board be exposed to the other LEAs providing Day Treatment settings so that other LEAs can duplicate the programs. Mr. McDevitt asked Mr. Murray to address how they accommodate the Accountability requirements. Mr. Murray explained that accountability is difficult in a program of this nature. Technically, the Day Treatment Program is part of the alternative school as it relates to school number and its principalship even though housed in a separate facility. School scores are reported to the alternative school, but then go back to the school that owns the student, so that the traditional school keeps ownership of the student. High school students take all of the same testing requirements they would have in a traditional setting.
- Board member Willoughby shared that this is part of the larger mental health issue, and hopes that in the larger context, a comprehensive plan to address mental health in this state will be developed. She added that this school is a great example of why the Board addressed the specific characteristics of alternative schools and the subsequent impact on the accountability measures in December.
- There was no further discussion.

This item is presented for information only. (See Attachment GCS 5)

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 or items that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted 10 items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve GCS 6, GCS 7, GCS 8, GCS 9, GCS 10, TCP 7, TCS 6, TCS 7, LFI 7 and LFI 8.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 6, GCS 7, GCS 8, GCS 9, GCS 10, TCP 7, TCS 6, TCS 7, LFI 7, and LFI 8.)

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

CONSENT

GCS 6 – Report to the Joint Legislative Education Oversight Committee: Implementation of the ABCs and Statewide Consolidated Assistance Program

Policy Implications: General Statute §115C-12(25)

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

Description:

G. S. §115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) annually regarding the continued implementation of the ABCs Plan. Effective with the 2012–13 school year, rather than reporting the ABCs of Public Education, the READY accountability model provides school and LEA (local education agency) data on student performance and growth.

The Report to the Joint Legislative Education Oversight Committee: Implementation of the ABCs and Statewide Consolidated Assistance Program includes the 2013–14 READY results, information on the statewide system of support, Annual Measureable Objectives (AMOs) results as required by the Elementary and Secondary Education Act, year 4 results of North Carolina’s “Turning Around the Lowest Achieving Schools” initiative and the list of schools identified as low-performing. The READY/AMO reports for the 2013–14 school year were presented to the State Board of Education on September 4, 2014.

In addition, the report contains information as required through Section 7.6(b) of S.L.2006-66, which granted the State Board of Education authority to use funds appropriated to the State Public School Fund for the consolidated assistance program in support of the ongoing implementation of the ABCs, which is now reported in the READY accountability data.

Recommendations:

It is recommended that the SBE approve the report.

CONSENT

GCS 7 – Academic Achievement Standards (Cut Scores) and Achievement Level Descriptors for End-of-Grade Assessments in English Language Arts/Reading and Mathematics at Grades 3-8 and Science at Grades 5 and 8

Policy Implications: SBE Policy #GCS-C-003

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

Description:

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

The Read to Achieve Test was first available during the spring 2014 test administrations. For the 2014 administrations, the student-level report was binary with respect to whether the student met the achievement proficiency standard (i.e., Level 3). This item recommends that the State Board of Education (SBE) approve the academic achievement standards for Levels 1-5 for the Read to Achieve Test effective

with the spring 2015 test administrations. These levels align with the EOG Grade 3 English Language Arts/Reading achievement standards.

Recommendations:

It is recommended that the SBE approve the academic achievement standards for Levels 1-5 for the Read to Achieve Test effective with the spring 2015 test administrations.

CONSENT

GCS 8 – Report to the North Carolina General Assembly – Education of Children in Private Psychiatric Residential Treatment Facilities (PRTFs)

Policy Implications: Session Law 2014-100 (SB 744)

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

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: DHHS and DPI, in collaboration with other interested agencies, shall submit its initial joint report, as required by G.S. §122C-450.4, to the Joint Legislative Education Oversight Committee and to the Joint Legislative Oversight Committee on Health and Human Services by January 15, 2015.

Recommendations:

It is recommended that the SBE accept this report for submission to the Joint Legislative Education Oversight Committee.

CONSENT

GCS 9 – Update 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 approve the amended policies.

CONSENT

GCS 10 – Driver Education Policy Revisions

Policy Implications: General Statutes § 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 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 approve the policy revisions as presented.

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

CONSENT**TCP 7 - 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 seven public and private institutions recommended for approval after the second review round.

Recommendations:

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

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

CONSENT**TCS 6 – 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 SBE 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 designated DPI Consultants (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 legislation changes are being brought as informational and are detailed in the document titled “1412_TCS_09_Attach_02.” Other previously SBE 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*.

CONSENT**TCS 7 – Career and Technical Education Credential Allotments****Policy Implications:** Session Law 2013-360 (SB402), Section 8.28(b)**Presenter(s):** Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) 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 technical 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 the 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
- Allocated 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.

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

CONSENT**LFI 7 – Report to the General Assembly on Process for Assumption of Inadequately- Performing Charter Schools****Policy Implications:** General Statute §115C-238.29G(a1)(2)**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services and Dr. Joel Medley (Director, Office of Charter Schools)**Description:**

General Statute §115C-238.29G (a1)(2) directs the State Board of Education to develop rules to allow an applicant to assume the charter of an inadequate charter school through a competitive bid process. The

changes in statute set a timeline for completion by the State Board no later than January 15, 2015. A report on these modifications is due to the Joint Legislative Education Oversight Committee by February 1, 2015.

The State Board of Education discussed this policy at its August, September, and November meetings. The policy was discussed with the Charter School Advisory Board on two different occasions as well. Based on feedback from the State Board of Education at its November meeting, the policy was modified to outline the major processes to be considered when the State Board determines that a charter school should be considered for assumption. At its regularly scheduled December meeting, the State Board adopted a broad policy permitting consideration on a case-by-case basis.

A brief report to the General Assembly for this policy has been prepared and needs approval to be submitted by the statutory deadline.

Recommendations:

NCDPI recommends that the State Board of Education approve this report to the General Assembly based upon its December 2014 vote to adopt an assumption policy.

CONSENT

LFI 8 – Charter Amendment to Change the Mission Statement for Evergreen Community Charter School

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

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

Description:

Evergreen Community Charter School, located in Asheville, NC, opened as a charter school in 1999 and serves grades kindergarten through eighth grade using Expeditionary Learning. The school's first month Average Daily Membership (ADM) was approximately 444 students and the school has received recognition from the U.S. Department of Education as a Blue Ribbon and Green Ribbon School. In 2009, Evergreen received full SACS CASI Accreditation through Advance ED ensuring that the school meets quality educational standards and engages in continuous improvement.

The proposed revised mission statement is similar to the originally approved mission; however, the modification adds a focus on social responsibility and stewardship to reflect better the school's goals. 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 Evergreen Community Charter School.

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

Prior to presenting the Action and Discussion items, LFI Committee Chair Rebecca Taylor reported that the LFI Committee conducted the Virtual Charter School Pilot Applicant interviews during its Committee meeting on Wednesday.

ACTION**LFI 1 – 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. Winterville Charter Academy – this applicant has requested to change its name from Patriot Charter Academy 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 applicant 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.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the slate of 2015 charter schools as recommended. (See Attachment LFI 1)

DISCUSSION

LFI 2 – Renewal Recommendations for Charter Schools with Charters Expiring 2014

Policy Implications: General Statute §115C-238.29G(d), SBE Policy #TCS-U-007

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

Description:

Each charter school that receives approval to operate by the State Board of Education has a time-limited term that is not guaranteed for renewal. Schools, when entering their renewal cycle, must complete a short self-study, respond to any noncompliance issues, and have a renewal site visit. These renewal site visits permit them to bring in multiple groups of stakeholders – parents, teachers, and board members to tell their story that data simply will not.

Based on G.S. §115C-238.29D(d) and SBE Policy #TCS-U-007, the following charter schools are requesting renewal of their charters that will expire June 30, 2015.

- Alpha Academy (Cumberland County)
- The Arts Based School (Forsyth County)
- ArtSpace Charter School (Buncombe County)
- Bethany Community Middle School (Rockingham County)
- Bethel Hill Charter School (Person County)
- Cape Fear Center for Inquiry (New Hanover County)
- Charter Day School (Brunswick County)
- Haliwa-Saponi Tribal School (Warren County)
- Healthy Start Academy (Durham County))
- Metrolina Regional Scholars' Academy (Mecklenburg County)
- Millennium Charter Academy (Surry County)
- Phoenix Academy (Guilford County)
- Piedmont Community Charter (Gaston County)
- Socrates Academy (Mecklenburg County)
- Southern Wake Academy (Wake County)
- Success Institute (Iredell County)
- The Academy of Moore County (Moore County)
- Two Rivers Community Charter (Watauga County)
- Union Academy (Union County)
- Washington Montessori (Beaufort County)

As part of the renewal process, the Office of Charter Schools examined DPI compliance forms and completed renewal site visits to each school. That information, along with academic and enrollment data from the school and the LEA in which the school resides, was compiled into a renewal portfolio and presented to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the Advisory Board decided to bring back several groups for interviews in order to gain a better understanding of the school's situation. On December 8, 2014, the CSAB met to interview schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten-year renewal for (1) The Arts Based School, (2) ArtSpace Charter School, (3) Bethany Community Middle School, (4) Bethel Hill Charter School, (5) Cape Fear Center for Inquiry, (6) Charter Day School, (7) Metrolina Regional Scholars' Academy, (8) Millennium Charter Academy, (9) Piedmont Community Charter, (10) Socrates Academy, (11) Southern Wake Academy, (12) Two Rivers Community Charter, (13) Union Academy, and (14) Washington Montessori.

The Charter School Advisory Board recommended a ten-year renewal for Alpha Academy with the condition that any staff member or spouse of administration be a nonvoting member of its board of directors.

The Charter School Advisory Board recommended a seven-year renewal for The Academy of Moore County.

The Charter School Advisory Board recommended a seven-year renewal for Phoenix Academy. Since the charter school received an "academic warning letter" for failure to attain the statutory 60% proficiency or growth, the CSAB provided the following opportunity for the charter school. If it attains 60% proficiency or meets growth for both the 2014-15 and 2015-16 school years and submits all required documentation required by the State Board of Education, the term may become 10 years.

The Charter School Advisory Board recommended a three-year renewal with stipulations for:

- (1) Healthy Start Academy with the stipulation that by the end of the 2014-15 school year the school is compliant in Exceptional Children.
- (2) Success Institute with the stipulation that School Nutrition issues are to be cleared by the end of the year and remain compliant during the term of the charter. Further, the school must submit a financial plan for the next five years by June 30, 2015.

The Charter School Advisory Board recommended a one-year renewal for Haliwa-Saponi-Tribal School due to significant concerns with the charter school's Exceptional Children program and poor academic performance. The one-year renewal contained a requirement that the board and administration attend the CSAB meetings in March and July to report on internal academic results. Further, all compliance issues must be accounted for and resolved within the next school year

Recommendations:

It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. All 15 charters are being recommended for renewal; however, some are recommended for renewal with stipulations. Details about the recommendations and stipulations are located on eBoard.
- There was no further discussion.

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

DISCUSSION

LFI 3 – Recommendations for Enrollment and Grade Expansion Request for Charter Schools

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

Per G.S. §115C-238.29D(d), beginning with the charter school's second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by twenty percent of the school's previous year enrollment or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

In the 2013 long session of the General Assembly, the charter statute was modified by expanding charter school growth to allow charter schools to do the following: offer one grade level higher than the charter school currently offers if the charter school has operated for at least three years and has not been identified as having inadequate performance as provided in G.S §115C-238.29G(a1).

There are 14 schools that have submitted requests for expansion that need consideration by the State Board of Education. The SBE may approve additional growth if the State Board finds that:

- 1) The actual enrollment of the charter school is within ten percent of the requested maximum growth,
- 2) The charter school has commitments for ninety percent of the requested maximum growth,
- 3) The charter school is not currently identified as low performing,
- 4) The charter school meets generally accepted standards of fiscal management, and
- 5) It is otherwise appropriate to approve the enrollment growth.

In previous years, an LEA Impact Statement was required by statute, but this requirement was recently removed from the law. However, to provide a full picture of the expansion requests, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

It is recommended that the SBE approve the enrollment and expansion requests as recommended by the Office of Charter Schools.

Discussion/Comments:

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

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

DISCUSSION

LFI 4 – Virtual Charter School Proposed Charter Revisions

Policy Implications: NC Session Law 2014-100, Section 8.35

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

Description:

Session Law 2014-100, Section 8.35, directs the State Board of Education to establish a virtual charter school pilot program beginning with the 2015-16 school year. In addition to the law applicable to traditional charter schools, Section 8.35 sets forth requirements unique to the operation of a virtual charter school in North Carolina.

In follow-up to the December 2014 SBE discussion regarding this pilot program, there will need to be several changes to the document signed by traditional charter boards of directors. Topics for the State Board to address specifically within the Charter will include, but are not limited to, the funding mechanism, compliance with the Uniform Education Reporting System (UERS), enrollment verification, approval of policies and procedures for the school's operation, and other areas of concern.

Recommendation(s):

The State Board of Education is requested to provide additional feedback for the topics included in the Charter for the Virtual Charter School Pilot.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She also explained that the LFI committee will further vet LFI 4 and LFI 5. This committee will bring further recommendations to the Board in February.
- There was no further discussion.

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

DISCUSSION

LFI 5 – Virtual Charter School Pilot Program Recommendations

Policy Implications: NC Session Law 2014-100

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

Description:

With Session Law 2014-100 being ratified in August 2014, the State Board of Education was commissioned to create a statewide pilot for Virtual Charter Schools. The State Board of Education, at its regularly scheduled September 2014 meeting, adopted an application, rubric, and process for review of the submitted applications. The State Board also acted to repeal its own virtual charter school policy to prevent any confusion regarding the expectations for the implementation of the program. Only two applications were submitted before the October 2014 deadline.

External evaluators read and reviewed the submitted virtual charter applications in order to provide comments for the Internal Review Team (IRT). The IRT consisted of representatives from the following groups: Curriculum, Accountability, Finance, State Board of Education, Charter School Advisory Board, Exceptional Children, and NC Virtual Public School. Two external evaluators also read the applications and provided comments on the rubric for consideration by the IRT. This group met on December 17, 2014, to interview the two applicant groups and evaluate the written word as well as capacity of the nonprofit boards that will hold the charters. The interviews lasted, at a minimum, one hour and included short presentations from the applications, regular question and answer time, follow-up questions, and deliberations based upon the information.

After reviewing the applications, interviewing the applicant groups, and deliberating upon the received information, the IRT offered advanced both applications for the virtual charter school pilot to the State Board of Education for consideration. The NC Virtual Academy and NC Connections Academy both received unanimous votes from the IRT. The charge from them focused on doing what was right for all families and schools in North Carolina.

Recommendation(s):

It is recommended that the State Board of Education adopt the recommendations provided by the Internal Review Team regarding the selection of applicants for the State Virtual Charter School Pilot.

Discussion/Comments:

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

This item is presented for Discussion during the State Board of Education’s January meeting and will return for Action in February 2015. (See Attachment LFI 5)

DISCUSSION

LFI 6 – Approval of Cooperative Innovative High School Applicants

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 LEA may revise the application and request State Board of Education 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 (NRSBA) requested approval of their proposals. The Board took action on all requests at its December meeting with the exception of the Northeast Regional School for Biotechnology, which is presented to the Board this month for further discussion and possible action.

Recommendation(s):

The Northeastern Regional School for Biotechnology and Agriscience proposal is presented to the Board for further discussion and possible action.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor reported that this item was pulled from the agenda due to time constraints for the applicant.
- There was no further discussion.

This item will be presented for Discussion during the State Board of Education's February meeting and will return for Action in March 2015. (See Attachment LFI 6)

DISCUSSION – LATE ITEM – MOVED TO ACTION ON FIRST READING**LFI 9 – Accept the Voluntary Relinquishment of the Charter for Providence Charter High School**
Policy Implications: General Statute §115C-238.29G

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

Description:

On July 10, 2014, the State Board of Education (SBE) voted to grant Providence Charter High School a one year delay in opening the charter high school in Rockingham County. In granting that delay, the State Board offered three conditions for this approval:

- (1) The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- (2) The SBE establishes a deadline of July 1, 2015, that a Certificate of Occupancy for Educational use of the facility must be provided to the Office of Charter Schools. If not, the remainder of the charter term is voided and the school must reapply.
- (3) The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.

The board of the charter school failed to meet the third stipulation and has not provided monthly progress reports as required. Further, the charter school board did not submit the required Ready-to-Open Progress Report due in December 2014. The Office of Charter Schools notified the school of these failures and provided a deadline of January 2, 2015, to prevent a recommendation that the State Board initiate termination of the charter. The school did not provide the requested information, so documentation for the charter termination was prepared.

On Monday, January 5, 2015, a representative of the board of Providence Charter High School indicated via phone that a letter would be sent to the Office of Charter Schools voluntarily relinquishing the approved charter. The letter would arrive no later than close of business that day, and the Office of Charter Schools sent correspondence to the school acknowledging that conversation. At the time of this item, unfortunately, that letter has not been submitted to the Department.

If a letter is provided prior to the State Board of Education January meeting, the SBE should act to accept the voluntary surrender of the Providence Charter High School charter. If no letter is provided prior to the State Board of Education January meeting, the SBE should act to initiate the termination of the Provide Charter High School charter for failure to comply with the conditions from the State Board.

Recommendation(s):

The Office of Charter Schools recommends that the State Board either accept the voluntary relinquishment of the Providence Charter High School charter or take action to initiate termination of the charter for failure to comply with the conditions placed upon the school.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor explained that this late item was brought before the Board on Wednesday during the LFI Committee meeting. Chair Taylor asked Dr. Medley to provide a status update.
- Dr. Medley explained that upon arriving in the office this morning he received a letter from the board of Providence Charter High School voluntarily relinquishing their approved charter. He explained further that the letter identifies three reasons for the voluntary relinquishment:
 1. Several of the original board members have resigned for various reasons,
 2. Obtaining startup funds and resources has been difficult, and
 3. Locating property meeting the physical space requirements in order to open and operate a school.
- Chair Taylor requested that this item be moved to Action on First Reading. There were no objections.
- In response to Chairman Cobey’s question about why this charter school was unable to open successfully, Dr. Medley explained that the proposed charter school was going to be located in Rockingham, which would have made it the first charter high school in the county. During the application process and start of the planning year, the board approached the Office of Charter Schools in June indicating that they needed a year’s delay based upon locating facility difficulties. When the stipulations were placed upon them in August, board members began resigning and the board was were unable to recover.
- 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 accept the voluntary relinquishment of Providence Charter High School’s approved charter as recommended. (See Attachment LFI 9)

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

ACTION

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 Human Resources Support) and Ms. Jennifer DeNeal (RttT Project Coordinator)

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 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 30 LEAs and five 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.

Recommendations:

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 reminded Board members that during the Committee discussions on Wednesday, agreement was reached to move TCP 5 to Action on First Reading. Therefore, she recommended combining TCP 1 and TCP 5 in the motion. There were no objections.
- Mr. Eric Davis recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Gregory Alcorn, the State Board of Education voted to approve the slate of requested waivers from Analysis of Student Work in TCP 1 and TCP 5 as recommended. Mr. Eric Davis recused himself from voting. (See Attachment TCP 1)

ACTION

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 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 five LEAs and one charter school 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.

Recommendations:

The NC 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 reminded Board members that during the Committee discussions on Wednesday, agreement was reached to move TCP 6 to Action on First Reading. Therefore, she recommended combining TCP 2 and TCP 6 in the motion. There were no objections.
- For the record, Board member John Tate recommended finding a resolution for these waivers. Chair Oxendine concurred, noting that she and Dr. Tomberlin are both concerned about reaching the tipping point where Standard 6 is being determined largely on the basis of waivers.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to approve the slate of requested waivers from North Carolina Final Exams in TCP 2 and TCP 6 as recommended. (See Attachment TCP 2)

DISCUSSION

TCP 3 – Teacher Observation Requirements – Policy Revision – TCP-C-004

Policy Implications: General Statute §115C-333.1, SBE Policy #TCP-C-004

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

Description:

This policy revision modifies the teacher performance appraisal process to clarify teacher observation requirements and policy language to ensure alignment to statutory requirements. With the elimination of career status, and based on language in the current statute, this policy revision removes references to career status, and ties observation requirements to years of experience based on statutory expectations.

Teachers with fewer than three years of experience will continue to receive three formal observations and a peer observation as outlined in the current statute. Teachers with more than three years of experience must be evaluated annually in accordance with one of the existing evaluation cycles, at the discretion of the local district.

Recommendation(s):

The Department of Public Instruction recommends that the State Board of Education approve the policy revision to clarify requirements for teacher observations and ensure alignment to statutory requirements.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. The purpose of the revisions to this policy is to ensure alignment to statutory requirements.
- There was no further discussion.

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

DISCUSSION

TCP 4 – New Licensure Areas for Institutions of Higher Education Programs

Policy Implications: SBE Policy # TCP-B-003

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

Description:

In January 2008, the State Board of Education adopted a proposal for a new educator preparation program approval process. As part of the new process, Institutions of Higher Education were required to revision their teacher and school executive preparation programs to meet the new standards adopted by the Board and to submit their proposals, known as Blueprints, for programs leading to licensure. Revisioned programs were implemented in fall 2010. Institutions wishing to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. Blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. This item includes seven public and private institutions seeking Board approval to add new licensure areas to their existing educator preparation programs.

Recommendation(s):

It is recommended that the licensure areas for the institutions on the attached list be approved by the State Board of Education.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. These new licensure areas are coming from seven Institutions of Higher Education. Chair Oxendine reiterated her comments from Wednesday stating that she is delighted to learn more about the delivery mode of these licensure programs across North Carolina.
- Board member Kevin Howell recused himself from discussion of this item.
- There was no further discussion.

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

MOVED FROM DISCUSSION TO ACTION ON FIRST READING**TCP 5 – 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 Human Resources Support) and Ms. Jennifer DeNeal (RttT Project Coordinator)**Description:**

Pursuant to the Board's policy, the DPI has 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 five LEAs have submitted a request for local flexibility from the ASW process: Guilford Preparatory Academy, Lee County Schools, McDowell County Schools, Rutherford County Schools and Union County Schools.

Recommendation(s):

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

Discussion/Comments:

- Action on this item occurred in combination with TCP 1. (Please refer to TCP 1.)
- There was no further discussion.

This item was presented for Discussion, but was moved to Action on First Reading. (See Attachment TCP 5)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING**TCP 6 – 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 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: Three NC Final Exam/middle-school CTE waivers: Guilford Preparatory Academy, Hickory City and Piedmont Community Charter Schools.

Recommendation(s):

The North Carolina Department of Public Instruction recommends SBE approval.

Discussion/Comments:

- Action on this item occurred in combination with TCP 2. (Please refer to TCP 2.)
- There was no further discussion.

This item was presented for Discussion, but was moved to Action on First Reading. (See Attachment TCP 6)

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

ACTION**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:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. John Tate, the State Board of Education voted to approve the revisions to SBE Policy #TCS-Q-001 as presented. (See Attachment TCS 1)

ACTION**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:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell the State Board of Education voted unanimously to approve the Worker's Compensation Loss Prevention policy as presented. (See Attachment TCS 2)

ACTION**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:

- TCS Committee Chair Gregory Alcorn reported a thorough discussion of this item during the TCS Committee meeting on Wednesday. He noted that the language in the policy has been revised.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell the State Board of Education voted unanimously to approve the revised proposed LEA Return-to-Work Compliance policy as discussed during the TCS Committee meeting on Wednesday. (See Attachment TCS 3)

ACTION ON FIRST READING**TCS 4 – Approval of Grant – After-School Program Quality Improvement Grant Program**

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

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

Description:

In the summer of 2014, The North Carolina General Assembly appropriated five million dollars (\$5,000,000) in state funds for the After-School Quality Improvement Grant Program to be administered by the Department of Public Instruction as part of the *Competitive Grants to Improve After-School Services Act [Session 2013—Section 8.19.(a-e)]*. According to the legislation, the purpose of the program is to pilot after-school learning programs for at-risk students to raise standards for student academic outcomes by focusing on the following:

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

Organizations are eligible to receive two-year grants of up to five hundred thousand dollars (\$500,000) a year, based on the proposed number of students served, with an option for a third year of funding. To determine the level of funding eligibility, organizations utilized the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's 2014 Tier Designations. In accordance with the law, grant funds must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds.

For 2014-15, forty-one (41) applications were submitted by the due date. Based on the final ratings for the applications, seventeen (17) are recommended for approval for a total of \$4,784,539.

Recommendations:

It is recommended that the State Board of Education approve the grant recommendations as Action on First Reading.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn reported a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- Board member Rebecca Taylor recused herself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby the State Board of Education voted to approve the grant recommendations as presented. Board member recused herself from the vote. (See Attachment TCS 4)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 5 –Reappointment or Replacement of Compliance Commission Members

Policy Implications: SBE Policy #TCS-B-002

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

Description:

The State Board of Education established the Compliance Commission for Accountability in July 1996. This Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to ABCs issues. Thirteen (13) members either may be reappointed or replaced since their terms of office expired on December 31, 2014. Attached is the current list of Commission members. The names and resumes of the proposed new members will be provided at the January meeting.

Recommendations:

It is recommended that the State Board of Education approve the recommendations for the new members of the Compliance Commission for Accountability.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Mr. Alcorn reported that following discussion on Wednesday, the Committee requested that this item be moved to Action on First Reading. There were no objections.
- Board member McDevitt reminded the Board that the Board is to bring recommendations to the February meeting to fill some of the still vacant seats.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell the State Board of Education voted unanimously to replace the slate of Compliance Commission members as presented. (See Attachment TCS 5)

**GLOBALLY COMPETITIVE STUDENTS
(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

ACTION

GCS 1 – Global Languages 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 approve the amended policy so that it will be made available beginning in the 2014-15 school year.

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 this item makes it possible to recognize students for their proficiency in English and at least one other world language. She explained that the amendments to this policy are fully explained in GCS-L-007, subpart 4.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the amended policy titled High School Diploma Endorsement. (See Attachment GCS 1)

ACTION

GCS 2 – Course Name Change for Civics and Economics

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) and Ms. Fay Gore (Section Chief, K-12 Social Studies, Division of K-12 Curriculum and Instruction)

Description:

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

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 recommends that the course Civics and Economics be renamed “American History: The Founding Principles, Civics, and Economics” to reflect this alignment.

NCDPI also recommends that local education agencies (LEAs) use the many resources available on the NCDPI Social Studies Wiki as instructional resources to teach the Founding Principles including the Bill of Rights Institute, Center for Civic Education, Federal Resources for Educational Excellence (FREE), Kids Voting, Library of Congress, LEARN NC, National Humanities Center (NHC), NC Bar Association (NCBA) – Law-Related Education, NC Civic Education Consortium, Primary Source

Documents Pertaining to Early American History, and We The People – National Endowment for the Humanities.

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 several thorough discussions of this item over past months. She explained that this renamed course will deepen students’ understanding of the 10 Founding Principles included in the Founding Principles Act. She noted that because of the close alignment between the requirements of The Founding Principles Act and the content of the Civics and Economics course, NCDPI recommends that the course Civics and Economics be renamed “American History: The Founding Principles, Civics, and Economics” to reflect this alignment.
- Vice Chairman Collins reiterated his concern about overlooking economics – and that it needs to be thoroughly taught.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the recommendation that the course Civics and Economics be renamed “American History: The Founding Principles, Civics, and Economics as presented. (See Attachment GCS 2)

DISCUSSION

GCS 3 – 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 the proposed policy changes.

Discussion/Comments:

- Discussion on this item was delayed until February.
- There was no further discussion.

Discussion on this item was delayed during the January State Board of Education meeting and will return for Action at a later date. (See Attachment GCS 3)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

GCS 4 – Revision to Transition Plan for 10-Point Grading Scale for Students

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

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent)

Description:

At the conclusion of a study on Grade Point Calculations (GPA) directed by Session Law 2013-360 (The Budget Bill), the two public higher education governing boards (UNC Board of Governors and the State Board of Community Colleges) per G.S. § 116-11 (10a) approved a new method for calculating GPA. At its August meeting, the State Board of Education amended its own policy GCS-L-004 to comply, and subsequently the Board adopted a 10-point grading scale – both changes to become effective with the freshman class of 2015.

In the last several months local school districts and parents have expressed concern about the transition plan for the 10-point scale. LEAs and parents are concerned about students within the same class receiving different grades for the same quality of work. Additional concerns have been expressed around athletic eligibility since the core qualification is the number of courses passed in the previous semester. With students within the same class but of different cohorts having different standards, students demonstrating the same mastery of the content could have different results in terms of athletic eligibility.

At the Superintendents Quarterly, the superintendents almost unanimously requested for the Board to reconsider the transition plan. They would prefer a “roll in” approach to the change in weights allowed for advanced coursework and a universal implementation of the 10-point grading scale.

Recommendations:

It is recommended that the State Board of Education discuss the proposed modifications to the transition plan for the 10-point grading scale to allow universal implementation in 2015-16.

Discussion/Comments:

- GCS Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the GCS Committee meeting over several months. Dr. Oxendine explained that the GCS Committee concurred on Wednesday to move this item to Action on First Reading.
- Dr. Oxendine explained that this item addresses concerns about the transition plan for the 10-point scale, where students within the same class would receive different grades for the same quality work, and the implications on athletic eligibility.
- Board member Wayne McDevitt noted ongoing work by State Superintendent Atkinson regarding a numeric score and the importance of a communications plan for parents and teachers.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the proposed modifications to SBE Policy # GCS-L-004 – Standards for the Electronically Generated High School Transcript, specifically the modifications to the transition plan for the 10-point grading scale to allow universal implementation in 2015-16. (See Attachment GCS 4)

NEW BUSINESS

Under New Business, GCS Committee Vice Chair Olivia Oxendine shared that the GCS Committee received a presentation about NC College and Career Ready for Success from Dr. Rebecca Garland. She noted that the Board provided an endorsement of the working definition for what it means for a student to graduate college and career ready during the State Superintendent's Report this morning.

GLOBAL EDUCATION SPECIAL COMMITTEE
(Mr. Wayne McDevitt, Chair)

ACTION**Criteria for Global-Ready School Designation**

Policy Implications: General Statute §115C-81(b); SBE Policy #GCS-L-007; Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) and Ms. Helga Fasciano (Special Assistant for Global Education)

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 the Global Ready Schools Designation and Rubric be approved and that the designation be available beginning in the spring of 2015.

Discussion/Comments:

- Global Education Special Committee Chair Wayne McDevitt shared that this item has been available for feedback and has been vetted by the Global Education Task Force for several months.
- There was no further discussion.

Upon motion by Mr. Wayne McDevitt, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the Global Ready Schools Designation and Rubric and that the designation be available beginning in the spring of 2015. (See Attachment)

CHAIRMAN’S REMARKS

Following a brief recap of the Board’s work this month, Chairman Cobey reminded Board members that the General Assembly returns for its long session Wednesday, January 14, with both houses convening at 9:00 a.m. He noted that the Board and Department have staff who attend all committee meetings and who monitor all activities that impact public education in any manner, either directly or indirectly. He asked Board members to monitor their emails and phone calls for any requests to respond to staff regarding any legislative matter on which their input or feedback in the legislative process may be needed.

Calendar Items

Chairman Cobey also asked Board members to make a note on their calendars for the January 27 meeting with the UNC Board of Governors and The Emerging Issues Forum at NC State University on February 9-10. Board members were asked to contact SBE staff if they plan to attend.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

No old business was brought before the Board.

CLOSED SESSION

Noting for the staff and audience that immediately following Closed Session the Board would adjourn its January 2015 meeting, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters and to consider the handling of the following cases: McGraw-Hill School of Education v. NC State Board of Education; Hoke County v. State of North Carolina and State Board of Education; and NC Dept. of Public Instruction v. Helgesen.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate, and seconded by Mr. Eric Davis Board members voted unanimously to adjourn the January 7 and January 8, 2015, meeting of the State Board of Education.