

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
July 9, 2015**

The North Carolina State Board of Education met by conference call and the following members participated:

William Cobey, Chairman  
A. L. Collins, Vice Chairman  
Janet Cowell, State Treasurer  
Gregory Alcorn  
Eric Davis

Kevin Howell  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Patricia Willoughby

Also participating:

June St. Clair Atkinson, State Superintendent  
Evelyn Bulluck, Local Board Member Advisor

Steve Lassiter, Principal of the Year Advisor  
Keana Triplett, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Cobey called the July 9, 2015, conference call meeting of the State Board of Education to order. He explained that the Board was meeting as a committee of the whole via conference call, and the meeting was hosted from the Board Room in the Education Building in Raleigh. Chairman Cobey also noted that the meeting was being audio streamed. He welcomed online listeners and onsite guests.

The first order of business was a roll call. At the direction of Chairman Cobey, Ms. Betsy West conducted the roll call, which indicated that a quorum of members was participating in the meeting; seven members are needed to determine a quorum.

Chairman Cobey welcomed the new Board advisors this month: Dr. Rodney Shotwell (Superintendent Advisor), Mr. Steve Lassiter (Principal of the Year Advisor), and Ms. Keana Triplett (Teacher of the Year Advisor). He noted that the Board would officially welcome the new advisors during its August meeting in Raleigh.

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. Chairman Cobey 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 Chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

**APPROVAL OF AGENDA**

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 July 9, 2015, as presented.

**Discussion/Comments:**

- After expressing support for approval of this month's agenda, Board member Wayne McDevitt shared concern about GCS 5 and GCS 6 and their relation to each other. He noted that his comments are not related to the work of staff, but rather on the significance of this decision. Mr. McDevitt stated that his concern was about communicating today what these items are doing and not doing.
- Chairman Cobey acknowledged Mr. McDevitt's comments, noting that staff and Board members will, in fact, address his concerns related to GCS 5 and GCS 6.
- There was no further discussion.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for July 9, 2015, as presented.*

**APPROVAL OF MINUTES*****Discussion/Comments:***

- Chairman Bill Cobey requested a motion to approve the minutes of the June 3 and June 4, 2015, State Board of Education meeting, and the June 26, 2015, State Board of Education conference call meeting.
- There was no discussion.

*Dr. Olivia Oxendine made a motion to approve the minutes of the June 3 and June 4, 2015, State Board of Education meeting, and the June 26, 2015, State Board of Education conference call meeting. Seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the minutes as presented.*

**CONSENT AGENDA**

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

Chairman Cobey noted eight items for consideration on the consent agenda. 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 *GCS 1, GCS 2, GCS 3, GCS 4, TCS 1, LFI 1, TCP 1, and HRS 1*.

*Upon motion by Ms. Patricia Willoughby and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 1, GCS 2, GCS 3, GCS 4, TCS 1, LFI 1, TCP 1, and HRS 1)*

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

***CONSENT***

**GCS 1 – Replacement of Compliance Commission Member**

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

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of -Grade (EOG) and End-of- Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the 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. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. There is currently one vacancy on the Commission. Attached is the current list of Commission members. The name and resume of the proposed new member was provided at the June meeting.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation for the new member to the Compliance Commission for Accountability.

**CONSENT**

**GCS 2 – State Advisory Council on Indian Education Membership Recommendations**

**Policy Implications:** General Statute §115C-210.1, SBE Policy #TCS-B-005, APA #16NCAC 6G.0312, No Child Left Behind (NCLB)

**SBE Strategic Plan:**

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
  - Objective 1.1:** Increase the cohort graduation rate.
  - Objective 1.2:** Graduate students prepared for postsecondary education.
  - Objective 1.5:** Increase student performance on the state’s End-of -Grade (EOG) and End-of- Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).
- Goal 3:** Every student, every day has excellent educators.
  - Objective 3.1:** Develop and support highly effective teachers.
  - Objective 3.2:** Develop and support highly effective principals.
- Goal 5:** Every student is healthy, safe and responsible.
  - Objective 5.1:** Create and maintain a safe and respectful school environment.
  - Objective 5.2:** Promote healthy, active lifestyles for students.
  - Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives)

**Description:**

The North Carolina General Assembly in 1988 passed House Bill 2560 that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to effectively meet the needs of Indian students; advocate meaningful programs designed to reduce and eventually eliminate low achievement among American Indian students; prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and upon request, advise the State Board of Education on any other aspect of Indian education.

Nominees to the Council are submitted by their respective tribal organizations to the chairman of the North Carolina Commission of Indian Affairs who then submits recommendations to the State Board of Education for appointment. The North Carolina Commission on Indian Affairs recommends two educators and eight parents to serve staggered two-year terms but not more than two consecutive terms. The remaining members serve unspecified terms at the discretion of their appointing authorities.

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University system;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs;
5. Indian members of the Council shall be broadly representative of North Carolina American Indian tribes, organizations and associations, specifically the Coharie, Eastern Band of Cherokee, Haliwa Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony, Waccamaw-Siouan, Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, Triangle Native American Society and any other Indian tribe gaining State recognition in the future.

The following individuals are being recommended by the NC Commission of Indian Affairs for appointment/re-appointment to the Council.

1. Margo R. Howard, Parent, Meherrin Indian Tribe, Hertford County, Northeast Region/District 1 (re-appointment)
2. Alisa Hunt-Lowery, Parent, Triangle Native American Society, North Central Region/District 3 (re-appointment)
3. Kamiyo S. Lanning, Parent, Eastern Band of the Cherokee Nation, Western Region/District 8 (re-appointment)
4. Josephine G. Spaulding, Educator, Waccamaw Siouan Tribe, Sandhills Region/District 4
5. Kara D. Stewart, Educator, Sappony, North Central Region/District 3 (re-appointment)
6. Sharon H. Williams, Parent, Coharie Tribe, Sandhills Region/District 4 (re-appointment)

**Recommendations:**

The State Board is asked to approve the individuals submitted for appointment/re-appointment on the State Advisory Council on Indian Education.

**CONSENT**

**GCS 3 – Governor’s School Board of Governors’ Recommendations**

**Policy Implications:** SBE Policy #GCS-D-009

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

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

**Description:**

The North Carolina Governor’s School is administered by the State Board of Education through the Department of Public Instruction and offers an enriching summer program to selected high-achieving and talented high school students from throughout the state. The Board of Governors of the Governor’s School of North Carolina is established as an Advisory Council to the State Board of Education. Its establishment is set forth in GCS-D-009 of State Board of Education policies.

The policy requires that a state associate superintendent serve on the Board and that the other nine members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president’s designee of the Alumni Association of the Governor’s School, and lay persons, and shall be selected so as to represent the eight educational districts of the state. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms. State Board of Education members nominate individuals from their respective districts to fill Board of Governor’s vacancies. Currently there are two vacancies, and three additional positions will be vacant as of July due to expired terms. Of these five positions, there must be a local superintendent, a teacher and a local director of gifted programs along with representation from Districts 2, 4, 5, 7 and 8.

**Recommendations:**

The State Board of Education was asked to submit five nominations (one each from Districts 2, 4, 5, 7 and 8), each for a three-year term. The State Board of Education submitted Dr. Gregory Little, Ms. Carrie Childers, Ms. Michelle Laughridge, Ms. Ronda Sortino and Ms. Mai Lee Martino for consideration and it is recommended that Ms. Tanya Byrd-Robinson be appointed to a second three-year term, beginning July 1, 2015.

The State Board of Education is asked to approve the recommendations and Ms. Tanya Byrd-Robinson.

**CONSENT**

**GCS 4 – Advisory Councils for the Residential Schools’ Annual Reports 2015**

**Policy Implications:** SBE Policy #TCS-B-007

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Goal 2:** Every student has a personalized education

**Objective 2.2:** Increase the number of teachers and students using digital learning tools.

**Objective 2.3:** Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-Ready.

- Goal 3:** Every student, every day has excellent educators.  
**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.  
**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs.
- Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.  
**Objective 4.3:** Use state and federal funding.
- Goal 5:** Every student is healthy, safe, and responsible.  
**Objective 5.1:** Create and maintain a safe and respectful school environment.  
**Objective 5.2:** Promote healthy, active lifestyles for students.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**  
The policy establishing Advisory Councils for the Residential Schools outlines within Advisory Council procedures, “By July 1 of each year, the Advisory Council shall submit an annual report of activities and recommendations to the State Board of Education. This report must be made available to the public.”

**Recommendations:**  
It is recommended that the NC State Board of Education review the reports from the Advisory Councils for the Residential Schools for the Deaf and the Blind.

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

**CONSENT**

**TCS 1 – JLEOC Report – Public School Procurement of Information Technology**  
**Policy Implications:** Session Law 2013-360 (SB 402-Budget Bill) Section 7.6(c)

- SBE Strategic Plan:**  
**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.  
**Objective 4.2:** Use Home Base as an essential resource for instructional delivery and communications with parents and students.

**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 NC State Board of Education accept this report for submission to the Governor and the General Assembly.

**LEADERSHIP FOR INNOVATION**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT**

**LFI 1 – Voluntary Relinquishment of the Charter for Carolina STEM Academy**

**Policy Implications:** General Statute §115C-218.95

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

On August 7, 2014, the State Board of Education voted to grant Carolina STEM Academy a one-year delay in opening the charter high school in Mecklenburg County. In granting that delay, the State Board offered three conditions for this approval:

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

On Wednesday, May 20, 2015, the chair of the board of Carolina STEM Academy indicated via phone that a letter would be sent to the Office of Charter Schools voluntarily relinquishing their approved charter. The letter was sent by the board chair to the Office of Charter Schools on May 29, 2015. The text of the announcement letter to parents was sent on May 21, 2015, and the board meeting minutes in which the decision to relinquish the charter was made were sent on June 2, 2015 (board meeting held on May 19, 2015).

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education accept the voluntary relinquishment of the Carolina STEM Academy charter.



**TWENTY-FIRST CENTURY PROFESSIONALS**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

**CONSENT**

**TCP 1 – New Licensure Areas for Institutions of Higher Education Programs: Blueprint Approvals**  
**Policy Implications:** SBE Policy #TCP-B-003

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)

**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 eight 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 State Board of Education.

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

**CONSENT**

**HRS 1 – Concussion Safety Requirements for Interscholastic Athletics**  
**Policy Implications:** General Statute §115C-12(23), SBE Policy #HRS-D-003

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.2:** Promote healthy active lifestyle for students.

**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

**Description:**

In 2011, the North Carolina General Assembly passed into law the Gfeller-Waller Concussion Awareness Act. At that time, the State Board of Education approved SBE Policy #HRS-D-003 – Concussion Safety Requirements for Interscholastic Athletic Competition. This amendment authorizes the North Carolina High School Athletic Association to apply and enforce Concussion Safety Requirements.

**Recommendations:**

State Board of Education members are requested to accept the amendments to the existing policy.

**ACTION AND DISCUSSION AGENDA**

**TWENTY-FIRST CENTURY SYSTEMS’ COMMITTEE CHAIR REPORT  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)**

***ACTION***

**TCS 2 – Update to Policy Governing School Bus Passengers**

**Policy Implications:** SBE Policy #TCS-H-006

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

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

**Description:**

The policy is being amended to require school bus drivers to utilize a hand signal to communicate to students when it is safe to cross the street. The policy also requires LEAs to report the dates on which students were trained in school bus safety practices.

Since 1999, 13 North Carolina students have been killed by passing motorists as they got on or off the school bus. Data shows that consistently 3,000-3,500 cars PER DAY illegally pass a stopped school bus in our state. This school year, five students were seriously injured as they were struck by cars passing a stopped school bus. DPI has made improvements in the lighting and stop signs on the bus itself and is pilot testing new inventions such as an extended stop arm. Over 800 stop-arm camera systems are in operation throughout the state to assist officers with the enforcement of the state’s school bus stop arm law. However, these initiatives are clearly not enough as students continue to be injured and the next fatality could happen at any time.

The revised policy requires LEAs to make sure that school bus drivers use a hand signal to indicate to students when it is safe to cross the bus. This accomplishes two primary objectives. First, it empowers

the only school system employee on the scene (the school bus driver) with helping to make sure it is safe for students to step into the roadway. Second – and perhaps even more important – it requires students to stop and think (by looking at the school bus driver) before they step into an active roadway. This is consistent with federal Commercial Driver’s License (CDL) requirements and the National School Transportation Specifications and Procedures.

The SBE policy already requires school bus safety training twice per year. The revision to the policy requires that the training be documented and explicitly states that training is to be provided to ALL students (not just those that ride the school bus to and from school every day).

DPI Transportation Services will provide basic instruction points as well as instruction on how to properly implement the driver’s crossing signal.

**Recommendations:**

It is recommended that the State Board of Education adopt the revisions to this policy at the July 2015 meeting with an effective date of January 1, 2016.

**Discussion/Comments:**

- TCS Committee Chair Greg Alcorn reminded Board members that they received a thorough report in June about these recommended policy revisions to include hand signals to communicate with students when it is safe to cross the street, and to require LEAs to report the dates on which students were trained in school bus safety procedures.
- There was no further discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to adopt the revisions to SBE Policy #TCS-H-006 with an effective date of January 1, 2016, as presented. (See Attachment TCS 2)*

**TWENTY-FIRST CENTURY PROFESSIONALS’ COMMITTEE CHAIR REPORT  
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***ACTION***

**TCP 2 – Career and Technical Education Licensure Requirements**

**Policy Implications:** SBE Policy #TCP-A-001

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), Ms. Jo Anne Honeycutt (Director, Career and Technical Education) and Ms. Carol Short (Section Chief, Curriculum, Career and Technical Education)

**Description:**

Changes in Career and Technical Education (CTE) Essential Standards and industry recognized (technical) credentials aligned to CTE coursework require minor adjustments to the existing CTE licensure policy. Many of the changes are to align with program area descriptions and nomenclature to assist Human Resources staff in determining eligibility. Many of the technical areas require the teacher to hold or earn an industry credential. This requirement is to better prepare students for those certification opportunities and to validate that the teacher possesses the content knowledge in the course.

**Recommendations:**

It is recommended that CTE Licensure Policy changes be moved to Action for the July State Board of Education meeting with changes effective July 1, 2015.

**Discussion/Comments:**

- TCP Committee Chair Olivia Oxendine reminded Board members that Ms. Jo Anne Honeycutt presented the information for this item in June and clarified the rationale for the language changes to existing CTE licensure policy.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to adopt the revisions to SBE Policy #TCP-A-001 with an effective date of July 1, 2015, as presented. (See Attachment TCP 2)*

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

***ACTION ON FIRST READING***

**LFI 2 – Clarification and Augmentation of State Board of Education Policy #TCS-U-012**  
**Policy Implications:** General Statute §115C-218, SBE Policy #TCS-U-012

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools), and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

**Description:**

In June 2014, the State Board of Education approved the application timeline and process for charter schools for the 2014-15 application round. This approval included an application fee of \$1,000.00.

The 2015-16 application round will launch July 15, 2015. The Office of Charter Schools presents for approval the same application process and fee, with a timeline adjusted for this round to include a July 15, 2015, start date.

To align State Board of Education policy with the Board’s action, the Office of Charter Schools also presents for approval the following changes to SBE Policy #TCS-U-012:

1. Reference to a dollar amount in the current policy shall be removed; only the word “fee” shall remain, thereby enabling the Board to set the fee annually without needing to change policy annually.
2. The following statement is added: “Prior to each application round, the State Board shall approve the application process, timeline, and fee.”

**Recommendations:**

The Department of Public Instruction recommends that the State Board of Education vote to approve these policy revisions on Action on First Reading.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor recognized Mr. Adam Levinson to lead the discussion of this item.
- Mr. Levinson explained that the State Board is being asked to approve the same application process that has been approved in prior years, noting that there are no changes being brought forward related to the actual process. Mr. Levinson reminded the Board of its decision to include an application fee of \$1,000.00, noting that the existing policy actually references a nonrefundable fee of \$500.00. Therefore, the policy itself needs to be changed to reflect Board action. In addition, to clarify going forward that the Board shall approve each year, prior to the application round, the application process, timeline and fee. Mr. Levinson clarified that the policy has been augmented to reflect that language addition.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to adopt the revisions to SBE Policy #TCS-U-012 as presented. (See Attachment LFI 2)*

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

Prior to action of the GCS Committee items, GCS Committee Chair Eric Davis set the context for the GCS items presented for the Board’s consideration this month, which are all connected to the accountability system and interrelated. He explained that GCS 5 contains the final report and recommendations from the Task Force on Summative Assessment. Chair Davis noted that Mr. Collins as Chair and Dr. Oxendine as Vice Chair ably led the Task Force; he thanked Mr. Collins and Dr. Oxendine for their leadership as well as staff and other members of the Task Force for their work and recommendations. Chair Davis explained that the Task Force is seeking the Board’s acceptance of this work, which in no way implies approval or adoption of any of the recommendations within the report. He stated that many stakeholders would like the State Board to move quickly in changing the assessment system; however, he noted that the Task Force believes a more methodical and deliberate approach is best for students. Chair Davis further explained that the Task Force is recommending that the 2015-16 school year be a time of study, examination and feasibility testing.

Chair Davis clarified that GCS 6 is the only recommendation that the Board is being asked to approve this month. He explained that the Proof of Concept Study will test the idea that a through-course assessment approach can actually produce the data needed to provide teachers with immediate feedback for guiding subsequent instruction and reduce the data to measure student performance in accordance with federal and state law.

Chair Davis explained further that GCS 7 includes, in part, the field-testing required to implement the Proof of Concept Study, and GCS 8 is a required report to the Joint Legislative Education Oversight Committee related to the adoption of these aforementioned GCS items.

Board member Patricia Willoughby thanked Chair Davis for setting the context and framework for this discussion, noting the importance of this decision for the Board.

Board member Wayne McDevitt stated that it sounds like the Board will be informed by the results of the Proof of Concept Study in the coming year, noting that he was comfortable with that as long as he was not passing on the opportunity to ask more in-depth questions at this time. Chair Davis confirmed Mr. McDevitt's understanding that this is an evolving developmental study of which the Board will make future decisions based on the results. State Superintendent Atkinson elaborated on the historical pattern North Carolina has taken as it relates to being very deliberate in its statewide accountability decisions. She stated that this deliberate approach will benefit the state as it continues its leadership of moving toward another generation of assessments for which we now have technology that will allow us to go to places that we could not go in the past.

Board member Olivia Oxendine expressed enthusiasm for the Proof of Concept Study, noting that she is eager to learn about the results.

Vice Chairman A.L. Collins echoed Chair Davis's comments and expressed appreciation for the Task Force's hard work. He elaborated on the main issue of the Task Force, which is that North Carolina needs to find a way to be smarter with respect to the way we test our students in a manner that informs and improves instruction. Mr. Collins commended Dr. Oxendine for her diligence in preparing the Final Task Force Report and Recommendations for the Task Force.

In response to Mr. McDevitt's question, Dr. Atkinson elaborated on the research methods the Department will use to capture information from the Proof of Concept Study. She added that the Department intends to provide the State Board with periodic status updates about lessons learned from the research questions.

Board member Willoughby commented about the difference between a proof of concept and a pilot. Noting that some of the research questions for the Proof of Concept study in GCS 6 (Attachment 1) may be more easily measured than others, Ms. Willoughby cautioned that it is important to ensure that the research questions provide measurable data. In addition, citing a similar study in Kentucky, Ms. Willoughby stated that she would like a report about lessons learned from that study. Ms. Willoughby also noted that she believed the Proof of Concept study will use a shortened version of the EOG as part of the protocol. She questioned that if we can do that with fidelity, why we would not do that now for everyone. Chair Davis stated that perhaps staff can address these questions at the next face-to-face meeting in order to afford the Board an opportunity for more in-depth discussion. Dr. Atkinson noted

the request by stating that the Department will be prepared to address these questions. As it relates to Kentucky's results, Dr. Atkinson shared that this will be a challenge since many of the individuals who were responsible for the research years ago are no longer in the Kentucky Department of Education; therefore, the institutional memory no longer exists. However, Dr. Atkinson pledged due diligence in order to provide Kentucky's results as requested by Ms. Willoughby.

Board member Olivia Oxendine echoed Ms. Willoughby's points related to transparency and clarification in the field about the Proof of Concept study. She spoke briefly about the importance of a communications plan. She suggested that the Division of Communications develop talking points for State Board members to have readily available. Mr. McDevitt concurred, noting the importance of designating someone in the Department who can answer detailed questions throughout the Proof of Concept year. Dr. Atkinson noted the request to designate a point of contact. She also provided the rationale for not providing advance details because the Department did not want to get ahead of the Task Force's recommendations and the State Board's action.

Mr. McDevitt commented on the very challenging timelines contained in the recommendations.

***ACTION***

**GCS 5 – Task Force on Summative Assessment Final Report and Recommendations**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Presenter(s):** Mr. A.L. "Buddy" Collins, Chair, Task Force on Summative Assessment and Dr. Olivia Holmes Oxendine, Vice Chair, Task Force on Summative Assessment

**Description:**

This report outlines the work and final recommendations of the State Board of Education's Task Force on Summative Assessment.

According to S.L. 2014-78§ 5 (SB 812), the State Board of Education shall report to the Joint Legislative Education Oversight Committee by July 15, 2015, on the acquisition and implementation of a new assessment instrument or instruments to assess student achievement on the academic standards adopted pursuant to G.S. 115C-12(9c). The State Board shall not acquire or implement the assessment instrument or instruments without the enactment of legislation by the General Assembly authorizing the purchase. The assessment instrument or instruments shall be nationally normed, aligned with the North Carolina Standard Course of Study, and field tested.

The State Board of Education authorized Chairman William Cobey to establish and appoint the Task Force on Summative Assessment to explore options for the administration of state summative standardized tests for student accountability in the 2016-17 school year and beyond.

**Recommendations:**

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

**Discussion/Comments:**

- Reference the discussion on the preceding pages.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to accept the Task Force on Summative Assessment Final Report and Recommendations as presented. (See Attachment GCS 5)*

***ACTION***

**GCS 6 – North Carolina Department of Public Instruction Proof of Concept Study**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

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

**Description:**

At the June State Board of Education Meeting, the Department of Public Instruction presented a proposed Proof of Concept study for the 2015-16 school year. The study will provide data on the feasibility of administering interim assessments rather than one end-of-grade summative assessment. The design optimizes the availability of student-level data throughout the school year so teachers will have valid information to adjust instruction for the purpose of increasing student achievement. Also included in the presentation was information on a high school assessment model.

**Recommendations:**

It is recommended that the State Board of Education approve the Proof of Concept study.

**Discussion/Comments:**

- GCS Committee Chair Eric Davis recognized Dr. Tammy Howard for additional staff comments.
- Dr. Howard acknowledged the importance of the communication plan and recognized the ambitious timeline as discussed and reported on the preceding pages.
- Board member Rebecca Taylor expressed comfort in knowing that all of the Board members appear to be on the same page of where this is going and realize the drastic change in direction, but in a very positive way. She stated that hopefully the outcome will be one that will be conducive to providing



accurate results and making parents and schools less stressed as it relates to the process. She agreed that talking points are important to ensure that everyone is relaying the same message, and appreciated the suggestion by Dr. Atkinson about monthly status updates during the study year. Ms. Willoughby also expressed support of monthly updates on the GCS agenda in order to provide the opportunity to ask questions and have discussions around this subject. Chair Davis made the commitment to have a monthly discussion.

- In response to Mr. McDevitt's question about how LEAs will be selected for the Proof of Concept study, Dr. Atkinson explained that the sample that is used must be chosen in a way from which to draw conclusions for the rest of the state. She reported that the Department has already done the work to determine the random sample of LEAs who will participate in the Proof of Concept study. In addition, she noted that there are SBE policies in place requiring school districts to participate in any Proof of Concept study or field test. She also noted a number of LEAs that have volunteered to be a part of the process, and the Department can accommodate those requests; however, the Department will need to be careful not to mix their data with the data from the statistically drawn sample. Dr. Howard added that while the Department is pleased to have volunteers, from a research perspective we have to draw from a representative sample. She noted that this is a school-level sample, not a district sample. She also noted that a sample will be drawn from Grade 5, and a separate one will be drawn from Grade 6. Dr. Howard also spoke briefly about the benefits for the volunteer LEAs that engage in the process. Dr. Atkinson reported that the Department is planning a webinar for those involved in the study, and all Board members are welcome to participate in that webinar. Details are forthcoming.
- A brief discussion occurred about the design of the study, which includes three independent assessments to measure content. Dr. Howard also addressed Mr. McDevitt's questions about the testing window, retesting, and data usage and sharing.
- In response to Mr. McDevitt's question about having sufficient response from vendors for the RFP, Vice Chairman A.L. Collins explained that throughout the discussions of the Task Force, there were many vendors who expressed interest in the process, but there were no formal discussions with any of the vendors with respect to their capabilities. Mr. Collins spoke briefly about experiences in Johnston and Rutherford counties with a particular product that has high correlation between their interim assessments and the EOGs. He stated that until the Proof of Concept results are returned, there is not an RFP. Dr. Atkinson suggested that it would be helpful to look at the Proof of Concept going in parallel and not integrated at this point in time, because we already have test item banks and we can use our own assessments for the Proof of Concept in those grades. The Department will develop the RFP in parallel and share status of that development during the monthly updates. Dr. Howard added that one of the key elements is to be able to draw conclusions between the through-grade assessments and the EOG assessments; therefore, in the study year, it is helpful to have the same source for those assessment items. According to Dr. Howard, it is cost effective to use the very robust item bank we already have because the items are aligned to the same content standards, have the same level of difficulty, and enable us to build assessments that have the potential ultimately to provide relevant data for those teachers as they plan their instruction for the year.
- Dr. Oxendine shared that one of the byproducts from the Proof of Concept study year is the ability to dissect and break apart those standards for a content area and grade, and to assess them over the entire year. She added that whether we maintain or revise the Common Core State Standards, we will gain knowledge that will be applicable to any set of standards.
- Mr. McDevitt drew attention to the last bullet on page 1 of Attachment 1, which states that there is a stand-alone summative assessment at the end of the year that may be connected to the interim assessments. Mr. McDevitt asked if the word "will" should replace the "may be" in that sentence.

Dr. Howard briefly elaborated on the reason that the word “may” is being used because that is the purpose of the study, and we are not sure that we will accomplish that goal. At the conclusion of the study year, perhaps that verb can be changed, according to Dr. Howard.

Mr. McDevitt asked Dr. Howard to address the final predictive assessment that would be part of the RFP. Dr. Howard described the next-step decisions that the Board would make following the end of the study year, which include the RFP process. With respect to high schools, the RFP will include a predictive assessment for grades 9 and 10.

There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the Proof of Concept Study as presented. (See Attachment GCS 6)*

### ***ACTION ON FIRST READING***

#### **GCS 7 – Field Testing for the 2015-16 School Year**

**Policy Implications:** General Statute §115C-174.12, SBE Policy #GCS-A-015

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

#### **Description:**

General Statute §115C-174.12 (b1) states:

*“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school.”*

Attached is the list of the 2015-16 field tests and special studies. Consistent with General Statute §115C-174.12(a2) and SBE Policy #GCS-A-015, no school will be required to participate in more than two field tests at a given grade.

LEAs are permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on the written justification submitted by the LEA superintendent along with the Request for Appeals form. All Requests for Appeals will be collected by the Division of Accountability

Services and presented to the Compliance Commission for Accountability in July. The appeals, along with the Compliance Commission recommendations regarding each of the appeals, will be provided to the State Board of Education at its August 2015 meeting.

**Recommendations:**

It is recommended that the State Board of Education provide input to the NCDPI regarding the 2015-16 field test and special studies list and provide any necessary guidance prior to schools being notified in August regarding required participation.

**Discussion/Comments:**

- GCS Committee Chair Eric Davis explained that GCS 7 includes, in part, the Proof of Concept Study - GCS 6. He recognized Dr. Tammy Howard to lead the discussion of this item.
- Dr. Howard explained that the Department has a process of notifying the LEAs of the schools that are selected for a field test. She explained that participation is required as set forth in General Statutes. Dr. Howard described the appeals process, noting that the appeals, along with the recommendations from the Compliance Commission, will be brought before the Board at its August meeting for consideration.
- In addition, Dr. Howard explained that the other three assessments on the field-test calendar are the National Assessment of Educational Progress (NAEP) Reading and Math Pilot Assessments for Grade 4; NAEP Reading, Math, and Writing Pilot Assessment for Grade 8; and the NAEP Writing Assessment for Grade 12.
- Board member Willoughby expressed confusion with the title of this item, specifically “Field Testing.” Dr. Howard explained that the title on the calendar (Attachment 2) is listed as “field tests/special studies.” The Proof of Concept is considered a special study and the three NAEP items are field tests. She concurred that the distinction is very important. A brief discussion occurred about transparency and the importance of addressing the title.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to adopt the Field Testing and Special Studies for the 2015-16 school year as presented. (See Attachment GCS 7)*

***ACTION ON FIRST READING***

**GCS 8 – JLEOC Report: Assessment Report (2014-78, SBE 812, Sec. 5)**

**Policy Implications:** General Statute §115C-12(9c)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for career.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

**Description:**

Per 2014-78 (SB 812), sec. 5, the State Board of Education is required to submit a report on the acquisition and implementation of a new assessment instrument or instruments to assess student achievement on the academic standards per G.S. § 115C-12(9c) to the Joint Legislative Education Oversight Committee by July 15, 2015. The report provides the status of assessments.

**Recommendations:**

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

**Discussion/Comments:**

- GCS Committee Chair Eric Davis explained that, based on the previous three items, this item is a report to the Joint Legislative Education Oversight Committee (JLEOC), which will include the decisions the Board made today.
- Board member Wayne McDevitt stated that it is important to communicate through the report and otherwise clarity around what we are doing and not doing, and transmitting the processes over the next several years. Chair Davis concurred that this report describes the process and the fact that the assessment system is not changing as we go through the process.
- In response to Vice Chairman Collins's question, Dr. Atkinson stated that the full Task Force Report and Recommendations will be attached to the JLEOC Report. In addition to the full report, Mr. Collins recommended encapsulating today's discussion and adding it to the report in order for the legislators to have a full trajectory of the process. Mr. McDevitt suggested including Chair Davis's specific comments about accepting the report, but that acceptance in no way implies approval of the recommendations, but overtime will be consider. In response, Mr. Collins stated that the Task Force is not unaware that in order to make changes of this magnitude, there are plenty of obstacles that have to be removed. He added that for any of this to take place, we will need full support of the General Assembly and perhaps even the federal government. According to Mr. Collins, it is incumbent for the State Board to be clear that this is the direction we are headed and that we want to get it right. Following a brief discussion, Dr. Atkinson suggested that the points made by Mr. Collins and Mr. McDevitt could be included in a transmittal letter, signed by Chairman Cobey and herself.
- In concluding remarks, Chairman Cobey publicly thanked Mr. Collins and Dr. Oxendine for their leadership and work over many months on this Task Force on Summative Assessments.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to accept the JLEOC Report: Assessment Report (2014-78, SB 812, Sec. 5) as presented. (See Attachment GCS 8)*

## INFORMATION AGENDA

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

#### *INFORMATION*

#### **LFI 3 – Piedmont Classical Charter High School Request for a Decreased Initial Allotment**

**Policy Implications:** General Statute §115C-218

#### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools), and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

#### **Description:**

Piedmont Classical High School (PCHS) has requested in writing (attached) that the State Board of Education (SBE) base the school's initial funding allotment for the 2015-16 school year on an average daily membership (ADM) of 125, rather than the maximum of 300 indicated in the school's approved charter. The school submitted this request subsequent to a discussion of the school's Ready-to-Open (RTO) Report at the Charter School Advisory Board (CSAB) meeting on June 16, 2015. At that meeting, after discussion of the school's enrollment being lower than projected, the CSAB voted to recommend to the SBE that PCHS receive an initial allotment based on an ADM of 125 rather than 300.

In light of PCHS's written request, the Department of Public Instruction will fund the school's initial allotment based on an ADM of 125. In keeping with SBE policy, for subsequent allotments during the 2015-16 school year, the Department will then base the allotment on actual ADM, as determined through standard data collection procedures, up to the maximum of 300 approved in the PCHS charter.

#### **Recommendations:**

N/A

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

- LFI Committee Chair Rebecca Taylor explained that Piedmont Classical High School has made a request in writing to decrease its initial allotment based on the average daily membership of 125, rather than the number stated in its approved charter of 300. She explained further that the Charter School Advisory Board (CSAB) monitors progression during the planning year and during its review of the Ready to Open (RTO) report in June, the CSAB noted the school's enrollment being lower than projected. Consequently, the CSAB voted to recommend that the State Board of Education vote to decrease the initial allotment to reflect the ADM of 125 rather than 300. Chair Taylor recognized Mr. Adam Levinson to report on subsequent actions following the CSAB meeting.

- Mr. Levinson reiterated Chair Taylor's summary remarks, noting that subsequent to the CSAB's decision to recommend a lower allotment level to the State Board, Piedmont Classical High School submitted a request in writing for a reduction in their allotment. Mr. Levinson explained that the Department has the ability to handle this request administratively based on the school's request. Therefore, this item is brought forth to the Board for information purposes to inform the State Board that the allotment will, in fact, be based on a lower number than was approved in the charter application.
- In response to the question of root cause, Chair Taylor explained that the school was struggling to get applicants for enrollment; she was unsure of the exact reasons.
- There was no further discussion.

This item was presented for information. (See Attachment LFI 3)

## **STATE SUPERINTENDENT'S REPORT**

### **Give 5 – Read 5 – Summer Reading Campaign Passes Half-Million Book Mark**

Thanks to the *Give Five – Read Five* and other local efforts, businesses, nonprofits, churches and even other middle and high schools collected more than 533,000 books for students to take home and read to help them maintain literacy skills during summer break.

Since the campaign's beginning in 2013, more than 933,000 new and gently used books have been sent home with students as a part of *Give Five – Read Five* and similar efforts. This year alone, 273 participating North Carolina schools and organizations distributed 533,191 books to students, nearly doubling last year's total of 277,000 books collected by 150 schools.

As in previous years, the North Carolina Department of Public Instruction is awarding prizes to schools in three different size divisions that collected the most books in independent *Give Five – Read Five* campaigns. The following three winners will receive a one-year subscription to a school-wide literacy tool:

- Fewer than 400 students: Aberdeen Primary (Moore County Schools), 10,589 books collected
- 400-600 students: White Oak Elementary (Edenton-Chowan Schools), 13,000 books collected
- More than 600 students: Polenta Elementary (Johnston County Schools), 5,417 books collected

Some schools benefitted from partnerships with organizations that specialize in campaigns with goals similar to *Give Five – Read Five*.

- Book Harvest, a Durham-based nonprofit, provided more than 25,000 books to elementary students in Durham Public Schools and Chapel Hill-Carrboro City Schools through its "Books on Break" program.
- Similarly, the WAKE Up and Read community collaboration provided more than 105,000 books to schools, childcare centers and community centers serving children in Wake County.

For more information and a complete list of *Give Five – Read Five* participants, visit the [Give Five – Read Five](#) website or contact the NCDPI Communications Division at 919.807.3450.

**Superintendents’ Quarterly Meeting Held in Conjunction with Summer Leadership Institute**

DPI leadership met with local superintendents June 29 in conjunction with the Summer Leadership Conference in Asheville.

Topics covered included

- DPI Report on Assessments to the Joint Legislative Education Oversight Committee
- Third-party study of assessment alignment
- Edsphere subscriptions supporting literacy growth for retained third graders or students with retained reading label
- Educator Effectiveness service support teams
- Microsoft Office statewide proposal

The next meeting with local superintendents is scheduled July 23 in conjunction with DPI’s Financial and Business Services’ annual conference at Research Triangle Park.

**New Additions Join DPI Team**

- Melissa Paderick – Personnel Officer I – Human Resources
- Haider Qasim – Network Analyst – Technology Services IT Infrastructure
- Donnie Johnson – Networking Specialist – Technology Services IT Infrastructure
- Tonya Easterwood – Information Technology Mgr. –Tech Support
- Yueh Hua Lassiter – Business Technology Application Analyst
- Joel Leeper – Business Technology Application Specialist
- WenChainn Yeh – Business Technology Application Specialist – Technology Services
- Shannon Hickman – Technology Support Specialist – Educator Recruitment and Development
- Felicia Edwards – Accounting Technician – Accounting Controls and Reporting
- Melanie Rackley – Education Licensure Specialist – Licensure
- Brian Hood – School Insurance Consultant – Insurance
- Matthew Ward – Mechanical Engineer – Plant Operations
- Kelly Denny – School Educator II – Governor Morehead Pre-School
- Hollie Blackwell – Program Assistant V – Career and Technical Education
- Susanne Schmal – Education Consultant II – Curriculum and Instruction
- Joseph Reaper – Education Consultant II – K-12 Curriculum and Instruction

➤ **Recent Activities of the State Superintendent**

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

- League of Women Voters of North Carolina, Research Triangle Park, NC
- Public School Forum of North Carolina Jay Robinson Leadership Awards, Raleigh, NC
- Botswana education delegation visit, Raleigh, NC
- Research Triangle Charter eighth grade graduation ceremony, Durham, NC
- Overhills Middle School eighth grade promotion event, Spring Lake, NC
- United Methodists “Congregations for Children” conference, Wilmington, NC
- Craven County Partners in Education Foundation event, New Bern, NC
- Global Education Leaders program graduation, Chapel Hill, NC
- New Schools Rural Innovative Schools’ kickoff event, Concord, NC

Education Building, Raleigh	Thursday, July 9, 2015	Board Room, 9:00 AM
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- North Carolina Business Committee for Education annual meeting and luncheon, Raleigh, NC
- Summer Leadership Conference, Asheville, NC
- White House CTE Convening, “Celebrating Innovations in Career and Technical Education,” Washington, DC

**Visited**

- Governor’s School East, Raleigh, NC

**RttT June Summary Report**

**Activities Completed Last Month:**

- Continued stable operation of Home Base; no disruption to system performance or service delivery
- Completed the successful upgrade and release of Schoolnet (version 16.3) over the weekend of June 19-21; provided communication to users about the new functionality available with the upgrade
- Planned and advertised the Personalized Learning for Educators event for July 2015 centered around using the tools in Home Base and networking with other educators:
  - Registered more than 2,200 teachers and 500 school administrators
  - Recruited teacher facilitators (about eight per region) to lead professional learning sessions for teachers as part of the Personalized Learning for Educators event; most of the event will be led by teacher leaders
  - Created the basic content for all of the teacher and school leadership sessions for the Personalized Learning for Educators event specifically focusing on the IIS components
- Closed the Analysis of Student Work (ASW) Evidence Selection Window on June 19; more than 6,300 Evidence Collections were successfully submitted to the online platform
- Received more than 23,000 Student Survey responses from eight LEAs during the Student Survey Pilot
- Employed twenty part-time copy editors through Temporary Solutions to edit more than 10,000 instructional resources created by Governor’s Teacher Network (GTN) members for placement in Schoolnet; currently in the process of contracting with ten additional part-time copy editors
- Completed arrangements with local school districts to pay the final installment of \$4,500 in June to each GTN participant completing all contractual requirements as outlined in his or her individual plan of work
- Registered 4,090 educators in self-paced professional development courses, with 2,830 earning completed course credits in the Home Base PD system as of June 23
- Registered 1,193 educators in facilitator-led professional development courses, with 701 earning completed course credits in the Home Base PD system as of June 23
- Announced an initiative to bundle Learning Management System (LMS) services and Home Base content at a reduced rate with the goal of significantly increasing the number of LEAs opting in this year



## **Budget Update**

State Superintendent June Atkinson recognized Mr. Philip Price to provide a budget update.

Mr. Price prefaced his remarks by explaining that the General Assembly was not operating this week, but will return next week, and is expected to select conferees at that time. Mr. Price spoke briefly about the State Board's budget, which includes additional funding for the ADM growth included in the expansion request. He reported that this request was included in both chambers, and, therefore, was included in the continuing resolution, which contained \$100 million in additional appropriations. Mr. Price briefly summarized the continuation budget related to public schools, stating that it includes an increase for beginning teacher salaries, but does not include the step increase for other teachers at this time. According to Mr. Price, there is no funding in the continuing resolution to continue the Driver Education program. LEAs are required to offer the courses and can charge up to \$65, which is the current statute rate through the 2015-16 school year. The staff member responsible for Driver Education has been rified and no longer with the agency as of July 1. As it relates to the Cooperative Innovative High Schools approved by the State Board, they may operate by offering courses in partnership with the community colleges and universities, but the \$300,000.00 additional supplemental funding was not included.

Mr. Price explained that when the deliberations begin, the conferees will have to resolve the major money differences. As it relates to public school funding, the differential between the House and Senate is approximately \$342.6 million. Mr. Price spoke briefly about the major differences, which include pay raises for teachers and a decrease in teacher assistant allotments. The Senate included additional teaching positions, the House did not; the House fully funded Driver Education, the Senate did not, and, in fact, eliminated the requirement of driver training.

Board member Wayne McDevitt reported that, according to the news media across the state, local boards are making interim decisions about teacher assistants. Mr. Price spoke to this issue, using Wake County as an example. He noted that this is a major issue for LEAs to begin the school year considering any reductions will probably be retroactive to July 1.

## **CHAIRMAN'S REMARKS**

Under the Chairman Remarks, Chairman Cobey thanked Board members, advisors, and staff for their preparation and participation in this July conference call meeting. He noted that the Board will convene in Raleigh again for its usual two-day meeting schedule on August 5 and 6.

Noting that the General Assembly remains in session and has many important decisions yet to be made, Chairman Cobey asked Board members to be diligent about checking their email and returning any calls that may relate to needed input on a topic or issue that the General Assembly is considering.

Chairman Cobey reminded Board members that North Carolina's Governor's School is the oldest program of its kind in the nation. He encouraged Board members to visit one of the programs before their sessions end, stating that Governor's School brings together, on two campuses, some of North Carolina's brightest and most talented rising high school juniors and seniors for challenging and stimulating courses and activities. Governor's School West operates on the campus of Salem College in Winston-Salem and its program ends on Wednesday, July 29. Governor's School East operates on the

campus of Meredith College and its program ends on Friday, July 24. The Chairman explained that if Board members want to schedule a visit to one of these campuses, to contact Ms. Betsy West who will work with the Governor's School staff to schedule a visit.

The Chairman reminded Board members and advisors to hold September 29 through October 1 on their calendars for the Board's Planning and Work Session to be held in Winston-Salem. Chairman Cobey extended appreciation to Vice Chairman Collins for his coordination efforts in partnership with Ms. West.

### **NEW BUSINESS**

No old business was brought before the Board.

### **OLD BUSINESS**

Vice Chairman A.L. Collins noted that Board members should be receiving regular updates from NASBE with regard to issues on the Hill. He suggested that there is a good chance that the Senate will pass their version of the ESEA Reauthorization, and noted that there will be a Conference Committee, which will involve the President's new points. Mr. Collins stated that he anticipates changes on the horizon with respect to No Child Left Behind.

Board member Wayne McDevitt stated that he understands that the House is entertaining amendments, and asked Mr. Collins about the status of those amendments. In response, Mr. Collins directed Mr. Hill to distribute an update, which includes all of the amendments proposed and those passed in both chambers. Chairman Cobey stated that the Senate is still working on amendments. The Senate is currently working on a bi-partisan bill, and working through the amendment process with a possible early fall resolution on this issue, according to Mr. Collins.

### **ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt and seconded by Mr. Eric Davis, Board members voted unanimously to adjourn the July 9, 2015, conference call meeting of the State Board of Education.*