

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
February 4, 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
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby
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
Carrie Tulbert, Principal of the Year Advisor	Shykeim Williams, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the February 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. The Chairman reported that two of the Board's committees met through conference call on January 23 and on January 26. Both meetings were public, were given public notice, and were audio streamed for availability to the public. In addition, many Board members attended the meeting of the UNC System Education Summit last week in Cary where the focus was on improving teacher leadership and effectiveness.

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.

### **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 asked for a motion to approve the State Board of Education meeting agenda for February 4-5, 2015, as presented.

### **Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the State Board of Education meeting agenda for February 4-5, 2015, as presented.*

### **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. He called on Dr. Atkinson to introduce this Issues Session.

#### **➤ NC Department of Public Instruction Division Profiles**

##### **❖ Division of Career and Technical Education – Ms. Jo Anne Honeycutt (Director)**

Dr. Atkinson recognized Ms. Jo Anne Honeycutt to provide an overview of the work of the Division of Career and Technical Education in this second in a series of division presentations.

Using a PowerPoint presentation, Ms. Honeycutt prefaced this presentation by explaining that Career and Technical Education (CTE) supports three types of readiness: college, career and community. As it relates to college and career, the State Board's Goal 1.3 is to graduate students pursuing a CTE concentration prepared for careers. Ms. Honeycutt reported that in 2013-14, the data show 94.1 percent of CTE concentrators graduated in four years, which reflects a real benefit to student graduation rates when students have a focused area of study.

Providing examples of partnerships and resources developed by the division and professional development where applicable, Ms. Honeycutt elaborated on the bulleted list below. The Career and Technical Education Division

- Leads the development of content standards and curriculum resources for Career and Technical Education program areas.
- Supports the development of rigorous programs of study and career pathways for over 526,000 students each year.

- Creates assessments for Career and Technical Education courses that measure student learning and demonstrate technical proficiency.
- Partners with business and industry leaders to align content standards to industry needs and certifications.
- Delivers professional development to teachers, career development and special population coordinators, principals and district leaders to support the implementation of high quality Career and Technical Education programs, and student organizations
- Monitors program compliance and provides technical assistance for the Carl D. Perkins Career and Technical Education Act of 2006.
- Collaborates with other state agencies and private entities to develop and implement a seamless workforce development system.

At the request of Chairman Cobey, Ms. Honeycutt named each of the student organizations for the Board's information:

- Agriculture Education – Future Farmers of America (FFA)
- Business Education – Future Business Leaders of America (FBLA)
- Family and Consumer Sciences – Family, Career and Community Leaders of America (FCCLA)
- Health Occupations – Health Occupations Students of America (HOSA)
- Technology Education – Technology Student Association (TSA)
- Trade and Industrial Education – Skills USA
- Marketing – Distributive Education Clubs of America (DECA)

Ms. Honeycutt stated that she would share with Board members the schedule of events occurring in Greensboro and Raleigh and encouraged Board members to stop in to witness the competitive and leadership events.

In response to Board member Olivia Oxendine's question about Certified Work Ready Communities, Ms. Honeycutt explained that this project aligns with the certifications and credentials. The Department is a partner in the Certified Work Ready Communities initiative, which helps students finish high school with credentials that employers value. The Career-Readiness Certificate provides evidence of the academic skills that students gain over their high school career and the credential bears that validation.

Board member Wayne McDevitt called attention to the rigor included in the CTE courses as well the importance of the student organizations. He also drew attention to a former CTE teacher who was present in the audience, and is now serving on Speaker Moore's staff. State Superintendent Atkinson introduced Mr. Aaron Fleming who was recently named Speaker Moore's Agriculture and Education Advisor. She stated that Mr. Fleming began his career as an agriculture teacher, became a CTE Director in Wilkes County and then an Agriculture Education Consultant at NC State University before moving to Lee County where he has played a valuable role with the apprenticeship program. Chairman Cobey invited Mr. Fleming for comments. Mr. Fleming expressed appreciation to Speaker Moore for his selection as the Agriculture and Education Advisor, and committed himself to working closely with the State Board of Education.

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

**RECONVENE IN OPEN SESSION**

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

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Gregory Alcorn	John Tate
Eric C. Davis	Rebecca Taylor
Kevin Howell	Patricia Willoughby
Reginald Kenan	

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

**CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Mr. A.L. Collins and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to discuss personnel matters, consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:*

- (1) McGraw-Hill School Education v. State Board of Education;*
- (2) TPS Publishing v. State Board of Education;*
- (3) Hoke County v. State of North Carolina and State Board of Education;*
- (4) H.B. v. State Board of Education;*
- (5) Heath v. DPI; and*
- (6) State Board of Education v. State of North Carolina et al.*

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

*Upon motion made by Mr. Kevin Howell and seconded by Ms. Tricia Willoughby the Board voted unanimously to recess the State Board of Education meeting until Thursday, February 5, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
February 5, 2015**

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

William Cobey, Chairman	Kevin Howell
A.L. “Buddy” Collins, Vice Chairman	Reginald Kenan
Dan Forest, Lt. Governor	Olivia Oxendine
Janet Cowell, State Treasurer (via conference call)	John Tate
Gregory Alcorn (via conference call)	Rebecca Taylor
Eric Davis	Patricia Willoughby

Also present were:

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

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the February 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.

**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 Rebecca Taylor recused herself from discussion and voting on LFI 4 and LFI 5. Board member Kevin Howell recused himself from discussion and voting TCP 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.

Recognizing that since TCP 4 is on the consent agenda, Chairman Cobey stated that without objection he would pull TCP 4 from the vote as a whole so that Board member Howell could vote on the other consent items. There were no objections.

Board member Eric Davis was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

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

- Prior to requesting a motion to approve the minutes from the January 7 and 8, 2015, State Board meetings, Chairman Cobey recognized that Board member Greg Alcorn and State Treasurer Janet Cowell were participating in the meeting via conference call. He also shared that Board member Wayne McDevitt was not participating in today's meeting after becoming ill overnight. He noted that this was the first Board meeting Mr. McDevitt has missed during his 14-year tenure on the Board.
- There was no discussion.

*Mr. John Tate made a motion to approve the minutes of the January 7 and 8, 2015, State Board meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL RECOGNITIONS**

Chairman Cobey recognized State Superintendent Atkinson, who in turn recognized Ms. Jo Anne Honeycutt, during National Career and Technical Education Month, to present the NC Association of Career and Technical Education Teacher and Administrator of the Year.

Ms. Honeycutt prefaced the introduction of the honorees by explaining that each year NC ACTE (Association of Career and Technical Education) recognizes outstanding individuals in the field of Career and Technical Education (CTE).

- **North Carolina's Career and Technical Education Teacher of the Year**
  - ❖ Mr. Michael Lewis (Career Center, Robeson County Schools)

Following comments from Ms. Honeycutt about his career and commitment as a teacher at the Career Center as well as to the profession, Mr. Lewis was invited forward to accept a framed certificate in recognition of his selection as North Carolina's CTE Teacher of the Year. In addition to his wife Claudia and granddaughter Gabbie, Mr. Lewis was joined by CTE Director Mr. Herman Locklear and his principal Mr. Mark Smith for photographs.

- **North Carolina's Career and Technical Education Administrator of the Year**
  - ❖ Mr. Richard Sheldahl (Director, Career and Technical Education, Durham Public Schools)

Ms. Honeycutt highlighted aspects about Mr. Sheldahl's career and commitment as a CTE administrator in Durham Public Schools. Mr. Sheldahl was invited forward to accept a framed certificate in recognition of his selection as North Carolina's CTE Administrator of the Year. He was joined by Dr. Bert L'Homme (Superintendent, Durham Public Schools) and Ms. Heidi Carter (Board Chair, Durham Public Schools) for a photograph.

➤ **Subway School Health Champions**

Chairman Cobey recognized HRS Committee Chair Patricia Willoughby to introduce this special recognition item.

Following brief comments about the partnership between the Department of Public Instruction, the State Board of Education, Subway and Tar Heel Sports Properties to recognize School Health Champions in our schools, Chair Willoughby recognized Dr. Ellen Essick (Section Chief, Healthy Schools) who in turn spoke briefly about the award, and introduced this year's School Health Champion honorees. She explained that the Subway School Health Champion is awarded monthly to individuals who demonstrate outstanding leadership in advancing school-based policies and programs that improve the health of students and staff. Subway awards each winner's school with a five hundred dollar check to help promote and advance their school's health related efforts. In addition, all of the students receive subway coupons that can be used after the school day so as not to interfere with school nutrition rules. At the end of the year, one person is selected to win five thousand dollars to be used in their schools.

Each honoree was invited forward for photographs.

- ❖ Ms. Tiffany Parks (Health and Physical Education Teacher, Hoke County Schools)
- ❖ Mr. Les Spell (Health and Physical Education Teacher, Sampson County Schools)
- ❖ Ms. Angie Miller (Athletic Activities Director, Nash County Schools)
- ❖ Ms. Pam Taylor (Student Services Coordinator, Durham Public Schools)
- ❖ Ms. Jama Stallings (Child Nutrition Director, Franklin County Schools)
- ❖ Ms. Amanda Hajnos (Physical Education Teacher, Wake County Schools)
- ❖ Ms. Marian Faulkner (Reading/Language Arts Teacher, Vance County Schools)
- ❖ Ms. Sherri Hodges (Lead School Nurse, Vance County Schools)
- ❖ Ms. Diana Bowling (Physical Education Teacher, Durham Public Schools)
- ❖ Ms. Norma Hedgepeth (Health Education Teacher, Halifax County Schools)
- ❖ Ms. Lisa Frangipane (Health and Physical Education Teacher, Chapel Hill-Carrboro City Schools)
- ❖ Ms. Johnnye Waller (Student Services Director, Lee County Schools)  
(Also winner of \$5K)

## **STATE SUPERINTENDENT'S REPORT**

State Superintendent Atkinson prefaced her report, by recognizing Dr. Don Phipps (Superintendent, Beaufort County Schools) who was present in the audience.

### **NCDPI Division Spotlight – Career and Technical Education Division**

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 Career and Technical Education Division.

#### **Career and Technical Education Division**

- Leads the development of content standards and curriculum resources for Career and Technical Education program areas.
- Supports the development of rigorous programs of study and career pathways for over 526,000 students each year.
- Creates assessments for Career and Technical Education courses that measure student learning and demonstrate technical proficiency.
- Partners with business and industry leaders to align content standards to industry needs and certifications.
- Delivers professional development to teachers, career development and special population coordinators, principals and district leaders to support the implementation of high quality Career and Technical Education programs.
- Monitors program compliance and provides technical assistance for the Carl D. Perkins Career and Technical Education Act of 2006.
- Collaborates with other state agencies and private entities to develop and implement a seamless workforce development system.

### **Partners Sought to Combat Hunger – Summer Nutrition Programs Help Meet Critical Need for Students**

Last year in North Carolina, 826,000 students were eligible to receive free or reduced priced meals at school through the National School Lunch Program. Of that number, a mere 140,854 received meals during the summer months through the Summer Nutrition Programs. The NC Department of Public Instruction would like to see a substantial increase in that number.

School Nutrition Services Section Chief Lynn Harvey said that currently only 17 out of every 100 students who are economically disadvantaged in North Carolina receive meals during the summer months. "It is critical that we partner with organizations across the state to expand the number of meal sites so that we can provide meals to students who need them during the summer break," said Harvey.

- One of the department's most important summer collaborations is the Summer Nutrition Programs, which provide appealing meals to students in their communities.
- The Summer Food Service Program (SFSP) and Seamless Summer
- Option (SSO) were established by the United States Department of Agriculture (USDA) to ensure economically disadvantaged children continue to receive nutritious meals when school is not in session.



- Additionally, the USDA has identified 47 counties in North Carolina as high priority or “Strike Force” counties. The Strike Force campaign is intended to leverage local partnerships in high poverty areas to ensure every community’s children have equal access to summer nutrition programs.
- This past summer, North Carolina had 192 sponsoring agencies and 1,952 summer nutrition sites where children could receive nutritious meals at no cost to the children. Harvey said that although this is a good start, the need for summer nutrition sponsoring agencies and sites is at an all-time high.
- In addition to public school districts, the SFSP allows qualifying public and private non-profit organizations to participate and receive federal reimbursement.

To learn more about the summer meals program opportunities, or how you can become involved, please visit <http://childnutrition.ncpublicschools.gov/programs/summer-nutrition-opportunities> or contact Cynthia Ervin, Summer School Nutrition Consultant at [Cynthia.Ervin@dpi.nc.gov](mailto:Cynthia.Ervin@dpi.nc.gov) or 919.807.3505

### **Special Honors – Two School Districts are Latest “Green Ribbon” Award Recipients**

Cherokee County Schools and Chapel Hill-Carrboro City Schools were recently awarded Green Ribbons from the North Carolina Department of Public Instruction’s Safe and Healthy Schools Support Division and will now represent the state in national competition.

U.S. Secretary of Education Arne Duncan initiated the Green Ribbon Schools Award program in 2011 to honor schools that “exercise a comprehensive approach to creating ‘green’ environments through reducing environmental impact, promoting health, and ensuring a high-quality environmental and outdoor education to prepare students with the 21st century skills and sustainability concepts needed in the growing global economy.”

- The Green Ribbon Schools Award is the first comprehensive federal policy for schools related to environment, health and education.
- It describes a vision for the nation’s schools, sets a high bar for success, and raises the profile of individual green schools and the states that encourage them.
- National award recipients will be honored at a ceremony in Washington, D.C., in July.

For more information on the Green Ribbon Schools Award program, please visit <http://www2.ed.gov/programs/green-ribbon-schools/index.html>

### **New Additions Join DPI Team**

- Shenise Lassiter – Office Assistant IV – District and School Transformation
- David Broach – IT Manager – Technology Services
- Tammorah Mathis – Education Program Administrator – Program Monitoring and Support
- Angela Owokoniran – Program Assistant – Licensure
- Steven Oberhausen – Personnel Technician – Human Resources
- Kristie Dunn – Personnel Technician – Human Resources

### **Parent Advisory Committee – Parents Meet to Discuss Relevant Information to Parents and Students and Other Topics**

The State Superintendent’s Parent Advisory Council met January 22 in Raleigh. Agenda topics included

- A-F school performance grades
- NC's testing and accountability
- Elementary and Secondary Education Act waivers

### **Teacher Advisory Committee – Teachers Meet to Discuss Accountability and Other Topics**

The State Superintendent's Teacher Advisory Council met January 23 in Raleigh. Agenda topics included

- Proposed new accountability model
- A-F school grades messaging
- Optimal uses of Home Base
- 2012-2014 Biennial Report

### **Upcoming READY Event – Principals and Teachers Invited to Series of Webinars**

This month the Department of Public Instruction hosts its fifth round of READY meetings with principals and teachers across North Carolina. Webinar topics include

- Teacher status and what to expect next year
- Educator Effectiveness
- *NC Standard Course of Study* – what's ahead for the next 18 months
- Home Base and how educators are using this resource

Webinars are scheduled February 12, 18 and 26 from 3:30 PM to 5:30 PM. All webinars will cover all topics. Call DPI's Communications and Information Division at 919.807.3450 for further information.

### **ESEA Waiver – Elementary and Secondary Education Act Flexibility Request Submitted**

North Carolina has submitted its 2015 Elementary and Secondary Education Act flexibility renewal request.

- The request is for four years with the understanding that amendments may be submitted if the need arises.
- North Carolina is one of several states invited to participate in an expedited review aimed at a faster approval process.
- Also attached to this report is a discussion draft summary of a bill by Senator Lamar Alexander (R-TN) to reauthorize the Elementary and Secondary Education Act. (See Attachment 1)

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

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

- Council of State, Raleigh, NC
- 2015 Holhouser Legislative Retreat, Greensboro, NC
- Women in Leadership, Raleigh, NC
- NC PAPA, South Central High School, Winterville, NC
- Business of Women Luncheon, Cary Chamber of Commerce, Cary, NC
- Annual State Employee's Dr. Martin Luther King Jr. Day Observance, Raleigh, NC
- Public School Forum's Eggs and Issues Breakfast, Raleigh, NC
- Legislative Breakfast for New Legislators, Raleigh, NC
- UNC Board of Governor's Education Summit, RTP, NC
- UNC Education Deans' Council, Chapel Hill, NC

**Visited**

- Caldwell Early College, Hudson, NC
- West Elementary School, Kings Mountain, NC

**NCSSA - NC Guide to Strengthening Our Public Schools**

Dr. Atkinson introduced Dr. Jack Hoke (Executive Director, NC School Superintendents Association) for a special presentation.

Dr. Hoke prefaced this presentation by explaining that the NC School Superintendents Association (NCSSA) is comprised of two superintendents from each region in the state. He stated that NCSSA believes it is imperative that North Carolina develops and commits to a shared vision for public education. Consequently, the NCSSA developed the *NC Guide to Strengthening Our Public Schools* as a proactive education reform plan to

- Create a public education system that better serves North Carolina's students for success in globally competitive jobs and in higher education;
- Frame the debate on education issues and the funding necessary to both sustain and increase the accomplishments that have been made;
- Focus the attention of policymakers on what will make a difference in student achievement;
- Establish and maintain a strategic direction for public education; and
- Galvanize support of stakeholders who will enable continuous forward momentum for improvement in the quality of public education.

The guide contains six key goals and areas of strategic focus:

- Prepared Graduates
- Assessment
- Instructional Delivery
- Digital Learning
- Human Capital
- Funding Public Education

The intent of the guide is to frame the debate and focus attention on the education issues that NCSSA believes will make a difference in student achievement, and ultimately, in economic development and quality of life in North Carolina.

Dr. Hoke shared that NCSSA invites policymakers, elected officials, business and industry leaders, educators, parents, students, and all stakeholders to join this conversation, embrace a shared vision and strategic direction for public education, and provide the economic investment and funding needed to continue our forward momentum to improve public schools and achievement success for all students.

State Superintendent Atkinson noted that the guide aligns with the strategic goals of the State Board. Chairman Cobey added that he appreciates NCSSA speaking as a unified voice.

**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 seven amended DSWs this month as of January 22 (have approved 95 LEA/Charter School amended DSWs since July 1, 2014)
- Submitted RttT closeout reporting documents (Executive Summary, Expenditures Summary, LEA Project and Progress Summaries, and Information Sharing list) to USED on January 23
- Drafted Year 4 Omnibus Amendment; anticipate submitting to USED by February 15
- Continued regular communication with LEAs and charters through the Biweekly Home Base/RttT Update newsletter and managed “breaking news” announcements regarding Home Base functionality
- Posted to Home Base website ([www.ncpublicschools.org/homebase/](http://www.ncpublicschools.org/homebase/)) first of scheduled stories highlighting ways that teachers are using the Schoolnet instructional features; these stories and video clips will be used to help teachers understand the ways that Schoolnet can assist them in the classroom
- Established dates for READY V webinars in February; invitations went out prior to January 30
- Completed materials to support the 2013-14 School Report Cards, which will be released on February 5 and focus on the READY Accountability model and the new School Performance Grades; presented on this topic to principals, teachers and parents advisory groups

**Data Systems to Improve Instruction:**

- Worked with vendor team to closely monitor Schoolnet usage during winter testing, which reached nearly 69,000 online administrations in a single day without issue (prior issues with online administrations had limited prior maximum to approximately 34,000/day)
- Continued delivering regular webinars on all components of Home Base (Schoolnet, OpenClass, PowerSchool, and the Educator Effectiveness system); schedule available at [www.ncpublicschools.org/homebase/training/schedule/](http://www.ncpublicschools.org/homebase/training/schedule/)
- 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
- Began a new series of “Teacher Spotlights” to focus on how teachers are using Schoolnet in their everyday practice (see item in Management section above)
- Continued planning for winter and spring statewide conferences that will feature Home Base

**Great Teachers & Principals:**

- Completed fall Roster Verification Administrative Preview window on January 4; the Teacher Verification Phase began on January 5 and closes on January 25
- Received approval from the North Carolina State Board of Education (SBE) for 40 Analysis of Student Work (ASW) waivers and eight NC Final Exam waivers at the January SBE meeting
- Opened the ASW Practice Schedule Validation window on January 15 and closed it on January 23; as of January 21 at 11:00 a.m., more than 3,400 teachers had logged into the ASW Online Platform to begin the practice validation
- 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
- Began planning to provide ongoing management of the PTLA, as the current Executive Director transitions to a new position as a Regional Superintendent in the Guilford County Schools
- Finalized planning for the February 6 High Performance Team Sessions for SLA Cohorts 1, 2, and 3
- 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; monitored status and progress of NCTC members completing university coursework and other licensure requirements
- Assisted NCTC graduates who have met university licensure requirements with obtaining initial NC teaching licenses
- Hired replacement Program Director for Governor's Teacher Network (GTN) on January 14
- 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 going forward
- Began contracting process with Temporary Solutions to hire 10 new part-time content reviewers to assist NCDPI staff in providing support for Pathway 2 GTN teachers; the new reviewers are scheduled to begin work in early February and work through May 31, 2015; these content reviewers will assist GTN participants with completion of their lesson plans
- Continued working with GTN teachers to refine their presentations for the Collaborative Conference for Student Achievement (CCSA); 32 GTN teachers will present sessions at the CCSA
- 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
- Began the virtual portion of Cross-District Strategic Solutions one-hour statewide topic-based forums in which a regional facilitator (PD Lead) hosts a face-to-face session that is broadcast over a virtual meeting platform to accommodate interested participants from other regions in the state; presenters are district leaders or teachers who present a problem of practice topic to the forum participants for generating solutions; January/February topics include the following:
  - Effective Implementation of Comprehensive School Counseling Program
  - Recruitment and Retention
  - Progress Monitoring in Elementary School Science
  - Differentiation for All Learners
  - Instructional Diversity for Differentiation in Grades 3-8
- Hired replacement PD Lead for Region 8
  - Began planning for spring 2015 Principal READY. Participants in spring 2015 Principal READY will analyze data to address performance of their school, Professional Learning Communities (PLCs), and individual teachers. Sessions will focus on EVAAS, Teachers Working Conditions (TWC), and Universal Design for Learning (UDL)

**NC Virtual Public Schools:**

- Completed course revisions for the Biotechnology/AgriScience I course and continued course revisions for the Math III course (all course revisions will be completed by the end of the RttT grant period)
- Continued developing Professional Learning targeted for STEM Program Sustainability for the pilot schools
- Continued 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)
- Began district registrations and teacher assignments for spring 2015 semester

**Turning Around the Lowest-Achieving Schools (TALAS):**

- Continued providing professional development and coaching for currently served schools/districts
- Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Selected seven school sites for Professional Development for School Leaders sessions to be delivered in February 2015; the focus will be on looking at successful school transformations 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 and Home Base
- Continued supporting LEA/charter school opt-in to various Cloud Services:

<b>Cloud Service</b>	<b>Total Opt-in LEAs</b>	<b>Total Opt-in Charters</b>
IAM	13 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	78	58
Cloud Filtering Services	72	63

- 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, and continuing to validate the data against other authoritative data sources
- 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
- Released Request for Proposal (RFP) for the Wireless Infrastructure Initiative on January 15
- Posted the FCC/USAC Form 470 concurrently with the Wireless RFP to ensure matching funds from the E-Rate Program for the Wireless Infrastructure Initiative
- Submitted recommendation to Purchasing Office to invite three vendors for product demonstrations for the 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
- Conducted Best And Final Offer (BAFO) negotiations and turned over to NCDPI Legal Counsel for final contract language negotiation for the RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data (we anticipate awarding the contract by early February)
- Compiling Device Management Services RFP vendor proposal results for shortlist recommendation
- Expended approximately \$90,487 of the Year 5 RttT budget in November (represents preliminary numbers)

**Evaluation:**

- Continued activities related to Teacher and Leader Effectiveness
  - Began drafting qualitative findings from fall 2013 and spring 2014 interviews
  - Analyzed 2013-14 teacher evaluation ratings (standards 1-6)
  - Analyzed 2013-14 principal evaluation ratings (standards 1-8)
- Continued activities related to the Distribution of Teachers and Leaders:
  - Completed draft report (working title: Estimates of trends and changes in the distribution of higher-quality teachers and school leaders)
- Continued data analysis for reports related to Professional Development:
  - Continued editing the Fourth Annual Race to the Top Professional Development Evaluation Report
- Continued activities related to District and School Transformation
  - Completed qualitative data analysis and drafted preliminary report (working title: Final Report: Quantitative and qualitative findings)
  - Conducted compliance checks for model and methodological compliance with What Works Clearinghouse standards for regression discontinuity designs, and reviewed literature on school turnaround
- Continued activities regarding local spending
  - Finished coding of updated local DSWs
  - Verified spending in local DSWs against expenditure reports
  - Began generating data on local spending patterns and changes in planned expenditures
- Continued data analysis for reports related to the Overall Evaluation:
  - Conducted Interviews with project leads for implementation assessments
  - Identified national databases for inter-state summative comparison

## Legislative Update

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

Ms. Beaulieu drew attention to a one-page summary posted on eBoard, which highlights recent committee meetings and future education or other legislative committee meetings. She briefly summarized the new bills filed related to education and highlighted the bills to watch.

### 1. Bills Filed

- HB 9 – Restore School Calendar Education Purpose Waiver (Horn, Martin, Riddell)
- HB 13 – Amend School Health Assessment Requirement (Torbett)
- HB 15 – Year-Round Funds for Community Colleges Universal General Education Transfer Courses (Pendleton, Stam)
- HB 18 – Planning Year for Cooperative Innovate High Schools (S. Martin, Horn, Shepard, Hanes)
- HB 129 (SB 37) – Waive Tuition/Fallen Officer was Guardian (C. Graham)
- HB 21 (SB 31) – Restore Teaching Fellows Program (Pierce, Glazier)
- HB 25 – School Calendar Flexibility/Alamance-Burlington (Riddell, Ross)
- HB 26 – Restore Education Sales Tax Holiday (Pierce)
- HB 28 – Root Out Poverty/Appropriate Funds (Pierce)
- HB 29 – Technical Changes to Course of Study Statute (Johnson, Glazier, Holloway)
- HB 34 – School Calendar Flexibility/Certain Counties (Jones, Holloway)
- HB 35 – Education Innovation Task Force (Elmore, S. Martin, Horn, Cotham)
- HB 47 – Youth Career Connect (Brody, Horn)
- HB 53 – LEA Flexibility for Supplemental Pay (Malone, Pendleton, Stam, Bryan)
- SB 3 – State Employees/No Payroll Deduction (Hise)
- SB 6 – State Health Plan/Rehired Retiree Eligibility (Tillman, Barefoot)
- SB 14 – Academic Standards/Rules Review/Coal Ash/Funds (Brown, Harrington, B. Jackson)
- SB 30 – Value Student Learning Act (Stein)

### 2. Relevant Meetings

#### Previous Meetings

- SBE Summative Assessment Task Force
  - Elementary Study Group, January 9
  - High School Study Group, January 9
  - Middle School Study Group, January 13
- Academic Standards Review Commission, January 16
- UNC Board of Governors Education Summit, January 27

#### Future Meetings

- SBE Summative Assessment Task Force, February 13, 1:00 PM
- Academic Standards Review Commission, February 16, 1:00 PM

### 3. HOUSE COMMITTEES

#### **Appropriations**

**Senior Chair** Dollar

**Chairs** L. Johnson, Lambeth, McGrady

#### **Appropriations/Education**

**Chairs** Blackwell, Bryan, Holloway, Horn

#### **Education/K-12**

**Chairs** Elmore, Horn, L. Johnson

### SENATE COMMITTEES

#### **Appropriations/Base Budget**

**Co-Chairs** Brown, Harrington, B. Jackson

#### **Appropriations on Education/Higher Education**

**Co-Chairs** Apodaca, Soucek, Barefoot

#### **Education/Higher Education**

**Co-Chairs** Soucek, Tillman



**INFORMATION AGENDA**

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

**INFORMATION**

**GCS 4 – Exemplary Alternative Education Programs: Beaufort County Ed Tech Center**

**Policy Implications:** N/A

**Presenter(s):** Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives), Mr. Bill Hussey (Director, Exceptional Children Division), Dr. Don Phipps (Superintendent, Beaufort County Schools), and Mr. Will Bryant (Principal, Beaufort County Ed Tech Center)

**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.

During the past decade, Beaufort County Schools has reduced its dropout rate by seven percent and in 2014 posted its highest graduation rate on record. District leaders attribute this success to a proliferation of academic choices designed to engage and motivate high school students and address individual needs and interests. Among the options available to high school students is Pathways, a dropout prevention and recovery program hosted at the Beaufort County Ed Tech Center, the district’s alternative school. Established in 2007-08, Pathways has graduated between 30 and 40 students annually for the past six years.

**Recommendations:**

N/A

**Discussion/Comments:**

- GCS Committee Chair Eric Davis reported that this item comes to the Board at the suggestion of Vice Chair Olivia Oxendine as an opportunity to learn about outstanding alternative education programs across the state. He recognized Ms. Debora Williams for the presentation.
- Ms. Williams 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 Beaufort County School System – Beaufort County Ed Tech Center. After speaking briefly about some of the program’s successes, Ms. Williams recognized Beaufort County Schools’ Superintendent Dr. Don Phipps for comments.
- Dr. Phipps spoke about Beaufort County Schools efforts to keep students in schools and highlighted progress being made in Beaufort County as well as positive results. For example, he noted the following:
  - Lowest dropout rate in BCS history four of last five years, has decreased five of last six years
  - Highest graduation rate in BCS history, has increased five of last six years (80.1%)

- More individualized instruction from teachers assessing, instructing and monitoring growth, to school counselors and administrators working with students to truly learn their desires and interests and strengths and weaknesses
- Options: Career and College Promise, dual enrollment, relationships forged with colleges and universities, CTE offerings, campus tours, internships, partnerships within our community
- Alternative Education

Using PowerPoint graphs, Dr. Phipps showed the trend and upward trajectory for the four-year graduation rates for Beaufort County Schools since 2006, which climbed from just under 60% to 80.1%. Dr. Phipps also shared the overall progression for the Ed Tech Center's graduation rates, which are climbing in a positive fashion as it relates to sustainable growth. Noting that system-wide the five-year rate as compared to the four-year rate for the school system and the Ed Tech Center is very similar to the four-year rate in terms of trajectory and pattern, which demonstrates obvious progress. Dr. Phipps also highlighted the decline in the dropout rate for both the system and the Ed Tech Center using similar graphs.

As it relates to the number of graduates at the Ed Tech Center, Dr. Phipps stated that it is important to recognize that these are 187 students who many people in the community had written off. He emphasized that these were students who needed a second chance and the opportunity to come to a school that welcomed them and understood that life had gotten in the way of their pursuit of education.

As it relates to the dropout rate, Dr. Phipps stated that Beaufort County Schools attributes the improvement to a number different focus areas, such as

- Focus on students and student needs, interests, skills, and weaknesses
- Build strong foundation of core skills
- Choice offerings
- Intervention, EARLY intervention
- Explore opportunities, EARLY
- Counseling, guidance, and support (Not waiting for DO form)
- Monitoring student progress (or lack of progress)
- Positive behavior support systems
- Personalized Education Plans (PEP)
- Getting to know students

#### *BCS Ed Tech Center*

- Number of Graduates since 2008-09: 187
- Number of Graduates Entering Community College in the Previous 2 Years: 12
- Number of Graduates Entering Workforce in Previous 2 years: 11
- Number of Graduates Entering the Military in the Previous 2 Years: 1
- Number of Graduates Entering Job Corps in the Previous 2 Years: 1

Next, Mr. Jeremiah Jackson (Principal, Ed Tech Center, Beaufort) spoke briefly about the components of the Ed Tech Center, and specifically what the Ed Tech Center does to offer help to students academically, emotionally, and socially.

- Business Partner Presentations  
(Local Banks, Community College, Health Department, Business Owners)

- College Enrollment Assistance  
(College Applications, Financial Aid Applications, Transport to Local College Fairs, Scholarships, Help Understanding Transcripts)
- Parenting Assistance  
(Teen Mothers Enrolled in Healthy Outcomes, Help Securing Day Care, Mentors to Work with Teen Fathers)
- Onsite Mental Health Services
- Onsite Recruitment  
(College, Military, Job Corps, Workforce Development)

Mr. Jackson introduced one of the program’s recent graduates, Ms. Nadaiza Barnes who spoke briefly about her experiences at the Ed Tech Center, noting that she was a high school dropout in 2011. Ms. Barnes explained that she was going down a very rough path and was referred to the Ed Tech Center by a friend. When she enrolled, Ms. Barnes confessed that she still didn’t want much out of life, but the entire school staff (including the janitors) began to encourage and enlighten her about all of the doors education would open for her. As a teen mother, Ms. Barnes graduated from the Ed Tech Center in 2014 and is currently enrolled in the Community College System. In addition, Ms. Barnes shared that she recently had two job interviews because the Ed Tech Center provided her with information about the employment possibilities. She expressed appreciation for the positive difference that the Ed Tech Center has made in her life and for the support of Beaufort County Schools and the State Board of Education.

Lt. Governor Dan Forest thanked Superintendent Phipps and Principal Jackson for focusing on the basics. Commending Dr. Phipps and his leadership staff, Board member Taylor noted the correlation between the graduation rates and the leadership in Beaufort County.

- There was no further discussion.

This item is presented for information only. (See Attachment GCS 4)

**HEALTHY RESPONSIBLE STUDENTS**  
(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

***INFORMATION***

**HRS 1 – Healthy Active Children Policy Report 2014**

**Policy Implications:** SBE Policy #HRS-E-000

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

**Description:**

Each LEA is to submit its Healthy Active Children Policy (HRS-E-000) Report to DPI annually, on August 15. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, Coordinated School Health Program status, and trend data since the 2003-04 school year. This report represents results from the 2013-14

school year and does not include the most current changes made to the policy which went into effect during the 2014-15 school year.

**Recommendations:**

N/A

**Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby recognized Dr. Ellen Essick for this presentation and noted that the 2014 Healthy Active Children Policy Report is located on eBoard in its entirety.
- Dr. Essick prefaced this report by explaining that the data presented today reflects the Healthy Active Children policy prior to the changes made in July 2014 as the Department was already collecting the data for the report prior to the Board's approval.
- Dr. Essick explained that the Healthy Active Children policy report is divided into five components: Local School Health Advisory Councils (SHACs), Physical Education, Recess and Physical Activity, Coordinated School Health, and Policy Reporting and SHAC Successes. She spoke briefly about each of the components.
- The following are the HAC policy report key points as presented by Dr. Essick.
  - 98% of LEAs Responded (112/114) (LEAs not responding: Macon County and Lexington City)
  - 51% of SHACs list a representative from each required area
  - 54% of SHACs meet at least quarterly
  - 57% of SHACs provide reports annually to their local BOE
  - 30% of SHACs provide staff wellness programs to all schools in their LEA
  - 36% report that all of their elementary schools provide 150 minutes of weekly PE with a certified PE teacher
  - 43% report that all of their middle schools provide 225 minutes of weekly Healthful Living with certified health and physical education teachers
- Using a PowerPoint presentation, Dr. Essick provided a comprehensive overview of the summary data from the 2014 Healthy Active Children Policy Report. Dr. Essick explained that next year's report will include more information on local wellness policies, nutrition information, recess as punishment, and validation of reports by principals and superintendents.
- Dr. Essick also spoke briefly about delayed behavior as it relates to return on investment (ROI). She provided examples using bicycle helmets, teen pregnancy, tobacco use, obesity, and teen suicide. Chair Willoughby requested that Dr. Essick share the materials on ROI with Board members. The request was noted.
- Board member Tate suggested that additional information is needed in the area of effective community partners, before and after school providers, etc. In response, Dr. Essick explained that much of her time is spent working with partners to ensure their work coordinates with what is happening in the public schools.
- Noting national news concerning the recent measles outbreak, Chair Willoughby stated that if Board members receive questions from constituents about immunizations, to please refer them to the DHHS website [www.immunize.nc.gov](http://www.immunize.nc.gov). She explained that North Carolina law requires all children in the state to receive certain immunizations upon entry into kindergarten.
- There was no further discussion.

This item is presented for information only. (See Attachment HRS 1)

### CONSENT AGENDA

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

Chairman Cobey noted a total of six items for consideration on the consent agenda. Chairman Cobey explained that the Board typically votes on the Consent items as a whole. However, since Board member Kevin Howell recused himself from TCP 4, the Board would vote on TCP 4 as a separate item. He asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve TCS 2, TCS 3, TCS 4, LFI 6 and LFI 7.

*Upon motion by Mr. John Tate and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items (with exception of TCP 4) as presented. (See Attachments TCS 2, TCS 3, TCS 4, LFI 6 and LFI 7.)*

Then, Chairman Cobey asked for a motion to approve TCP 4.

*Upon motion by Mr. John Tate and seconded by Ms. Patricia Willoughby, the Board voted to approve the TCP 4 on the Consent Agenda as presented. Mr. Kevin Howell recused himself from the vote. (See Attachments TCP 4.)*

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

#### ***CONSENT***

#### **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, Educator Effectiveness)

#### **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.

**Recommendations:**

It is recommended that the licensure areas for the institutions on the attached list be approved by the SBE.

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

**CONSENT****TCS 2 – Report on Public School Procurement of Information Technology**

**Policy Implications:** Session Law 2013-360 (SB 402 Budget Bill) Section 7.6(c)

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

**Description:**

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

**Recommendations:**

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

**CONSENT****TCS 3 – Workers Compensation – Loss Prevention – Policy Revision**

**Policy Implications:** SBE Policy #TCS-Q-003

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

**Description:**

Requesting change to amend date when LEAs will file their written Loss Prevention Policy with NCDPI. Date change requested from March 31, 2015 to November 30, 2015.

**Recommendations:**

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

**CONSENT****TCS 4 – 2014-16 State School Technology Plan**

**Policy Implications:** General Statute §115C-102.6

**Presenter(s):** Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) and Ms. Verna Lalbeharie (Director of Digital Teaching & Learning)

**Description:**

The State School Technology Plan (SSTP) provides a framework for the effective use of technology statewide to meet the State Board of Education goals and objectives. The plan is pursuant to G.S. § 115C-102., which states that the State Board of Education (SBE) shall submit the plan to the State CIO for approval of the technical components of the plan set out in G.S. §115C 102.6A(1) through (4). At least one fourth of the members of any technical committee that reviews the plan for the State CIO shall be people actively involved in primary or secondary education. The SBE shall report annually by February 15 of each year to the Joint Legislative Education Oversight Committee on the status of the State School Technology Plan.

To meet this requirement, the items identified below will be submitted. The state's technology landscape has evolved significantly over the past few years. Legislative focus and State Board of Education initiatives are currently driving innovation in education and the statewide transition to digital learning including the major initiative to develop a comprehensive NC Digital Learning Plan - final deliverable due in August 2015. This North Carolina Digital Learning Plan will be based on rigorous field-based research and should be the guidance the state uses moving forward.

**Recommendations:**

The Board is asked to provide consent to submit the plan onto the State CIO pursuant to General Statute §115C-102.6B.

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

**CONSENT**

**LFI 6 – Charter Amendment to Modify the Mission Statement for Summit Charter School**

**Policy Implications:** General Statute §115C-218.5(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:**

Summit Charter School, located in Cashiers, NC, opened as a charter school in 1997, and serves grades kindergarten through eighth grade. The school's Average Daily Membership (ADM) is approximately 196 students. The school has a unique place based curriculum that allows students to apply classroom lessons to meaningful hands-on learning experiences in the outdoors. Their STEAM-focused programs, foreign language, and a wide-variety of extra-curricular activities, enables Summit to graduate students who are academically prepared, engaged in the community, and strong in character.

The proposed revised mission statement is a transition of the Basic School concept to a Portrait of a Graduate. These proposed changes were adopted by the nonprofit board of directors that holds the schools charter as part of their strategic plan 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 modify the mission statement of Summit Charter School.

**CONSENT**

**LFI 7 – Report to the Joint Legislative Education Oversight Committee (JLEOC) on the Evaluation of Innovative High School Programs**

**Policy Implications:** Session Law 2012-142 (HB 950) Sec. 7.11(g)

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

**Description:**

The General Assembly's Joint Legislative Education Oversight Committee directs that "the State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduation from the schools." The report is written annually by NC New Schools that manages the Early College High School Initiative.

**Recommendations:**

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

**ACTION AND DISCUSSION AGENDA**

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

**ACTION**

**LFI 1 – Renewal Recommendations for Charter Schools with Charters Expiring 2015**

**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 all 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 in January. All 15 charters are being recommended for renewal; however, some are recommended for renewal with stipulations, according to Chair Taylor. She noted that details about the recommendations and stipulations are located on eBoard.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the renewal recommendations as recommended by the Charter School Advisory Board. (See Attachment LFI 1)*

***ACTION***

**LFI 2 – Recommendations for Enrollment and Grade Expansion Requests for Charter Schools**

**Policy Implications:** General Statute §115C-218.5, 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-218.5(e), 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-218.(f).

There are 15 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 in January.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the enrollment and expansion requests as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

***ACTION***

**LFI 3 – 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.

On January 26, 2015, the full Leadership for Innovation (LFI) Committee met and heard a detailed presentation regarding the proposed Charter Agreement. Upon concluding that discussion, the LFI voted to recommend that the State Board of Education utilize this Charter Agreement for implementation of the Virtual Charter School Pilot.

**Recommendation(s):**

The State Board of Education is requested to approve the Charter Agreement for use in implementing the Virtual Charter School Pilot.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor announced that since Vice Chair Wayne McDevitt was absent due to illness and she has recused herself from discussion and voting of LFI 3 and LFI 4, Chairman Cobey will manage the discussion and voting of these items.
- Chairman Cobey noted a vigorous discussion of the Virtual Charter Agreement during the LFI Committee meeting on Wednesday. He explained that, based on that discussion, Dr. Joel Medley was asked to revise the agreement. Noting for the audience that the new draft is available on eBoard, Chairman Cobey recognized Dr. Medley to highlight the changes for the Board's consideration.
- Dr. Medley explained that the primary conversation on Wednesday centered on the learning coach; therefore, the language of the charter agreement now mirrors the general statute (Section 36). Several sentences contained the word "provide." Those sentences were changed from "provide" to "assign."
- In addition, Dr. Medley explained that there was a requirement for no longer than a one-hour drive to a testing center. This requirement has now been stricken and language has been added in Section 16 addressing facilities. Subsequently, the testing center is no longer considered a material revision that must gain approval by the State Board of Education. Instead, the charter must notify the Office of Charter Schools to ensure that each center is ADA compliant and safe for occupancy by children.
- Another significant change, Dr. Medley pointed out that, highlighted in yellow, throughout the draft the charter school law was renumbered – it is now G.S. §115C-218 rather than G.S. §115C-238.29.
- Referencing Section 36, which required a learning coach through the pilot, Board member Tate suggested a validation process to ensure there is in fact a learning coach for each child after the pilot is completed. In response, Dr. Medley explained that after the LFI Committee meeting on Wednesday, he spent time going through the charter application and speaking to the applicant groups. He spoke briefly about the tracking mechanism in place via a log-on process for learning coaches.
- In response to Vice Chair Collins's question about Section 4.3, which states that no employee of the Virtual Charter School shall be an immediate relative to any member of the board of the directors, Dr. Medley shared that currently this is not a requirement of a regular charter. However, the Office of Charter Schools will bring the regular charter agreement to the Board in March and intends to suggest these same changes. Vice Chairman Collins asked about a definition for an "immediate relative." Dr. Medley shared that the legal staff indicate that "immediate relative" is defined in statute.
- Board member Olivia Oxendine asked Dr. Medley to clarify Section 5.4, which states that neither the

State Board of Education nor the local board is required to monitor the Virtual Charter School for compliance with applicable laws and regulations. Dr. Medley recognized Special Assistant Attorney General Laura Crumpler for a response. Ms. Crumpler explained that this term has been in the Charter Agreement since day one. She explained that the charter itself addresses the relationship between the parties. She explained further that this particular provision is saying as between the parties, the State Board has no obligation to monitor. The result is that the charter school cannot then come back and say the state did not monitor us and that is why we failed. It does not preclude the State Board's statewide oversight authority.

- Lt. Governor Dan Forest offered the following amendments:
  - 1.1 – The Charter is effective on July 1, 2015, through June 30, 2019, subject to an annual review by the State Board of Education at which time the State Board may exercise its Constitutional authority to modify this Charter Agreement in accordance with lessons learned within the pilot program.

*Add line: If the State Board modifies this agreement and the non-profit objects to the modification, due process shall be afforded to the non-profit.*

Lt. Governor Forest stated that this would be reasonable legal language since we are entering into a contract, if we change their contract mid pilot, that we offer the ability for due process.

In response for legal input, Staff Attorney Katie Cornetto explained that what the Lt. Governor proposes is essentially an opportunity for a charter to be heard if there is any dispute over a modification. She recommended being agreeable to this amendment. Vice Chairman Collins asked if there is a process already in place. The provisions of due process referenced by the Lt. Governor are incorporated generally in the terms of the charter agreement and so it would be fine to change 1.1 to add the language suggested by Lt. Governor Forest to give notice and the opportunity to be heard if there is a dispute about any recommended changes the State Board has, according to Ms. Cornetto.

After a brief discussion, there were no objections to this amendment.

- 7. Accessibility
  - 7.1 Pursuant to the Constitution of North Carolina which declares that “equal opportunities shall be provided for all students,” the Virtual Charter School cannot deny a child access to this program. If a child is properly admitted through the lottery but cannot afford the appropriate connectivity or equipment, the Virtual Charter School shall provide that access and equipment at no cost to the family.

As it relates to the Board's conversation about accessibility, computers and Internet access for all students, Lt. Governor Forest stated that the word “afford” needs to be defined. He shared that other states have qualified “afford” to be a part of the free and reduced-price lunch program. He suggested putting the following parameters around what “afford” means to give the virtual charters some understanding of what the term means.

*Add line: A Virtual Charter School cannot deny access to its program based on the ability to afford appropriate connectivity or equipment. If a child is properly admitted through the lottery but cannot afford the appropriate connectivity or equipment, and the family requests connectivity or equipment assistance in writing by completing a form provided by the Virtual Charter School.*

*Add line: Ability to afford shall be defined by federal free and reduced-price lunch eligibility.*

A brief clarifying conversation occurred about parents having to request assistance. Lt. Governor Forest explained that the purpose around that provision is to say it is not just automatically provided. Board member Tate explained that if someone is deemed to be free- and reduced-lunch, it is not an application process, but rather a notification process that they will be granted that equipment and connectivity. He did not want a family to demonstrate, hypothetically, that need beyond the fact that the child is already free- and reduced-lunch eligible. The Lt. Governor stated that the challenge is that they should still ask for it and not that the charter must provide it because there may not be a need if the family already has access and equipment.

Dr. Medley shared that as the Office of Charter Schools has considered using free- and reduced-lunch as the qualifier, there may be some constitutional pieces that the standard may be broader. He asked Ms. Crumpler to address this issue. Ms. Crumpler explained that there is a Supreme Court case in North Carolina (*Sneed v. Greensboro City Board of Education*), which addresses the accessibility issue with regard to economically disadvantaged children and children who may not be able to pay certain fees that are charged by schools. The Supreme Court specifically ruled that every school district must have a procedure in place by which parents may ask for financial assistance with regard to fees and costs associated with a public school. She added that the provision purposely leaves this open so that the virtual charter could decide how best to structure that procedure. Ms. Crumpler agreed with the Lt. Governor that it should be up to the parent to petition for this relief.

Lt. Governor Forest reiterated the need to define the term “afford,” which currently is open ended and means that anyone can say they can’t afford equipment or connectivity and there is no recourse for the charters themselves. Ms. Crumpler stated that this would be up to the charter school to define what afford means and to take each request on a case-by-case basis. Lt. Governor Forest also stated that this puts the legal earnest on the virtual charters, and then individuals can sue the charter school for denying them access. He reiterated the need to provide a definition, noting that if there is a legal challenge, the Board could deal with it at that time. Vice Chairman Collins drew attention to the issue of obligating the virtual charter to provide accessibility in areas where it is impossible to provide connectivity. A brief discussion ensued about how to deal with these unintended consequences. Chairman Cobey suggested that Vice Chairman Collins offer a motion to amend the virtual agreement by providing language. Board member Tate suggested adding to 7.1 *If a child is properly admitted through the lottery but cannot afford the appropriate connectivity or equipment, “to the extent connectivity is possible,” the Virtual Charter School shall provide that access and equipment at no cost to the family.* There were no objections to this amendment.

- 7.2. The Nonprofit will ensure that all of its advertising and marketing materials include a statement that no child will be denied admission on account of inability to afford the necessary equipment and connectivity.

Lt. Governor Forest questioned the ability of the Office of Charter Schools to monitor all advertising and marketing materials. Instead of requiring them to have the statement that no child will be denied admission on account of inability to afford the necessary equipment and connectivity in their marketing materials, that this is done through a letter at the time when individuals make enrollment inquiries.

In response to Chairman Cobey’s request for proposed language, Lt. Governor Forest suggested to strike out “*advertising and marketing materials includes*” and add *The non-profit would*

*ensure that all individuals making enrollment inquiries receive a statement that no child would be denied admission on account of inability to afford the necessary equipment and connectivity.*

From his perspective, Board member Tate stated that we really need to make all efforts for equity in this program and that means providing a proactive measure to ensure that all families understand that they will not be denied access if they cannot afford the equipment and connectivity. Mr. Tate suggested keeping the original language and adding that “The non-profit *would make best efforts* to ensure that all of its advertising and marketing includes a statement that no child would be denied admission . . . ” There were no objections to this suggestion.

- In response to Local Board Member Advisor Evelyn Bulluck’s first question, among a number that she posed, Dr. Medley clarified that the way the statute reads, the application process allows the enrollment to begin with the 2015-16 school year. In follow-up, she asked if that would allow enough time for the applicants to get everything in place for the 2015-16 school year if the State Board grants approval this month. Dr. Medley shared that historically charter schools typically receive final approve in March and open the following August; therefore, these applicants would have an additional month and would also have the benefit of not having to identify or renovate a facility. Based on those factors, Dr. Medley stated that, in his opinion, the applicants could be ready to open and operate in August 2015.
- In addition, Ms. Bulluck asked if the Department is concerned about the social interactions of these students, particularly the younger children. Dr. Medley explained that in the application process the applicants were asked how this will work in the development of the whole child. He briefly shared some of the activities that the applicants described in their applications such as hosting regional meetings for field trips, clubs, etc. Noting earlier questions about NCAA athletic eligibility, Ms. Bulluck asked Dr. Medley to address how this issue will be handled. Dr. Medley referred to a response from one of the groups contained in LFI 3 - Attachment 2 where they have addressed this issue. Ms. Bulluck asked Dr. Medley to speak about how the applicants have proposed to do the marketing to reach these students. He explained that one of the applicants has indicated that it has held regional meetings across the state. Dr. Medley shared that he assumes they will also use television and radio media to spread the word.
- Ms. Bulluck’s final question was about whether this process could be reopened to other applicants. She noted that one of the two applicants has a poor track record. She also reminded Board members that when the Board interviewed the applicants, the second applicant when asked if he would send his kindergartener to the school, was very hesitant about committing to sending his own child to this school. She stated that there are so many unanswered questions and concerns about the quality of both applicants. She stated that if the Board delays the approval and reopens the process, perhaps some additional applicants would give the Board a better choice as to what is being offered to the students of this state. She stated that there are just too many unanswered questions for the State Board to give these two companies who are questionable, from her vantage point, access to children who could possibly be further behind at the end of the year simply because we have not received answers to all of the questions. In response, Dr. Medley stated that this is a question the Board must face during the vote. Board member Alcorn added that the Board needs to give itself a little credit for the amount of work that has done to address the issues.
- Recognizing that he is not a voting member of the Board, Teacher of the Year James Ford suggested as it relates to 7.2 to change the word “ensure” to “compel.” He stated that this is important because he wants to make sure that equity is embedded even in the pilot phase of this initiative. Chairman Cobey

indicated that language proposed by Mr. Tate was already generally accepted. He explained that unless a Board member proposes that change, the Board will vote on what Mr. Tate's proposed.

- Chairman Cobey asked for a motion as agreed to by consensus during this discussion.
- There was no further discussion.

*Upon motion by State Treasurer Janet Cowell, and seconded by Lt. Governor Dan Forest, the State Board of Education voted to approve the Charter Agreement for use in implementing the Virtual Charter School Pilot as amended during this meeting. (See Attachment LFI 3)*

## ***ACTION***

### **LFI 4 – 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:**

- SBE Chairman Bill Cobey called for a motion. (See below)
- Board member John Tate offered a substitute motion after elaborating on the fact that there are only two applicants and one he cannot support with respect to its historical performance and how our students stand to be served, Mr. Tate noted serious reservations with moving ahead with both of these applicant groups. He stated that the heart of what drives the State Board's agenda is to do right by our children, and he is guided to make a substitute motion predicated upon his individual adherence to that fundamental. In the spirit of moving forward, the Board needs to embrace some of these opportunities, and inherent to that embracing there is risk whether it's with a startup charter where we've seen lots of issues with stumbling charters or in area as sensitive as this one that we essentially lifted from the Charter School Advisory Board because of the complicated and challenging nature of what is represented in the virtual charter. Mr. Tate added that we have learned a lot of lessons from NCVPS and wished there were ways we could leverage that learning. Based on the fact that we started with a larger number than two and for various reasons certain applicants dropped out, he stated that there are viable candidates out there that do deliver this framework nationally that have experience, which is key to the abbreviated timeline. He expressed concern about the timeline, which further puts pressure on what he is suggesting. In closing comments, Mr. Tate stated that he would rather risk a rushed start than settle on an applicant that is not qualified to serve the students of this state. Mr. Tate proposed the substitute motion below.
- Following Mr. Tate's motion, Chairman Cobey explained that he needed to determine whether the motion was in order. He asked the legal staff for its interpretation of the Roberts Rules of Order. Ms. Cornetto stated that it appeared that Mr. Tate was recognized by the Chairman and there was a substitute motion that was proper.
- Lt. Governor Forest delaying action is a slight to the Committee and all of the work it has done. To do this now is to say that the Committee did not do their work or they did poor work, noting that he would obviously vote against this substitute motion.
- There was no further discussion.

*Ms. Kevin Howell made a motion, which was seconded by Lt. Governor Forest, to approve NC Virtual Academy for the State Virtual Charter School Pilot.*

*Mr. John Tate made a substitute motion to extend the window for applications for 90 days during which time the Office of Charter Schools will process and approve these ultimate pilots. The motion was seconded by State Treasurer Janet Cowell. Board members Mr. Eric Davis, Mr. John Tate, and State Treasurer Cowell voted to approve the substitute motion. Voting in opposition: Chairman Bill Cobey, Vice Chairman A.L. Collins, Lt. Governor Dan Forest, Mr. Kevin Howell, Ms. Patricia Willoughby, Mr. Greg Alcorn, and Dr. Olivia Oxendine. Board member Rebecca Taylor recused herself from the vote. The substitute motion failed.*

*Ms. Kevin Howell made a motion, which was seconded by Lt. Governor Forest, to approve NC Virtual Academy for the State Virtual Charter School Pilot. Board member John Tate voted in opposition. Board member Rebecca Taylor recused herself from the vote. (See Attachment LFI 4)*

*Upon motion by Mr. Kevin Howell, and seconded by Vice Chairman A. L. Collins, the State Board of Education voted to approve NC Connections Academy for the State Virtual Charter School Pilot. Board member Rebecca Taylor recused herself from the vote. (See Attachment LFI 4)*

***DISCUSSION***

**LFI 5 – Approval of Cooperative Innovative High School Applications**

**Policy Implications:** General Statute §115C-238.50, Part 9; SBE Policy #GCS-F-005

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

**Description:**

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

Legislative language requires a multi-step approval process. First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review and approval. Upon completion, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting 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 discussion on this item was deferred until the March State Board meeting.
- There was no further discussion.

Discussion on this item was delayed until March 2015. (See Attachment LFI 5)

***NEW BUSINESS***

Under New Business, LFI Committee Chair Rebecca Taylor shared that the LFI Committee received an informative update about the NC Virtual Public School and its partnership with Juvenile Justice from Executive Director Eliz Colbert.

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

**ACTION****TCP 1 – 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, and she commended the Teacher Effectiveness staff for their work to align the language with the statute.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the policy revision to SBE Policy #TCP-B-004 to clarify requirements for teacher observations and ensure alignment to statutory requirements as recommended. (See Attachment TCP 1)*

**DISCUSSION****TCP 2 – 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 three LEAs have submitted a request for local flexibility from the ASW process: Thomasville City Schools, Weldon City Schools and Whiteville City Schools.

**Recommendation(s):**

The NCDPI recommends for the approval of these waivers by the State Board of Education.

**Discussion/Comments:**

- TCP Committee Chair Olivia Oxendine reported that TCP 2 and TCP 3 were combined for discussion purposes during the TCP Committee meeting on Wednesday. She explained that these ASW waivers will return to the Board in March for a final vote. She explained further that the TCP Committee reached consensus that future waiver requests will be presented to the Board in the form of a cumulative report so that the Board can see at a glance all of the systems that have approved and pending waivers.
- There was no further discussion.

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

***DISCUSSION***

**TCP 3 – 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 has submitted a request for local flexibility from the NCFE/CTE assessment process: One NC Final Exam/middle-school CTE waiver: Whiteville City Schools.

**Recommendation(s):**

The North Carolina Department of Public Instruction recommends State Board of Education approval.

**Discussion/Comments:**

- Please refer to Chair Oxendine’s comments about this item under TCP 2.
- There was no further discussion.

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

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

Noting the absence of TCS Committee Chair Greg Alcorn at the Board table (participating via conference call), Vice Chair Kevin Howell led this Committee Report.

***ACTION ON FIRST READING***

**TCS 1 –Reappointment or Replacement of Compliance Commission Members**

**Policy Implications:** SBE Policy #TCS-B-000

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

**Description:**

The State Board of Education (SBE) 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. On December 31, 2014, thirteen (13) members' terms expired; seven are eligible for and were approved for reappointment at the January SBE meeting. For the six that must be replaced, the SBE approved three new members at its January meeting: Ms. Cheryl Olmsted, Ms. Alicia Mansfield, and Ms. Dorothy Cherry. This month two additional individuals' resumes will be presented and recommended for approval.

**Recommendations:**

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

**Discussion/Comments:**

- TCS Committee Vice Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. Vice Chair Howell explained that this Commission has 13 members, and the Board is asked to approve Dr. David Sutton (Rutherfordton, NC; District 8) and Ms. Jennifer Finnegan McCafferty (Research Triangle Park, NC; At-Large Business Representative).
- Following the vote, Vice Chair Howell explained that an additional nominee will be brought to the Board for consideration in March to fill another vacancy on the Compliance Commission.
- There was no further discussion.

*Upon motion by Mr. Kevin Howell, and seconded by Ms. Patricia Willoughby the State Board of Education voted unanimously to replace the slate of Compliance Commission members as presented. (See Attachment TCS 1)*

***NEW BUSINESS***

Under New Business, the TCS Committee received an informative update about the new Licensure system from Ms. Susan Ruiz (Section Chief, Licensure).

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

Without objection, GCS Committee Chair Eric Davis moved GCS 1 to the last item of the report.

***ACTION ON FIRST READING***

**GCS 1 – Release of 2013–14 A–F School Performance Grades**

**Policy Implications:** General Statute §115C-12(9)c1, 115C-83.15; NCLB Act of 2001

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

**Description:**

School Performance Grades, as required by G.S. §115C-12(9)c1 and G.S. §115C-83.15, for the 2013-14 school year will be presented for approval at the State Board of Education meeting on February 5, 2015. The grades are based on end-of-grade test scores, end-of-course test scores, The ACT, ACT WorkKeys, math course rigor, and the four-year graduation rate. Achievement (percent of students meeting proficiency on tests or specified benchmarks on the other high school measures) is weighted 80 percent and growth (as calculated by EVAAS) is weighted 20 percent for the calculation of an overall school grade. A separate score and grade for reading and mathematics for schools with any grade 3-8 will also be reported.

The School Performance Grades will be presented on the NC Report Card, which will also be released on February 5, 2015, and may be accessed at <http://www.ncpublicschools.org/src/>. In addition to the School Performance Grades, parents and educators will be able to access information on School Environment and Personnel. Additional information on the calculation of School Performance Grades will be available at <http://www.ncpublicschools.org/accountability/reporting/>.

**Recommendations:**

It is recommended that the Board approve the School Performance Grades for the 2014-15 school year.

**Discussion/Comments:**

- GCS Committee Chair Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard explained that as required by General Statute §115C-83.15, the Department is required to report School Performance Grades (A-F) for every school in the state. She explained further that part of the requirement is inclusion of the School Performance Grades as part of the NC Report Cards.
- For the Board's understanding, Dr. Howard introduced Ms. Diane Delaney to share some of the key features of the revisions to the NC Report Card, which now include the School Performance Grades.
- Ms. Delaney prefaced her comments by explaining that, following the release of the School Performance Grades, the NC Report Card will be live for the public. Using PowerPoint slides, Ms. Delaney highlighted and spoke briefly about the new technology platform for the NC Report Card. She described the changes, which provide improved functionality and a richer user experience.
- State Superintendent Atkinson commended the Dr. Howard and staff for the tedious and remarkable work on these revisions to the NC Report Card in such a short time. She also expressed appreciation to SAS for their partnership with the Department on this initiative.

- Next, Dr. Howard prefaced the release of the School Performance Results by reviewing the Executive Summary, which was provided to Board members in hard copy on Wednesday (located in a red folder). She noted that this information has now been posted on eBoard and is accessible to the public.
- Dr. Howard explained that the Performance Grades are reported based on two categories: 80 percent on the school's achievement score and 20 percent on students' academic growth. She explained further that elementary and middle schools' achievement scores are based only on test scores. These include end-of-grade reading and mathematics tests at the 3-8 grade levels; an end-of-grade science test at grades 5 and 8, and if applicable, end-of-course tests in Math I and Biology.
- The high school achievement score is based on student performance on Math I, English II and Biology end-of-course tests, and on the percentage of students who score 17 or above on The ACT (UNC System's minimum composite score requirement), the percentage of students who achieve a Silver Certificate or better on the ACT WorkKeys, the percentage of students who successfully complete Math III, and the school's four-year cohort graduation rate (not five-year cohort graduation rate).
- Growth is calculated only with test scores and does not include College and Career Readiness indicators used for achievement for high schools. Dr. Howard spoke briefly about the EVAAS growth model, which North Carolina uses to determine a student's growth after a year's worth of instruction. Dr. Howard explained that schools that do not have any test scores would not have a growth value; Early Colleges fall into this category.
- Dr. Howard also reminded Board members that the Legislature accommodated the following situation whereby if a school meets expected growth but inclusion of the school's growth reduces the school's performance score and grade, a school may choose to use the School Achievement Score only to determine the performance score and grade. She provided an example to ensure the Board's understanding of this exception.
- Next, Dr. Howard explained that it is important to note that this year's performance grades are provided on a 15-point scale, but current law states that the 2014-15 grades will reflect a 10-point scale.
- Using PowerPoint tables and figures, Dr. Howard provided a comprehensive statistical summary of the results of the first School Performance Grades.

Following is the overall distribution of the grades for both public school and public charter schools.

<b>OVERALL PERFORMANCE GRADE</b>	<b>NUMBER OF SCHOOLS</b>	<b>PERCENT OF SCHOOLS</b>
A	132	5.4%
B	582	24.0%
C	1,003	41.4%
D	561	23.1%
F	146	6.0%
Total	2,424	100%*

\* Due to rounding, the percent of schools will not total 100%.

- In closing comments, Dr. Howard stated that for schools receiving an “F” letter grade, the North Carolina Department of Public Instruction will evaluate its district and school transformation resources and identify schools where it may provide district assistance to help those schools improve. The Department has nearly 20 years of experience in successfully assisting low-performing schools to build leadership and teaching capacity for improvement, according to Dr. Howard.
- Board member Olivia Oxendine commended Dr. Howard and the Department for its work, noting major controversy around schools being graded and what that could mean for the schools.
- Thanking Dr. Howard for the thorough report, Teacher of the Year Karen Dickerson called attention to Fig. 7 – Grades by School Poverty Percent, which speaks for itself. She wants to make sure not to forget the importance of growth for our students who come into a school environment perhaps without as many advantages as others. She noted that these grades do not necessarily reflect how much schools do to move these students forward. Board member Tate concurred with Ms. Dickerson’s comments sharing that he looked up the largest elementary school in the state, which is located in Charlotte, which has tremendous challenges including a high volume of ESL population, high poverty, transient and homeless. He stated that the leadership in this school is rock solid. For the record, Mr. Tate stated that, on this day of this grading, he saluted him and other leaders who are going to get lousy grades attached to their school. There are a lot of heroes working in our schools facing a lot of challenges. While we can’t settle for the results we got, we need to acknowledge the good work that is occurring and help schools get through a really tough day as these results are released. Vice Chairman Collins echoed the comments of Ms. Dickerson and Mr. Tate specifically as it relates to poverty. He stated that this is a measurement not a contest, and schools should not be defined by a letter grade. Principal of the Year Carrie Tulbert stated that it is important to remember that teachers are measured by growth in our state, and our schools are not - only 20 percent as measured by growth. In her opinion, schools should be measured the same way. GCS Committee Chair Eric Davis shared the sentiments expressed stating that the State Board needs to show gratitude for those teachers and students in the field and have a renewed commitment on the part of North Carolina to raise these grades.
- State Superintendent Atkinson announced that immediately following the Board’s action a press conference on the School Performance Grades is scheduled in Room 224.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Mr. Kevin Howell the State Board of Education voted unanimously to approve the School Performance Grades for the 2014-15 school year for release as presented. (See Attachment GCS 1)*

***DISCUSSION***

**GCS 2 – State Advisory Council on Indian Education Annual Report**

**Policy Implications:** General Statute §115C-210, SBE Policy # TCS-B-001

**Presenter(s):** Mrs. Kamiyo Lanning (Chairperson, State Advisory Council on Indian Education) and Dr. Ogletree Richardson (Liaison, NC Department of Public Instruction)

**Description:**

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina’s public



schools outlining major findings and recommendations to the State Board of Education. Findings and recommendations for the 2014 report are presented below.

- The American Indian cohort graduation rate improved nearly six percentage points between 2012 and 2014 representing the largest increase among all subgroups during this timeframe.
- The EOG (End-of-Grade) reading proficiency rate for American Indian students (40.5%) is approximately 29 percentage points below the rate for White students (69.3%).
- The EOG mathematics proficiency rate for American Indian students (34.5%) is about 28 percentage points below the rate for White students (62.9%).
- The EOC (End-of-Course) Math I proficiency rate for American Indian students (44.8%) is about 26 percentage points below the rate for White students (71.0%).
- The EOC English II proficiency rate for American Indian students (43.7%) is about 28 percentage points below the rate for White students (72.0%).
- The EOC Biology proficiency rate for American Indian students (41.8%) is about 24 percentage points below the rate for White students (66.2%).
- While the American Indian dropout rate has declined, it remains the second highest among all subgroups.

The full report includes data from the 2013-14 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates, and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal improvements and disparities between American Indian student scores and statewide scores. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

**Recommendations:**

The Council recommends that the Department of Public Instruction continue to work closely with school districts in promoting and disseminating carefully vetted resources specifically related to American Indian cultures. Additionally, the Council seeks to work with the Department to design an online professional development module to support schools in the establishment of respectful environments for American Indian students.

**Discussion/Comments:**

- GCS Committee Chair Eric Davis recognized Vice Chair Olivia Oxendine in her capacity as liaison to report on this item.
- Dr. Oxendine shared that the GCS Committee received the State Advisory Council on Indian Education Annual Report from Ms. Kamiyo Lanning and Dr. Ogletree Richardson. She stated that the report is full of interesting data that will be presented to tribal leaders, school superintendents, principals and others who have a vested interest in the welfare of American Indian students. In closing comments, she commended Ms. Debora Williams for her work with the State Advisory Council.
- There was no further discussion.

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

***DISCUSSION*****GCS 3 – Cohort Graduation Rate****Policy Implications:** N/A**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)**Description:**

In 2006, the North Carolina Department of Public Instruction began reporting four-year and five-year Cohort Graduation Rates as defined by the National Governor's Association (NGA). The definition establishes a school based cohort at the beginning of the 9<sup>th</sup> grade, which is modified if students transfer to another school or if new students enroll. At the conclusion of the fourth year, and then the fifth year, the percent of students in the cohort who complete the requirements for graduation are reported as the Cohort Graduation Rate. In addition to school reports, there are district and state reports, which are based on the movement of students within those geographic areas. As specified in the Cohort Graduation Rate, all students designated as graduates have met the same requirements for a standard diploma.

The Department is presenting a new policy that specifies any student who receives a standard diploma awarded in collaboration with a community college and signed by a local superintendent or charter school director shall be considered a high school graduate and shall be included in the four-year and five-year cohort as appropriate. This item is for discussion at the February SBE meeting.

**Recommendations:**

It is recommended that the Board discuss the inclusion of students who have completed the requirements for a standard diploma through collaboration with community colleges in the four-year and five-year cohort graduation rates.

**Discussion/Comments:**

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. He explained that this proposed policy will enable students who have met the requirements for graduation through a community college and those requirements have been certified by the local superintendent to be included in the four- or five-year graduation cohort rate.
- There was no further discussion.

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

***NEW BUSINESS***

Under New Business, GCS Committee Chair Eric Davis reported that the GCS Committee received a presentation about K-3 Formative Assessment Process from Mr. John Pruette (Executive Director, Office of Early Learning). Chair Davis explained that this K-3 Formative Assessment Process will help teachers with tools to identify, analyze and document the progress their students are making. The tool will be embedded into everyday instruction and will provide teachers with real-time feedback in order to modify instruction and move their students forward.

**CHAIRMAN'S REMARKS**

In his remarks, Chairman Cobey stated that, sadly, what we see in these School Performance Grade results is that performance tracks with poverty rates across North Carolina. This problem is not a new problem; it has become systemic and embedded in too many parts of our state, and it must be routed out. He stated that the State Board looks forward to partnering with the General Assembly to fund appropriately continuing efforts to work with low-performing schools.

He noted that with the end of Race to the Top funds this year, it will be almost impossible to sustain needed levels of assistance in these local school districts. The end of these funds eliminates 50 percent of the positions currently serving these schools and LEAs. We also know that continued professional development for teachers across the state – especially in our low-performing schools is also at the top of the list of our request to the legislature.

Chairman Cobey stated that the Board also looks forward to working with the Governor, the General Assembly, and the Department of Commerce in any collaborative role we can play in job growth and economic development.

Let it be overlooked, I want to point out that, even with more D's and F's today than we wanted to see, we clearly see robust academic growth, even in failing schools. Chairman Cobey thanked the thousands of teachers who have believed in the work of renovation, who have participated in training and development, who have also adjusted to a new system of professional evaluation. He also thanked those school and central office administrators who have been patient and supportive, even though it sometimes was tying and difficult.

In closing comments, the Chair also thanked Dr. Atkinson and staff of the DPI who have crisscrossed this state many times over with professional development, and who remain ready and committed to continuing the good work.

**NEW BUSINESS**

No new business was brought before the Board.

**OLD BUSINESS**

Vice Chairman A. L. Collins announced that the Task Force on Summative Assessment working groups will convene on February 13 at 1 p.m. to discuss the framework and potential changes in testing. The meeting will be streamed and is open to the public. Mr. Collins emphasized that this is a work in progress. Chairman Cobey directed Mr. Martez Hill to ensure a distribution of the reports and to share the agenda with the Board as a whole. The request was noted.

Board member Patricia Willoughby announced that the meeting of the Special Committee on Global Education will occur this afternoon from 1-3 p.m. in the Board Lounge.

**ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. John Tate and seconded by Ms. Rebecca Taylor, Board members voted unanimously to adjourn the February 4-5, 2015, meeting of the State Board of Education.*