

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 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	Wayne McDevitt
Dan Forest, Lt. Governor	Olivia Oxendine
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Steve Lassiter, Principal of the Year Advisor
Evelyn Bulluck, Local Board Member Advisor	Keana Triplett, Teacher of the Year Advisor
Rodney Shotwell, Superintendent Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the August 2015 State Board of Education (SBE) 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. Chairman Cobey noted that the State Board is joined today by its new Board Advisors: Dr. Rodney Shotwell (Superintendent Advisor, Rockingham County Schools), Mr. Steve Lassiter (Principal of the Year Advisor, Pitt County Schools), and Ms. Keana Triplett (Teacher of the Year Advisor, Ashe County Schools). In addition, he noted that, today, at lunch the Board will hear reports from the summer interns in the Financial and Business Services area about their research findings.

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 August 5 and 6, 2015, as presented.

Discussion/Comments:

- TCS Committee Chair Greg Alcorn requested that TCS 1 – Funded Average Daily Membership for Charter Schools with Approved Dropout Prevention and Recovery Programs be tabled until the September 2015 meeting. There were no objections.
- 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 August 5 and 6, 2015, tabling TCS 1 as requested.

With permission from the Chairman, State Superintendent June Atkinson recognized Mr. Ben Succop, a rising senior at Freedom High School in Burke County Schools, who was present in the audience. Dr. Atkinson explained that Mr. Succop is serving as an intern in the State Superintendent's Office for several weeks this summer.

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 the first Issues Session.

- **NC Department of Public Instruction Division Profiles**
 - ❖ **Division of Digital Teaching and Learning – Ms. Verna Lalbeharie (Director)**

Dr. Atkinson recognized Ms. Verna Lalbeharie to provide an overview of the work of the Division of Digital Teaching and Learning in this sixth in a series of division presentations.

Ms. Lalbeharie set the context for this presentation by sharing and speaking briefly about the mission of the division, which is to collaborate to empower leadership, build educator capacity, and foster partnerships to support success for all learners.

Using a PowerPoint presentation, Ms. Lalbeharie provided a snapshot of core areas that comprise the Division of Digital Teaching and Learning. She spoke briefly about the elements within each of the core areas.

1. Plan for local digital learning initiatives
 - Embed in overall LEA/Charter Strategic Plan

- Regional field-based staff supporting LEAs/Charters
- Meet with leadership and/or technology team
- Fall 2015: Use data to inform LEA planning
- Regional Planning Sessions
- PLAN to PLAN

2. Support a statewide platform for personalizing education

Ms. Lalbeharie recognized Ms. Rosalyn Galloway (Home Base Manager) to address support of the statewide platform for personalizing education. Ms. Galloway spoke briefly about personalizing education in North Carolina through Home Base, using PowerSchool, Schoolnet, TrueNorthLogic, and Canvas.

- Student Information System – PowerSchool
- Instructional Improvement System – Schoolnet
- Educator Effectiveness System and Professional Development (PD) Tool – TrueNorthLogic (TNL)
- Learning Management System – Canvas

Ms. Galloway also provided an overview of the division’s work related to managing and implementing Home Base.

3. Manage and implement Home Base

- Functional support with team of product specialists
- User support
- Professional learning for educators
- Administrators with information to guide effective pedagogy

Ms. Lalbeharie provided a high-level overview of the next three core areas, which include designing and leading professional learning for digital integration, leading the development of NC Digital Learning Competencies, and facilitating cross-sharing of best practices and collaboration.

4. Design and lead professional learning for digital integration

- Personalized Learning for Educators 2015
 - 1,800+ teachers
 - 400+ administrators
- Develop, lead, and model professional learning focused on DTL
 - Teaching and Learning in a Digital Environment
- Design professional learning study tours
- Promote online learning through state and national partnership
 - Friday Institute
 - Intel Teach
 - EdTech Leaders Online (ETLO)
 - Build internal DPI staff capacity

5. Lead the development of NC Digital Learning Competencies

- Define a professional learning infrastructure
- Collaborate with leading districts on badging
- Implications for Educator Role

6. Facilitate cross-sharing of best practices and collaboration
 - Identify and promote successful DTL programs
 - Partner with the Alliance for Excellent Education
 - Engage in collaborative partnerships within NCDPI and with external stakeholders

Next, Ms. Lalbeharie spoke briefly about the NC Digital Learning Plan. She explained that the Division of Digital Teaching and Learning is working closely with the Friday Institute on the Digital Learning Plan. She drew attention to a handout, located on eBoard, which provides a cross-walk of each of the core areas of the Division's work aligned to each of the major categories within the NC Digital Learning Plan - technology infrastructure, modeling digital learning innovations, local educator leadership capacity, high-quality digital education resources, and regional and state support structures.

State Board member Olivia Oxendine asked if the Department has a way of tracking the lowest-performing schools represented at the professional learning sessions. In addition, Dr. Oxendine stated that she would be interested in knowing the types of issues that come forward from the teachers and principals of our lowest-performing schools that will probably be strapped for resources. Ms. Lalbeharie shared that the Division does have a way of tracking participants from the lowest-performing schools and LEAs, noting that the Division has been very strategic in targeting outreach to some of the lower-performing LEAs. She stated that moving forward, the Division will be thinking about the issues that are unique to low-performing schools and will utilize data in this effort. She noted that one of the big challenges, especially for smaller low-performing schools, is that many employees have varied and multiple responsibilities.

Board Member Wayne McDevitt reiterated his concerns, shared on numerous occasions over the past four years, related to a sustainability plan for Race to the Top (RttT) dealing with our commitment to professional development, etc. He spoke briefly about elevating the importance of professional development. State Superintendent Atkinson explained that one of the reasons for reorganizing the Department to include the Division of Digital Teaching Learning was to provide professional development free to LEAs. She added that, unfortunately, without RttT we do not have funds to pay stipends, travel, etc. for teachers, but there is a structure in place to offer these opportunities. The digital learning plan at the regional level provides the capacity to work with a select group of schools to personalize their professional development, according to Dr. Atkinson. She added that the Department is also very dependent on technology as a major way of delivering professional development through Wikispaces, webinars, etc. With that said, Dr. Atkinson stated that it is still a challenge to have sufficient funds to provide professional development in a meaningful way, noting that school districts are strapped for dollars when it comes to providing professional development, which is an important investment towards progress.

Vice Chairman A.L. Collins stated that it is crucial that we have professional development for all teachers for the Digital Learning Plan to work. He added that no matter how well-intentioned in Raleigh, we do not have the resources and/or the wherewithal to reach all teachers across the state in a time effective manner. He elaborated on the fact that we need to recognize and plan for that, and to ask for the resources to be better used around the state in a cohesive plan, noting that this is an incredible challenge. He suggested a 4,000-foot look at how to multiply professional development. Ms. Lalbeharie responding by sharing that she was fortunate to have had a preview of the Digital Learning

Plan, noting that some of these issues are going to be addressed in a significant way through the Digital Learning Plan. She added that the Board will receive a report in September that will provide more insight related to professional learning focusing on building educator capacity across the state. A brief discussion occurred.

Prior to the next presentation, State Superintendent Atkinson recognized and welcomed Representative Tricia Cotham who was present in the audience.

SPECIAL PRESENTATION

➤ **Race to the Top (RttT) Evaluation Report: Turning Around Lowest-Achieving Schools**
❖ **Dr. Gary Henry (Vanderbilt University)**

Dr. Gary Henry prefaced this presentation by explaining that it is a unique opportunity to show quantitatively that a program works for students. He stated that, based on current estimates, in 2014, 2,156 students were proficient that would not have been proficient in the absence of this Turning Around Lowest-Achieving Schools (TALAS). He reported that, over and above the gains made as a whole in the graduation rate, five more graduates from each of the TALAS high schools graduated. Dr. Henry stated that while five may not seem like a lot, many of these schools are very small.

In addition, Dr. Henry explained that five years ago, North Carolina identified 120 (bottom five percent of schools) of the lowest achieving schools in the state based on their performance composite (proficiency rate). Through the Race to the Top (RttT) initiative, North Carolina's TALAS was the most ambitious in country with "full" implementation 2011-12 through 2014-15. He spoke briefly about the TALAS plan and the impact of having a coach in place.

Using a PowerPoint presentation, Dr. Henry highlighted the change in proficiency rates, noting that 60% of TALAS schools outperformed the state average change. Dr. Henry provided an overview of the following data related to the change in graduation rates:

- + 7.0%: Average growth in non-TALAS high schools (2008-10 to 2012-14)
- +16.7%: Average growth in TALAS high schools
- 75% of TALAS schools outperformed state average growth

According to the data in 2011-12, the first full year of implementation, there was a +0.34 standard deviation unit (sdu) gain, according to Dr. Henry. He noted that this is very high, and could only find precedence in early education in this range. He explained that school value-added is always built on the prior test scores of students. Therefore, the results are cumulative, noting that the second year there is a +0.26 sdu on top of the gain in the prior year. In 2013-14, the third year, there still is a +0.21 increase, but, according to Dr. Henry, that gain is no longer statistically significant in part because its built on two years of positive effect. Mrs. Willoughby asked if there was a way to highlight the cumulative effective over the three-year period. In response to Board member Willoughby's question, Dr. Henry stated that it is possible to show cumulative data through a growth curve, but he wanted the Board to understand that the effects occurred quickly and continued to occur overtime.

The teacher value-added only increased significantly for middle schools at a +0.26 sdu. The overall effect for elementary and secondary schools was not statistically significant.

Dr. Henry explained that all of the School Improvement Plans included a literacy component. Dr. Henry provided data to describe TALAS proficiency impacts, and used a table to show the TALAS consolidated outcomes on proficiency rates, graduation rates, school-value added, teacher value-added and teacher retention among all TALAS schools, and disaggregated by elementary, middle, and secondary schools, and math, ELA, and science. In addition, he provided an overview of the TALAS achievement impacts by subject and grade level. Dr. Henry provided data to show the difference between the TALAS teacher retention rates and teacher retention in similar non-TALAS schools from 2008 through 2014. He noted that Teacher retention rates 10 percentage points lower in TALAS schools. He explained that two of the models being used involved teacher and administrator replacement at the beginning of the program, which occurred in almost all of the TALAS schools; therefore, the data dip from 2010-11 was expected. He noted, however, that what was not expected was that the other schools leveled out at about a 20 percent turnover rate and an 80 percent retention rate, while the schools in TALAS continued to go down. Dr. Henry pointed out that the TALAS schools were losing almost one third of their teachers every year. According to feedback from the field, they were having trouble getting cumulative positive effects because they would have to begin every year with a large group of new teachers and novice teachers. Teacher turnover may have suppressed or reduced some positive effects of TALAS, according to Dr. Henry.

As it relates to School Transformation vs. District Transformation Models, 12 of the lowest-achieving LEAs were assigned a coach to help facilitate the schools and the progress in those schools. The data show that district intervention (coaching) is effective in raising school value-added. Dr. Henry also reviewed the School Transformation vs. District Transformation Models DST (2006-10) & TALAS (2011-14) Sustainability Analysis. A brief discussion occurred about lack of capacity in the TALAS districts and schools. Resources are major issues related to capacity, according to Dr. Henry. In response to Vice Chairman Collins's question about what was done differently in the turnaround process that can be replicated within the resource limitations without RttT funding, Dr. Henry stated that when they saw these results, one of their recommendations is to think about how the state can continue to provide district-level resources, but not on the intensive model during this operation, because that is probably not sustainable. But the data show that the model does work, according to Dr. Henry. Therefore, a viable option moving forward is to continue district coaching, but perhaps put the coaches on a circuit and spend time on each of the districts. He stated that it is important that the coaches know the district; the match between the coach and the district is key. And, on a day-to-day basis, the key is supporting the principal in the school with a coach. The next step is supporting the districts related to their policy and resource decisions. He used an example from the economic downturn where decisions were made at the district level to reduce classroom capacity but maintain central office and school office capacity. These coaches helped to reverse those decisions in the TALAS schools, according to Dr. Henry...

Board member Eric Davis asked about implications at the state level to support differentiated policy. In response, Dr. Henry explained that, drawing out of the quantitative results, the five percent of TALAS schools have received something different than all of the other schools in the state – a differentiated program. The evidence clearly shows that this is not a one and done and the schools can sustain themselves, noting that there will need to continue to be some level of distinction among these schools. Dr. Henry also shared that the data are clear that the greatest gains occurred in the very lowest-

performing schools, which may mean concentrating services on a smaller group to get those gains. Given the teacher turnover and labor market in this country and in North Carolina, 25 percent of teachers are within the first five years of teaching. Moving forward, Dr. Henry stated that with these data, he cannot perceive a time when an intervention will not be needed targeted at the lowest-performing schools due to the nature of the education workforce.

Returning to the sustainability analysis, Dr. Henry reviewed the data and shared that the proficiency effects seem to have been produced by the second full year of TALAS implementation, graduation gains and school value-added may require consistent support to be sustained, and lower graduation rates for schools that receive DST but not TALAS may indicate that gains will not be sustained without continued consistent support from DPI.

In closing remarks, Dr. Henry provided the following conclusions from the study:

- Positive effects on proficiency and value-added.
- Positive effects on graduation rates but not statistically significant due to small sample size (17 high schools).
- Teacher labor force (high turnover and limited experience), uneven capacity of NC school districts, and large concentrations of economically disadvantaged and minority students in many NC schools mandates school turnaround as a permanent part of NCDPI activities.
- Low-achieving schools and districts cannot sustain gains in student achievement.
- Turnaround services, including Comprehensive-Needs Assessments, School Improvement Planning, Instructional Coaching, School Leadership Coaching, District Leadership Coaching, and Professional Development will be required for the foreseeable future to ensure adequate education for all students in North Carolina.

In response to Vice Chairman Collins's question about student mobility and its effect on the research, Dr. Henry explained that all of the models account for student mobility; noting that student turnover rates in the urban TALAS districts can reach 60 percent in a given year. He shared that the data look fairly similar in terms of the inflows and outflows of those students leaving or coming in to the district.

Local Board Member Advisor Evelyn Bulluck stated that the school grade report findings show that those schools with the higher the free- and reduced-lunch ration perform less well than any of the other schools. She suggested that, if we are going to bring those schools up to a level of proficiency, then we need to look at different ways of addressing the issues because there are different types of issues that the teachers deal with such as class size (the students need more attention and remediation), and invest more funds in those types of schools to reduce class sizes in order to retain teachers. In response, Dr. Henry shared that, from a prior study, in North Carolina generally, the tradeoff in these high-poverty schools has been to hire more teachers, but lower priority teachers. He stated that the reverse actually works better, i.e., adding somewhat larger class sizes, but hiring better teachers and keeping them in those schools, which requires pay differentials and others kinds of incentives. He stated that there may be classrooms that are too small in some of these schools, and if the money were shifted to hire better teachers in terms of value-added rather than more teachers, students would be potentially in much better shape.

Chairman Cobey thanked Dr. Henry for his report, acknowledging that this is going to be a huge challenge moving forward.

Board member Wayne McDevitt asked about the possibility of having Dr. Henry come back in the future to continue this conversation. In response, Chairman Cobey directed Mr. Martez Hill to coordinate with Dr. Henry for a presentation in September.

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
 A.L. "Buddy" Collins, Vice Chairman
 Dan Forest, Lt. Governor
 Janet Cowell, State Treasurer
 Gregory Alcorn
 Eric C. Davis

Kevin Howell
 Reginald Kenan
 Wayne McDevitt
 Olivia Oxendine
 Rebecca Taylor
 Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
 Evelyn Bulluck, Local Board Member Advisor
 Rodney Shotwell, Superintendent Advisor
 Steve Lassiter, Principal of the Year Advisor

James E. Ford, Teacher of the Year Advisor
 Keana Triplett, Teacher of the Year Advisor
 Grace Russell, Junior Student Advisor

SPECIAL PRESENTATION➤ **NEW STATE BOARD OF EDUCATION ADVISORS**

- ❖ **Mr. Steve Lassiter (2015-16 Principal of the Year Advisor, Pitt County Schools, 2015 North Carolina Wells Fargo Principal of the Year)**

Recognizing that Mr. Steve Lassiter would not be present during the Thursday State Board of Education meeting, Chairman Cobey asked Mr. Lassiter to come forward at this time so that the Board could officially welcome him as the new Principal of the Year Advisor to the State Board of Education. Mr. Lassiter received a state-shaped plaque, a briefcase, a nametag, and an SBE mug. The presentation was photographed.

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 Vice Chairman A. L. Collins and seconded by Mr. Greg Alcorn, the Board voted unanimously to convene in closed session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:

- (1) Hoke County v. State of North Carolina and State Board of Education.*

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

Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, August 6, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 6, 2015**

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

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

Kevin Howell
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Rodney Shotwell, Superintendent Advisor

Keana Triplett, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the August 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 August 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 Eric Davis recused himself from GCS 3. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Bill Cobey requested a motion to approve the minutes of the July 9, 2015, State Board of Education conference call meeting.
- There was no discussion.

Mr. Greg Alcorn made a motion to approve the minutes of the July 9, 2015, State Board of Education conference call meeting. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL PRESENTATION

➤ NEW STATE BOARD OF EDUCATION ADVISORS

- ❖ **Ms. Keana Triplett (2015-17 Teacher of the Year Advisor, Ashe County Schools, 2015 North Carolina Burroughs Wellcome Teacher of the Year)**
- ❖ **Mr. Steve Lassiter (2015-16 Principal of the Year Advisor, Pitt County Schools, 2015 North Carolina Wells Fargo Principal of the Year)**
- ❖ **Dr. Rodney Shotwell (2015-16 Superintendent Advisor, Rockingham County Schools, 2015 A. Craig Phillips Superintendent of the Year, awarded by North Carolina Association of School Administrators, North Carolina School Superintendents' Association, and the North Carolina School Boards Association)**

Chairman Cobey explained that there are a total of seven Board advisor positions that are named in General Statute – a superintendent advisor, a principal advisor, two teacher advisors, a local board member advisor and two student advisors – a junior and a senior. He explained further that, while these advisors are non-voting members of the Board, their input is invaluable and can often provide insight on a discussion that results in better understanding and a change in thinking by the Board's voting members.

Chairman Cobey explained to the audience that the Board presented Principal of the Year Steve Lassiter's plaque to him on Wednesday since he had an important back-to-school professional development activity in Pitt County today. The Chairman asked Board members to welcome Dr. Rodney Shotwell to the Board as the new Superintendent Advisor appointed by Governor Pat McCrory. He explained that Superintendent Shotwell is North Carolina's 2015 A. Craig Phillips Superintendent of the Year and is the Superintendent of Rockingham County Schools. Chairman Cobey also welcomed Ms. Keana Triplett as the new Teacher of the Year Advisor. He explained that Ms. Triplett was recently named the 2015 North Carolina Burroughs Wellcome Teacher of the Year.

The new advisors were invited forward to receive a state-shaped plaque, an SBE mug, a Board pin and briefcase. The presentations were photographed.

STATE SUPERINTENDENT'S REPORT

Recognition of Teacher of the Year and Principal of the Year Teams

Dr. Atkinson explained that each year the Teachers of the Year (TOYs) and Principals of the Year (POYs) serve on the Superintendent's Advisory Councils and provide valuable insight related to policy and public schools. Dr. Atkinson noted that they also provide a voice for public education across their entire regions, so they are a real asset to her and to the state as a whole. She recognized Dr. Yvette Stewart (State Coordinator of the Teacher of the Year and Principal of the Year Programs) to introduce the 2015 cohort of Regional Teachers and Principals of the Year.

Dr. Stewart explained that these individuals will serve as ambassadors for education, will have the opportunity to advocate and lead work around the professional and curriculum standards, and will be beacons of knowledge about the great work we are doing across North Carolina. Dr. Stewart noted that she is currently working with Ms. Keana Triplett and Mr. Steve Lassiter to build regional professional learning networks among the cohort this year, and will work with Dr. Atkinson to keep them informed and armed with information through the advisory council meetings.

Regional Teachers of the Year:

Ms. Keana Triplett (Ashe County Schools) – Teacher of the Year
Ms. Elizabeth Padgett (Lake Norman Charter, Huntersville, NC)
Ms. JoAnna Massoth (Chatham County Schools)
Ms. Jami Dickerson (Pitt County Schools)
Mr. Joshua Gaskill (Pamlico County Schools)
Mr. Jeremy Tucker (Wilson County Schools – now Wake County Schools)
Ms. Mariel Barker Sellers (Columbus County Schools)
Mr. Randy Pressley (Haywood County Schools) – Not present
Ms. Jennifer Whitley (Union County Schools) – Not present

Regional Principals of the Year:

Mr. Steve Lassiter, Jr. (Pitt County Schools) – Principal of the Year
Mr. Christopher Poston (Chatham County Schools)
Dr. Adam Auerbach (Cabarrus County Schools)
Mr. Scott Rhodes (Henderson County Schools)
Ms. Kim Robertson (Cumberland County Schools)
Dr. Robin Hamilton (New Hanover County Schools)
Mr. Shane Mace (Burke County Schools)
Ms. Tonya Williams (Durham Public Schools) – Not present

The TOYs and POYs were invited forward to receive a State Board of Education mug. The cohort presentations were photographed.

Special Presentation – Student Interns

Dr. Atkinson recognized Mr. Eric Moore and Ms. Kayla Siler to introduce the student interns who provided their study results to the State Board of Education during lunch on Wednesday. The interns are listed below along with the research project.

- Ms. Qi Wang (Doctoral Student, UNC School of Education)
 - ❖ *Financial Impact of Charter Schools on Traditional Public Schools in North Carolina: A Cross-Districts Comparison*
- Ms. Julia Pierson (MPP Student, Duke University)
 - ❖ *Grading School Performance Grades: A preliminary analysis of the existing system and recommendations to improve transparency and support*
- Mr. Vincent Reitano (Doctoral Student, NCSU Public Administration Program)
 - ❖ *Charter School Competition & Saturation Point Forecasting*
- Mr. Joe Maugeri (MPA Student, UNC School of Government)
 - ❖ *Student Surveys and Teacher Effectiveness*

As a symbol of appreciation for their research, the interns were presented with a State Board of Education mug. The presentation was photographed.

NCDPI Division Spotlight – Division of Digital Teaching and Learning

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 Digital Teaching and Learning.

The Division of Teaching and Learning

- provides leadership and support for key agency digital initiatives including management of the Home Base suite of digital tools and instructional resources.
- guides regional and district/charter school leadership teams in planning for local digital learning initiatives using a variety of data sources including the Digital Learning Progress Rubric and the Annual Media and Technology Report (AMTR).
- manages the functional design and implementation of the statewide platform for accessing and sharing high quality digital information through Home Base, including NC’s Student Information System, Instructional Improvement System, NC Educator Effectiveness System (NCEES) and the professional development platform.
- designs and leads statewide, regional, district, and school-based professional learning opportunities focused on enhancing curriculum with digital tools and resources while also purposefully modeling digital integration.
- collaborates with and supports all NC Digital Learning Plan efforts.
- leads the development of the NC Digital Learning Competencies for Educators (per Session Law 2013-11, House Bill 23) in partnership with state agencies, institutes of higher education and practitioners from the field.
- facilitates cross-sharing of best practices for Digital Learning Programs (including Library Media and Instructional Technology Programs and Technology Services).
fosters communication and collaborative partnerships within the NCDPI and with LEAs, charter schools, IHES, RESAs, regional entities, professional organizations and other state and federal agencies.

Resources for Teachers by Teachers

Dr. Atkinson recognized Dr. Lynne Johnson to speak about the work of the Governor's Teacher Network (GTN). Dr. Johnson explained that the GTN is comprised of 450 outstanding teachers who have spent the year creating professional development materials and instructional resources for Home Base. The GTN facilitated the final professional development session July 17 as 900 educators from across North Carolina participated in "Teachers Leading from the Classroom with Action Research" at the Koury Convention Center in Greensboro. Classroom teachers shared their classroom problem of practice, interventions, research findings, strategies utilized, resources developed and changes in their instructional practices with colleagues during scheduled sessions.

A searchable index link of all 218 action research projects and contact information can be found on page 2 of the booklet provided to Board members. It is also linked to the GTN webpage. Teachers have created a virtual network of communication and will continue to learn and share resources as the 2015-16 school year begins. Dr. Atkinson thanked the GTN for this work and thanked Dr. Lynne Johnson and other DPI staff for their leadership in helping to develop this great resource. Dr. Atkinson noted that RttT funds were used to fund this initiative.

New Licensure System

Dr. Atkinson announced a new automated Licensure System that will increase capacity and speed up turnaround time. She recognized DPI staff and others who helped to launch the new system. The system went live July 31 ahead of an August 1 deadline. She publicly recognized Ms. Tammy Bailey (Lead Financial Systems Specialist) for her diligence and perseverance in helping to assure that this initiative happened.

Superintendents' Principal Advisory Council Meets

The Superintendent's Principal Advisory Council met July 29 in Raleigh.

Agenda topics included:

- 10-Point Grading Scale
- Proof of Testing Concept
- Learning Management System/Home Base
- State Budget

Superintendents' Quarterly Meeting Held in Conjunction with Financial and Business Services' Summer Conference

DPI leadership met with local superintendents July 23 in conjunction with the Financial and Business Services' summer conference in Research Triangle Park.

Topics covered included:

- Budget and Legislative Updates
- Learning Management System/Home Base
- 10-Point Grading Scale
- ESEA Reauthorization

The next meeting with local superintendents is scheduled on December 4.

Online Professional Development – Module Aims at Preventing Substance Abuse and Underage Drinking

NC DPI has launched its professional development module on preventing substance abuse and underage drinking among K-12 students.

- The online course was developed through the contributions of a statewide task force that included a broad range of state and local law enforcement, mental health and education professionals, as well as the NC Center for Safer Schools.
- Local educators are encouraged to take advantage of this resource as part of efforts to safeguard the health and well-being of North Carolina students and their families.

New Additions Join DPI Team

- Jeffrey Merritt – Business and Technology Application Specialist – Child Nutrition
- Mala Boyd – Education Licensure Specialist – Licensure Services
- Camilla Narron – Technology Support Analyst – IT Support Desk
- Ginger Cash – Education Consultant II – Exceptional Children
- Tiffany Perkins – Education Program Director III – Director, K-12 Curriculum and Instruction
- Kelly Pleasant – Education Consultant II – Office of Early Learning
- Megan Libby – School Educator I – Governor Morehead Preschool
- Stephanie Cyrus – Education Consultant II – Division of Advanced Learning
- Hollie Blackwell – Program Assistant V – Career and Technical Education
- Cicely Becker – Departmental Purchasing Agent I – Financial and Business Services
- Barbara Burt – Education Program Specialist - Career and Technical Education
- Linda Mathis – Education Licensure Specialist – Licensure Services
- Anne Murtha – Executive Assistant I – SBE
- Matthew Ward – Engineer – Plant Operations

➤ Recent Activities of the State Superintendent

Attended and/or delivered remarks/keynote address at

- Clayton Chamber of Commerce “Eggs & Issues” Forum, Clayton, NC
- Education Camp, Raleigh, NC
- Career/Technical Education Summer Conference, Greensboro, NC
- Education Cabinet, Raleigh, NC
- Southern Regional Education Board Staff Development Conference, Atlanta, GA
- Council of Chief State School Officers’ Summer Leadership Conference, Boston, MA
- Financial & Business Services’ Conference, RTP, NC
- Rowan Education Forum, Salisbury, NC
- Martin County 3D/STEM Education, Williamston, NC
- C4C Summit, Garner, NC
- NCAE Center for Instructional Advocacy Graduation, Raleigh, NC
- Alexander Graham Middle School, Hope Street Interview, Charlotte, NC

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/charter school amended Detailed Scopes of Work (DSW); approved three amended DSWs this month as of May 19 (have approved 141 LEA/charter school amended DSWs since July 1, 2014)
- Continued regular communication with LEAs and charters through the Biweekly Home Base/RttT Update newsletter and managed “breaking news” announcements for Home Base functionality
- Continued reviewing and approving LEA/charter school budgets and amendments related to the Wireless Infrastructure Initiative; approved a total of 57 budget submissions (93% of allotted funds) as of July 20
- Continued reviewing and approving LEA/charter school progress reports; all reports are on track to be submitted by July 31

Data Systems to Improve Instruction:

- Continued stable operation of Home Base; no disruption to system performance or service delivery
- Completed the successful End-of-Year Process and changed the school year to 2015-16
- 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
- Continued teacher spotlight series that focuses on how teachers are using Schoolnet in their daily practice
- Continued work with LEAs through the Partnership team and transition to the Digital Teaching and Learning team for work that will be ongoing for the next school year
- Continued discussions about regional user groups and began planning for 2015-16; started internal discussions regarding building capacity among DPI staff to help facilitate more effective regional user groups for all components of Home Base
- Completed eight days of the Personalized Learning for Educators (teachers and principals) event, July 13-16 and July 20-23, centered around using the tools in Home Base and networking with other educators:
 - Registered over 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 is led by teacher leaders
 - Created the basic content for all of the teacher and school leadership sessions specifically focusing on the IIS components

Great Teachers & Principals:

- 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
- Closed the spring semester Roster Verification teacher window on May 24
- Opened ASW review window on June 22 for more than 600 individuals to work as ASW Reviewers (trained using the virtual ASW Reviewer Calibration and Certification module); currently, 49.4% of submitted Evidence Collections have been reviewed with the process ongoing through July 31
- Completed four regional face-to-face EVAAS and ASW trainings with teachers and school administrators; the final training is scheduled for July 27

- Continued development of SAS Human Capital Retention Dashboards
- Received more than 23,000 Student Survey responses from eight LEAs during the Student Survey Pilot
- 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

Table 1. RLA Job Placement

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	16	29	10	6	61
Sandhills Leadership Academy (SLA)	15	36	4	6	61
Piedmont Triad Leadership Academy (PTLA)	10	36	5	12	63

Table reflects data as of 7/13/15. Outcome data changing frequently as graduates continue to apply for leadership positions and gain employment in LEAs

- Conducted onsite leadership-coaching sessions with Cohort III RLA graduates
- Conducted post-degree support via leadership seminars hosted by NELA:
 - June 15-17 – Shaping School Culture, the Heart of Leadership
 - June 22-23 – Lead from Here, conducted by The Center for Quality Teaching and Learning
 - June 24 – Digital Learning for Leaders
- Continued refinement of NELA curriculum prior to publication and dissemination of research
- Assisted Pathway I Governor’s Teacher Network (GTN) participants with completion of final deliverables required of their individual plan of work
- Completed copy editing of Pathway 2 teachers’ instructional materials in Schoolnet; the 28 copy editors completed their work on July 15; edited material will be submitted to a state bank of items in Schoolnet for final reviews; there are over 10,000 instructional materials that have been developed by GTN Pathway 2 teachers in Schoolnet
- Transferred four self-paced Professional Development (PD) modules to their Moodle, which is the last stage before beta testing modules for public use through the Home Base PD system
- Continued developing a public wiki to showcase the work of all GTN participants
- Released a searchable index of all 218 action research projects searchable by topic, grade level, and title
- Created and presented a 50-minute session about the implementation of action research as an instructional tool during the “Personalized Learning for Educators” (IIS) Conference
- Coordinated a full-day conference entitled, “Teachers Leading from the Classroom with Action Research” on July 17 at the Koury Convention Center in Greensboro where Pathway 1 teachers shared the findings of their action research projects; approximately 900 participants from across the state attended; all participants received a booklet as a resource containing all action research projects produced by the GTN Pathway 1 teachers

- Delivered the final installment of \$4,500 to each GTN participant who completed all contractual requirements as outlined in his or her individual plan of work
- Coordinated a full-day culminating event for GTN teachers on July 9 at the Millennium Hotel in Durham; 125 teachers traveled and participated in the event designed to allow reflection and planning to carry on their activities into the next school year and to develop their own network of supportive teachers
- Calculated that 415 GTN teachers (92%; lost only 35 teachers) met all of their required deliverables
- Completed the provision of induction support for North Carolina Teacher Corps (NCTC) members currently employed in local school systems; the onsite classroom induction coaching and technical assistance ended May 31
- Held “What Works” evaluative debriefing session on June 5 with NCDPI staff and regional NCTC induction coaches to determine which training and induction practices were most beneficial and should be replicated in future initiatives
- Continued to assist NCTC graduates who have met university licensure requirements with obtaining initial NC teaching licenses
- Continued processing financial reimbursements for university tuition, PRAXIS testing, study materials and licensure fees for NCTC members
- Continued collaborating with partner universities to collect NCTC participation data and closeout outstanding financial obligations
- Analyzed data of NCTC participants, revealing:
 - 66.7% (58) completed the necessary coursework needed for licensure
 - 66.7% (58) passed the praxis test needed for licensure
 - 47.1% (41) have applied for and/or received their licensure
- Registered 9,549 educators in self-paced professional development courses, with 3,339 earning completed course credits in the Home Base PD system for the month of June
- Registered 2,579 educators in facilitator-led professional development courses, with 733 earning completed course credits in the Home Base PD system for the month of July
- Planned a summer series of webinars designed for LEAs and charter schools with new NCEES users or experienced users who need a refresher; webinars will review the process from beginning to end; staff will offer Q&A sessions later in the summer after the series ends
- Conducted last round of EVAAS/Standard 6 training in far eastern and western parts of the state for approximately 300 teachers; the training answered questions about NCEES, the evaluation rubric, Standard 6, EVAAS, and ASW
- Created and delivered a 100-minute session for the administrator strand of the “Personalized Learning for Educators Conference” (IIS) Conference; the session entitled, “The NC Educator Evaluation System: Putting the Pieces Together” delivered information on the teaching rubric, standard 6, online tool, and PD system
- Began the last round of facilitated online courses offered this summer on June 22; these courses include:
 - Digital Literacies in the Classroom (seven weeks) 1.5 CEUs
 - Literacy in History/Social Studies, Science and Technical Subjects: Part 1 (five weeks) 0.5 CEU
 - Literacy in History/Social Studies, Science and Technical Subjects: Part 2 (seven weeks) 1.5 CEUs
 - Introduction to Data Literacy (five weeks) 1 CEU

- Data Literacy in Action (six weeks) 1.5 CEU
- Introduction to Universal Design for Learning (four weeks) 1 CEU
- Universal Design for Learning: Part 2 (four weeks) 1 CEU
- Connecting with our 21st Century Learners (five weeks) 1 CEU
- North Carolina Professional Teaching Standards (six weeks) 2 CEUs
- Building and sustaining PD (six weeks) 1 CEU
- Responsibilities of the 21st Century Educator (seven weeks) 1 CEU
- Released the following new online professional development self-paced modules and mini modules:
 - Assessing Digital Tools
 - Creating a Connected Culture through Student Engagement and Empowerment
 - Creating and Managing PD through Home Base
 - Google apps for Educators
 - Twitter in Education
 - Using Adobe Content
- Completed Observation Calibration Training (OCT) pilot, which aimed to improve observation skills, increase rater agreement, and to provide a common experience for LEAs to host collaborative conversations to improve instructional leadership skills; for the 2014-15 pilot, NCDPI reached out to LEA personnel across the state to elicit participation; by the end of the pilot, 138 observers across 20 LEAs completed at least one task in the system and the results were as follows:
 - 94% of all scores in Scoring Study Two (SS2) were either on target or directly adjacent to the target scores (as opposed to 85% for Scoring Study One (SS1))
 - Newton-Conover City Schools' focus group leveraged the OCT resources to create a customized, intensive NCEES professional development program that was well received by their evaluators
 - The effect of completing lessons was even stronger on the percent target discrepant metric, which shows that for all SS1 performance levels, the more lessons completed, the lower the percent of discrepant scores; this means that all observers, regardless of their initial performance on SS1, benefited from completing lessons
 - Elements 2d (professional teaching standard: “adapts teaching to special needs”) and 3d (professional teaching standard: “makes instruction relevant”) were challenging for observers in both Scoring Studies
 - Pilot members completed a survey at the end of the experience that detailed improvements that should be made when the program is implemented statewide

NC Virtual Public Schools:

- Completed revisions for Forensic Science and pilot instruction of all developed courses
- Completed work towards building a sustainable Professional Learning Portal with STEM-focused Just-in-Time modules and full Professional Learning Courses
- Completed final meeting with pilot districts to discuss sustainability plans for STEM once grant ends
- Continued wrapping up all grant close-out procedures

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 at the same time began the process of planning an operational structure to continue to provide support to the bottom five percent of schools in the state after RttT concludes

- Worked on cross-divisional planning and implementation of “Personalized Learning for Educators: Using Digital Tools to Redefine Instructional Improvement,” which primarily focused on delivering professional development to approximately 2,500 educators throughout the state of North Carolina this July
- Strengthened the partnership between NCDPI’s District and School Transformation and Federal Programs divisions since most SIG and Priority schools are also found within the bottom five percent of schools
- Continued working closely with LEAs on implementation of the distribution of effective teachers mini-grant plans; all LEAs that were eligible for mini-grants were able to fully execute their plans to improve the distribution of effective teachers

NC Education Cloud:

- Met regularly with stakeholders to plan the deployment of the Learning Management System (LMS)
- Continued providing support for Wireless Initiative districts
- Met with the FCC, NC Lt. Governor, and the State CIO to discuss the NC E-Rate filing
- Continued to work with the FCC/USAC to release funding to remaining districts
- Filed a response to an FCC Notice of Proposed Rule Making (NPRM) to continue to strengthen support for Category 2 Wireless Services in the future
- Continued developing Device Strategies for Digital Learning
- Planned for the Identity Access Management (IAM) service going live statewide to all LEAs utilizing Home Base on July 6
- Received three LEA LMS early adopters for the IAM service
- Facilitated all charter schools to now process their financial transaction data to DPI through the SAS Cloud Hosting Service
- Received 16 additional LEA opt-ins for the iSeries Cloud Hosting Service during the month of June
- Expended \$1,578,419.66 of the Year 5 RttT budget in June
- Continued supporting LEA/charter school opt-in to various Cloud Services:

Cloud Service	Total Opt-in LEAs	Total Opt-in Charters
IAM	115	76
iSeries	55	146
Cloud Email	84	52
Cloud Filtering Services	67	71

Evaluation:

- Continued activities related to Teacher and Leader Effectiveness:
 - Received feedback from NCDPI on the draft evaluation report titled *An Evaluation of the North Carolina Educator Evaluation System and the Students’ Achievement Growth Standards: 2010-11 through 2013-14*
- Continued activities related to the Distribution of Teachers and Leaders:
 - Completed the presentation and revised report draft *The Distribution of Teachers in North Carolina, 2009-13: Research Brief* for submission to the State Board of Education during its August 2015 meeting

- Completed the revised draft *North Carolina New Teacher Support Program: Final Race to the Top Evaluation Report* for submission to the State Board of Education during its August 2015 meeting
- Continued activities related to District and School Transformation (DST)
 - Received feedback from NCDPI on the initial draft evaluation report titled *Outcomes and Impacts of North Carolina's Turning Around the Lowest Achieving Schools Initiative*
- Continued activities related to Local Spending:
- Held evaluation briefing with NCDPI staff titled *Local Education Agency Race to the Top Expenditures: Final Analysis of Expenditure Patterns and Related Outcomes*; Continuing to review feedback
 - received from NCDPI staff
- Continued data analysis for reports related to the Overall Evaluation:
- Submitted to NCDPI for review and feedback the final evaluation report draft titled *North Carolina Race to the Top: Overall Impact and Implementation Findings Final Report*

Legislative Update

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

Ms. Beaulieu drew attention to a one-page summary posted on eBoard, which highlights the budget, education bills that have become law, bills on the Governor's Desk, and bills to watch. Ms. Beaulieu highlighted several of the bills that have become law. A brief discussion ensued specifically about HB 237. Other bills highlighted include: SB 333, HB 562, HB 13, HB 334, HB 561, SB 97, and HB 943.

A. Budget

B. Education Bills That Have Become Law

1. HB 86 – Utility Line Relocation/School Board – Ch. SL 2015-111
2. HB 154 – Local Governments in State Health Plan – Ch. SL 2015-112
3. HB 237 – Repeal Personal Ed Plans/Modify Trans Plans – Ch. SL 2015-46
4. HB 276 – Agency Participation Procedures Act of 2015 – Ch. SL 2015-168
5. SB 315 – School Playgrounds Available to Public – Ch. SL 2015-64
6. SB 333 – Teacher Transition Data – Ch. SL 2015-126
7. SB 534 – 2015 Continuing Budget Authority Repeal – Ch. SL 2015-133
8. SB 597 – Repeal References to ABCs – Ch. SL 2015-65

C. Bills on the Governor's Desk

1. HB 383 – Clarify Statutory Scheme/Sex Offenses
2. HB 562 – Amend Firearm Laws

D. Bills to Watch (not exhaustive list)

1. HB 13 – Amend School Health Assessment Requirement
2. HB 18 – Planning Year for CIHSs
3. HB 97 – 2015 Appropriations Act
4. HB 138 – Arts Education Requirement

5. HB 334 – Transfer Office of Charter Schools
6. HB 394 – Increase Options for Local Option Sales Tax
7. HB 482 – Employee Misclassification Reform
8. HB 561 – School System Auth. Re: Legal Proceedings
9. HB 792 – Privacy/Protection from Revenge Postings
10. HB 943 – Connect NC Bond Act of 2015
11. SB 37 – Waive Tuition/Fallen Officer was Guardian
12. SB 95 – Performance Based RIF/School Policy
13. SB 97 – State Advisory Council on Indian Education
14. SB 211 – Damages for Late Payment Monies/Charters
15. SB 298 – School Bus Cameras/Civil Penalties
16. SB 330 – Change Orders on School Construction
17. SB 343 – Student Assault on Teacher/Felony
18. SB 438 – Permanent Plates/Charter Schools
19. SB 456 – Charter School Modifications
20. SB 480 – Uniform Political Activity/Employees
21. SB 503 – Sex Offense with Student/Charter Schools
22. SB 524 – Founding Principles/Graduation Requirement
23. SB 536 – Students Know Before You Go
24. SB 561 – Career and College Ready Graduation

SPECIAL PRESENTATION

- **Race to the Top (RttT) Final Report: The Distribution of Teachers in North Carolina, 2009-13**
 - ❖ **Dr. Gary Henry (Vanderbilt University)**

Chairman Cobey recognized Dr. Gary Henry to present the final evaluation report on The Distribution of Teachers in North Carolina, 2009-13.

Dr. Henry set the context for this presentation by explaining that one of the four pillars of Race to the Top (RttT) was “Great Teachers and Great Leaders.” Part of the initiative was to increase the number of high quality teachers and provide more equitable distribution of those teachers. Dr. Henry stated that the baseline results show that there were some inequities in that regard, but provided data to show progress during the RttT grant period. Using a PowerPoint presentation, Dr. Henry showed, for example, that students assigned to teachers with high past value-added scores, raise test scores much more – especially in math and science. The data show that high-poverty schools tend to have lower value-added teachers (strong relationship), and high poverty classrooms have lower value-added teachers. The data also show that in high-achieving schools, the students tend to have much better access to higher value-added teachers. High achieving classrooms have lower value-added teachers. Dr. Henry stated that the fundamental issue is that the students who struggle the most have the least access to a high-quality teacher. He mentioned that it is important to note that this is not a causal evaluation; it is simply what happened in that trend. The between-schools access in terms of poverty was lowered a great deal. The data show a great deal of improvement for the access of students in high-poverty schools to high-quality teachers – the trend is also occurring in classrooms. By 2013, at the end of the RttT period, there was much more equitable access.

Dr. Henry provided bar graphs to show teacher performance comparisons in reading, science and mathematics.

In summary, Dr. Henry shared that the research findings show that access to a high value-added teacher makes large difference in students' learning. Students in high poverty and low-achieving schools have less access to higher value-added teachers. He noted that inequitable access to higher value-added teachers in school poverty / achievement has eased. Differences across districts eased between 2009 and 2012, but then increased in 2013. Between-school variation increased somewhat overall, but eased somewhat in two large counties. Dr. Henry reported that distribution of teacher value added is a worthwhile performance measure for statewide and district policy analysis. Multiple measures of teacher skill would provide a fuller picture, and fewer English/language arts teachers exceed or do not meet expectations than math and science teachers.

In response to Board member Eric Davis's question about state-level decisions to improve access to high-quality teachers, Dr. Henry stated that the most effective way for the state to affect decisions is through the provision of information that can be used in the evaluation process. He elaborated on a tool used in Charlotte-Mecklenburg (Sharing the Wealth) program. The EVAAS tool is an extremely valuable tool that provides different data displays that principals can use to increase the equity of the assignment of teachers. Based on qualitative interviews, the teachers tend to endorse those procedures. Dr. Henry elaborated briefly on his upcoming September presentation focused on evaluations, and those mechanisms used to affect this issue. Related to policy issues, Dr. Henry stated that he would be happy to make recommendations for the Board to consider.

Referring to Wednesday's discussion about larger class sizes, Board member Greg Alcorn asked to address whether this information is quantifiable. Dr. Henry stated that it could be quantified. The issue is getting it into a format that principals feel is credible. It is clear that teachers who are exceeding expectations can handle larger class sizes, according to Dr. Henry. He stated that he could provide quantification about the range that seems to be where diminishing returns begin with a teacher in a larger class size. A brief discussion ensued. Mr. Alcorn asked about those teachers who meet expectations. Dr. Henry stated that he would be happy to quantify that information for the Board.

In response to Board member Oxendine's question about similarities between the "Sharing the Wealth" strategy and heterogeneous grouping, Dr. Henry elaborated on this issue, noting that it is intentional and measured. In addition, Dr. Oxendine asked if teachers can rise above low-performing status. According to Dr. Henry it happens all the time. He explained that an inordinate number of the teachers are novice teachers, who are struggling in their first year, but they will improve with feedback, coaching, etc.; some improvement happens naturally. He elaborated on student services and observations of teachers by independent observers as two things that could improve the specific guidance that a principal is able to give a teacher in order for that teacher to improve.

National Recognition - Carnegie Mellon University and the Tony Awards

Chairman Cobey recognized State Superintendent for this presentation.

Dr. Atkinson prefaced this presentation by sharing that, as the creators of the award they put it, “Behind every great performance is inspiration, and behind that inspiration is a great teacher.” Dr. Atkinson announced that Carnegie Mellon University and the Tony Awards have announced Mr. Corey Mitchell (Theater Arts Teacher, Northwest School of the Arts, Charlotte, N.C.) as the inaugural winner of the Excellence in Theatre Education Award.

This special honor recognizes a K-12 theatre educator in the U.S. who has demonstrated monumental impact on the lives of students and who embodies the highest standards of the profession. More than 4,000 applications were received for this year's educator award. Mr. Mitchell was invited forward to receive a commemorative State Board of Education coffee mug. The presentation was photographed.

INFORMATION AGENDA**GLOBALLY COMPETITIVE STUDENTS**

(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

INFORMATION**GCS 7 – Read to Achieve Report on the Use of the Formative Diagnostic Assessment System,****Reading 3D**

Policy Implications: General Statute §115C-83.1, SBE Policy #GCS-J-002

SBE Strategic Plan

Goal 2: Every student has a personalized education.

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

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

Description:

North Carolina State Board of Education (SBE) Policy #GCS-J-002 states that the Department of Public Instruction will report to the SBE in August of each year on the statewide fidelity of implementation of the formative, diagnostic assessment system, mClass Reading 3D. The policy also requires the inclusion of growth reports.

mClass Reading 3D was adopted by the SBE in August 2012 immediately following the passing of the Read to Achieve legislation in July 2012. The Read to Achieve legislation requires that the SBE develop, adopt, and provide the local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program. The law also requires that LEAs use the assessment instruments provided to them by the SBE for kindergarten

through third grade beginning in school year 2013-14. The use of standardized test for grades kindergarten through second grade is prohibited unless required by the condition of a federal grant.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Eric Davis recognized Ms. Carolyn Guthrie for this presentation.
- Ms. Guthrie set the context for this presentation by making connections to several of the presentations on Wednesday with the work of the formative diagnostic assessment system, Reading 3D.
- Using a PowerPoint (PPT) presentation, Ms. Guthrie provided an overview of the mClass Reading 3D fidelity and growth results for 2014-15. She reminded Board members that all K-3 teachers began using mClass in 2013-14. During that year, the Department was training teachers how to assess; however, training is continuous due to the numbers of new teachers each year. In 2014-15, the Department concentrated on how to take this data into instruction.
- Ms. Guthrie explained that DIBELS is a universal screener, and the first (PPT) graphic provides the report for the 2014-15 BOY-EOY DIBELS measures for K-3 students. She noted that mClass has two components. DIBELS measures foundational skills/indicators for risk for foundational skills for reading. Ms. Guthrie described the components of this graphic and reviewed the data.
- The second chart provided an overall view of the 2014-15 BOY-EOY TRC growth data for K-3 students. Ms. Guthrie explained that this component measures the standards. The complete system, DIBELS and TRC, indicate the instruction the students need, not how they are performing.
- In addition, Ms. Guthrie provided results of the (K-3) 2014-15 BOY-EOY benchmark completion by region. She explained that this is a report about the fidelity of implementation. Ms. Guthrie reported a 97% completion rate statewide, noting that North Carolina is the only state in the nation that did statewide implementation of mClass – both components together (DIBELS and TRC).
- Ms. Guthrie explained that if progress monitoring is not done between benchmarks, then teachers do not know if their instruction is working for their students. Students can have immediate feedback through progress monitoring, which should be a part of the instruction cycle. Ms. Guthrie provided data for (K-3) 2014-15 DIBELS Next Progress Monitoring Fidelity – by region, and (K-3) 2013-14 (BOY-MOY) TRC Progress Monitoring Fidelity – by region. (TRC is listening to a student read.) The data was also provided by region and by grade level, and shows how the students progressed from the beginning of the year to the end of the year.
- Board member Olivia Oxendine stated that it appears that a “sweet spot” has been found related to identifying the point in time between K-3 when comprehension does not come together. In response to Dr. Oxendine’s request, Ms. Guthrie briefly elaborated on the kinds of things teachers can do such as modeling. She also noted that written comprehension will help students with constructed responses on the Proof of Concept assessments being piloted this year.
- Ms. Guthrie explained that the Appendix includes the fidelity reports by district. She noted that there are also attachments disaggregated by school (located on eBoard).
- In closing comments, Ms. Guthrie stated that this is how North Carolina should be doing business; it is not more work – this is the work.
- Chair Davis suggested that he would be interested in following this same cohort of students year after year. A brief discussion was held. The request was noted.

- There was no further discussion.

This item is presented for information only. (See Attachment GCS 7)

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 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 TCP 2, TCP 3, TCP 4, GCS 8, GCS 9, GCS 10, GCS 11, and HRS 1.

Upon motion by Ms. Becky Taylor and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments TCP 2, TCP 3, TCP 4 GCS 8, GCS 9, GCS 10, GCS 11, and HRS 1.)

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

CONSENT

TCP 2 – Race to the Top Evaluation Final Report – The Distribution of Teachers in North Carolina 2009-13 – Research Brief

Policy Implications: N/A

SBE Strategic Plan:

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

Objective 3.1: Increase the percentage of effective or highly effective teachers in schools with a performance composite below 60% and not meeting or exceeding academic growth.

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

Description:

This report completes the Consortium for Educational Research and Evaluation North Carolina (CERE NC) Race to the Top (RttT) evaluation of the distribution of teachers in the state in 2009-13. Research shows that teachers influence student learning more than any other school-based resource. This research brief addresses the question of whether this important resource is equitably distributed across LEAs (local education agencies), schools, and classrooms in North Carolina. The concern is that students in high-poverty and low-achieving schools and classrooms may not be getting the most effective teachers. North Carolina's Race to the Top (RttT) plan included several specific interventions that were designed

to improve the effectiveness of teachers and reduce inequities in students' access to high value-added teachers.

This report provides a follow-up to the baseline report of teacher distribution and assesses changes in the distribution of high value-added teachers that may have resulted from implementation of the state's RttT plan. The findings of this report could help inform policy initiatives, such as relocation bonuses and strategic staffing practices that attempt to address inequities in access to high value-added teachers.

Recommendations:

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

CONSENT

TCP 3 – Race to the Top (RttT): North Carolina New Teacher Support Program – Final Evaluation Report

Policy Implications: N/A

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

This report completes the Consortium for Educational Research and Evaluation North Carolina (CERE NC) Race to the Top (RttT) evaluation of the North Carolina New Teacher Support Program (NC NTSP). The NC NTSP was developed to provide induction supports to beginning teachers in North Carolina's lowest-achieving schools and to meet two high-priority needs identified by the state's RttT grant: (1) helping teachers to succeed during their initial years in teaching; and (2) retaining qualified teachers, particularly in high-need schools. The NC NTSP aims to improve the instructional knowledge, skills, attitudes, effectiveness, and retention of participating teachers through the provision of three support components: institutes (multi-day trainings), instructional coaching, and professional development. This report reflects findings from an independent external evaluation of the NC NTSP.

This report reflects evaluation findings for the two full years of program implementation spanning the 2012-13 and 2013-14 school years. The study design and analysis were developed to address evaluation questions across four overarching areas: implementation; teacher knowledge, skills, and attitudes; teacher effectiveness; and teacher retention.

Implementation

Over the course of the four-year grant period, the NC NTSP was developed, staffed, and implemented from the ground up and has grown to scale, serving over 1,100 teachers in 114 schools as of the 2013-14 school year. There were substantial differences in program participation and implementation across the four NC NTSP regions. As the NC NTSP doubled in size in 2013-14, there was a drop in attendance at institutes and professional development sessions and fewer instructional coach visits per teacher.

Teacher Knowledge, Skills, and Attitudes

There was a statistically significant difference in the proportion of NC NTSP evaluation sample respondents who felt the program components had a positive impact on their teaching, compared with similar services provided by their own school. This significant difference also existed between NC NTSP respondents' perceptions of program utility and comparison sample perceptions of analogous school-provided services.

Teacher Effectiveness

Overall, NC NTSP evaluation sample teachers had significantly higher EVAAS estimates than comparison sample teachers in fifth and eighth grade science. When assessing results by cohort, positive and significant EVAAS results were concentrated within NC NTSP Cohort 1 teachers, while NC NTSP Cohort 2 teachers were generally no more or less effective. Regarding teacher evaluation ratings, there were no significant differences between NC NTSP evaluation sample teachers and comparison teachers in overall models. By cohort, NC NTSP Cohort 1 teachers had significantly higher evaluation ratings on four standards in 2013-14.

Teacher Retention

Overall, NC NTSP evaluation sample teachers were significantly more likely to return to teaching in North Carolina public schools, to the same LEA, and to the same low-performing school. NC NTSP teachers from both cohorts were significantly more likely than comparison sample teachers to return to the same low-performing school.

There are three overarching recommendations for the NC NTSP after the close of the RttT grant:

1. The impacts of the NC NTSP on teacher value-added to student achievement and teacher retention support a recommendation to sustain the program beyond the end of the RttT grant;
2. Findings from this evaluation should be used to explore the disparities in program implementation by region, and moving forward, implementation fidelity should be formally monitored; and
3. Strategies should be explored to counter the decline in program participation and effectiveness seen in 2013-14, such as requiring participating schools and Local Education Agencies (LEAs) to enforce mandatory participant attendance, and/or concentrating resources toward instructional coaching (the most intensive program component.)

Recommendations:

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

CONSENT**TCP 4 – Benefits and Employment Policy Manual Revisions**

Policy Implications: SBE Policy #TCP-D-001

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 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tom Tomberlin (Director, District Human Resources)

Description:

In response to recent legislative changes related to NC public schools, the staff of the North Carolina Department of Public Instruction (NCDPI) requests the approval of changes and updates to the Employment and Benefits Manual. Staff developed these revisions in collaboration with an advisory committee of Human Resources (HR) Directors from across the state. Additionally, NCDPI staff collected feedback on the proposed revisions from HR Directors at the semi-annual meeting of the Personnel Administrators of North Carolina (April 19, 2015).

Recommendations:

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

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

CONSENT

GCS 8 – Policy Delineating the Components of the READY Accountability Model Including Annual Measurable Objectives (AMOs)

Policy Implications: General Statute §115C-105.20, SBE Policy #GCS-C-020, No Child Left Behind Act of 2001 (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 1.3: 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 READY Accountability Model approved by the State Board of Education includes student performance on end-of-grade assessments in English language arts/reading and mathematics at grades 3-8 and in science at grades 5 and 8. For high schools, the components of the model include: (1) Math I, English II, and Biology end-of-course assessment results; (2) ACT results from a statewide administration of 11th grade students; (3) 4-year and 5-year graduation rates; (4) Math Course Rigor; (5) WorkKeys’ results from the administration to Career and Technical Education Level II completers; and (6) as an option, implementation of a graduation project.

The accountability model will report the current year status, growth, and progress (targets over time). The federal Annual Measureable Objective (AMO) targets for English language arts/reading and mathematics will be included in the progress report. The policy specifies the components of the state accountability model and the inclusion of assessments in each report: Status, Growth, and Progress. Accountability Services updates SBE Policy #GCS-C-020 annually to reflect what will be included in the accountability model. Therefore, staff recommends SBE policy #GCS-C-020 is updated to reflect what will be included in the accountability model for the 2015-16 school year.

Recommendations:

It is recommended that the State Board of Education approve the updates to SBE Policy #GCS-C-020.

CONSENT

GCS 9 – Technical Corrections to Accountability Policies

Policy Implications: SBE Policy #GCS-A-011, GCS-C-021; Individuals with Disabilities Education Act (IDEA); No Child Left Behind Act of 2001 (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 1.3: 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:

Two technical corrections for State Board of Education (SBE) polices are being provided for consent at the August 2015 meeting of the SBE. (1) Correction is being provided to the title of SBE Policy #GCS-A-011 to indicate the policy only refers to the use of limited English proficient (LEP) testing accommodations since alternate assessments are no longer available to LEP students. (2) Correction is being made to SBE Policy #GCS-C-021 to remove section (4) that references alternate assessments based on modified academic achievement standards. Effective with the 2013-14 school year, North Carolina agreed in its Flexibility Waiver (accepted by the U.S. Department of Education) that it would not administer a modified assessment after the 2013-14 school year. Additionally, in section (2)(B) the name of the end-of-course Algebra I/Integrated I assessment is corrected to the current name of Math I.

Recommendations:

It is recommended that the State Board of Education approve the amendments to the attached policies.

CONSENT**GCS 10 – Report to the North Carolina General Assembly Report on Students with Disabilities – Annual Child Count**

Policy Implications: General Statute §115C-107.3(a), Session Law 2007-292, House Bill 18, Sec. 3

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.

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

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:

This item is submitted to the State Board of Education to comply with the following legislative mandate: the SBE shall require an annual census of all children with disabilities residing in the state. The census shall be conducted annually and shall be completed by October 15, submitted to the Governor and General Assembly and made available to the public by January 15 annually.

Recommendations:

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

CONSENT**GCS 11 – Report to the North Carolina General Assembly: Report on Educational Performance of Children with Disabilities**

Policy Implications: General Statute §115C-107.5; Session Law 2006-69, House Bill 1908, Sec. 2

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 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

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

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

Description:

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires each state to submit a State Performance Plan/Annual Performance Report (SPP/APR). The SPP is a six-year performance plan, which evaluates the state's efforts to implement the requirements of the IDEA and improve its results for students with disabilities. It describes how North Carolina will improve its performance on 20 prescribed indicators. Fourteen of the SPP indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with the IDEA. The last six SPP indicators (Indicators 15-20) review the State Education Agency's general supervision authority under the IDEA. North Carolina established measurable and rigorous targets for each indicator and must report annually through the APR on the performance of the state.

The SPP and APR were submitted to the United States Department of Education on February 2, 2015.

Attached is the North Carolina Part B Annual Performance Report.

Recommendations:

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

HEALTHY RESPONSIBLE STUDENTS

(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

CONSENT

HRS 1 – Report to the North Carolina General Assembly: Care for Students with Diabetes for LEAs and Charter Schools

Policy Implications: General Statute §125C-375.3, Session Law 2009-563

SBE Strategic Plan:

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

Objective 5.2: Promote healthy, active lifestyles for students.

Presenter(s): Dr. Benjamin Matthews (Director, Safe and Healthy Schools Support Division)

Description:

Senate Bills 911 and 738 are Acts that require public schools and public charter schools to implement guidelines adopted by the State Board of Education for the development and implementation of individual diabetes care plans and to require local boards of education and boards of directors of charter schools to report annually, by August 15, to the State Board of Education regarding their compliance with these guidelines. The guidelines must meet or exceed recommendations for management of childhood diabetes set forth by the American Diabetes Association.

Recommendations:

The State Board of Education is asked to accept the report.

ACTION AND DISCUSSION AGENDA

LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT

(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

ACTION**LFI 1 – NC Charter Schools Advisory Board Charter Recommendations**

Policy Implications: General Statute §115C-218.1, Charter Agreement

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. Alex Quigley (Chair, NC Charter Schools Advisory Board), Mr. Adam Levinson (Interim Director, Office of Charter Schools), and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

The NC Charter School Advisory Board (CSAB) recommends to the State Board of Education (SBE), consistent with an SBE-approved timeline and process, which applicants for charters should receive approval to operate in the State of North Carolina. On June 4, 2015, the SBE reviewed the eighteen applicants recommended by the CSAB for approval to open in 2016-17; the SBE voted to refer four of those schools (listed below) back to the CSAB for additional review and an appropriate recommendation.

1. Cape Fear Preparatory Academy – New Hanover County
2. Pine Springs Preparatory Academy – Wake County
3. Unity Classical School – Mecklenburg County
4. Capital City Charter High School (Delayed Decision) – Wake County

Cape Fear Preparatory Academy (Cape Fear) and Pine Springs Preparatory Academy (Pine Springs) were both referred back to the CSAB due to their affiliation with the Education Management Organization, Newpoint Education Partners (Newpoint), about whom concerns had surfaced. The proposed Boards of Directors for both Cape Fear and Pine Springs were invited to appear before the CSAB at its June 16, 2015, meeting to address the concerns about Newpoint. Prior to the CSAB meeting, the proposed Board of Directors for each school terminated its respective partnership with Newpoint. Subsequently, the CSAB offered the proposed Board of Directors for each school the opportunity to submit information to the Office of Charter Schools summarizing the major areas of each application that would change as a result of no longer partnering with Newpoint. The CSAB reviewed the information submitted by each school. After discussion at the June 16, 2015, meeting, the CSAB Chair invited each school to submit a revised application by June 26 and established a subcommittee to review the revised applications. The CSAB

subcommittee met on July 7 to discuss the revised applications for each school and make a recommendation regarding each to the full CSAB. On July 17, the full CSAB met and voted unanimously to accept the unanimous CSAB subcommittee recommendations to recommend both Cape Fear and Pine Springs to the SBE for approval.

At the June 16, CSAB meeting, the CSAB also reviewed application materials for Unity Classical School and heard information provided by the Department of Public Instruction (DPI) Financial and Business Services area regarding the school's proposed budget. The CSAB then voted unanimously to recommend that the SBE approve Unity Classical Charter School's application for a charter.

Prior to the CSAB meeting on June 16, Capital City Charter High School submitted a letter to the SBE withdrawing its application. The CSAB thus does not have a recommendation regarding Capital City Charter High School.

Recommendations:

It is recommended that the SBE adopt the charter application recommendations as presented from the NC Charter School Advisory Board.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. She reported that Dr. Deanna Townsend-Smith presented the recommendations from the Charter School Advisory Board (CSAB) for the four schools that the State Board of Education returned to the CSAB for further vetting.
- Ms. Taylor noted that Cape Fear Preparatory Academy (Cape Fear) and Pine Springs Preparatory Academy (Pine Springs) were both referred back to the CSAB due to their affiliation with the Education Management Organization, Newpoint Education Partners (Newpoint), about whom concerns had surfaced. Both charters decided to separate their affiliation with Newpoint Education Partners. The CSAB directed a subcommittee to review their resubmitted applications. The subcommittee recommended approval to the CSAB. The CSAB voted unanimously to recommend approval for both schools.
- Unity Classical School was referred back to the CSAB due to financial concerns, according to Chair Taylor. She noted that she was actually the CSAB member that voted to deny approval due to their financial situation. Upon review, the Financial and Business Services Division found an error in the financial calculations to the favor of Unity Classical School; therefore, the CSAB voted unanimously to recommend approval.
- Chair Taylor explained that prior to the CSAB meeting on June 16, Capital City Charter High School submitted a letter to the State Board withdrawing its application. The CSAB thus does not have a recommendation regarding Capital City Charter High School.
- 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 approve the charter recommendations from the NC Charter School Advisory Board as presented. (See Attachment LFI 1)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor reported that the LFI Committee received three status updates.

The first was from Ms. Lisa Swinson who provided a status update on Children's Village Academy as directed by the State Board of Education following the Appeals Panel meeting this past spring. Chair Taylor noted that, in 2013, the State Board of Education (SBE) was considering revoking the charter of Children's Village Academy, but, instead, came to an agreement, allowing them to retain their charter if they met operations and financial stipulations. According to Ms. Swinson, Children's Village Academy is on the right path, but there are still some financial concerns due to their ADM being lower than their funding level. Chair Taylor explained that, because Children's Village Academy is currently in the renewal cycle, the Department is not seeking action at this time. She also noted that, during the LFI discussion on Wednesday, Board members concurred that regular updates be provided in order to watch the school's progress.

Chair Taylor reported that Dr. Deanna Townsend-Smith provided an overview of the Charter Schools' Performance Framework as requested by the State Board of Education (SBE). She noted that the SBE directed the Office of Charter Schools to develop and implement a performance framework to measure if charter schools are meeting academic, operational, and financial goals. She explained that this framework reported baseline data for the 2014-15 school year, and will not be used for any high-stakes decisions at this time. Chair Taylor explained that in future years the performance framework will be used to capture school data trends overtime and will be part of the renewal process, and may be used as well for high-stakes decision making.

In addition, Mr. Adam Levinson provided a brief update on the NC Virtual Charter Schools Pilot. Discussion centered on the type of information Board members would like to see in tracking the progress for these two pilot schools.

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

ACTION ON FIRST READING

**TCS 1 – Funded Average Daily Membership for Charter Schools with Approved Dropout
Prevention and Recovery Programs**

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve students, parents, and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, Division of School Business)

Description:

Charter schools are funded based on the average daily membership of the first 20 instructional days of the school year, according to State Board of Education (SBE) Policy #TCS-M-003 – The Allotment Policy Manual. For most charter schools, the first month average daily membership fairly represents the membership at the school for the year.

There are now, approved charter schools, which have a sole mission to serve students who have dropped out of high school, either in the prior year or during the current year. These schools have specialized programs to encourage these students to re-enroll in school and assist them until they have graduated. Due to the nature of these programs, the first school month may not be a fair representation of the number of students served during the year because as the year goes on, the school is recruiting students who have dropped out during the year.

In order for these schools to be funded based on a fair representation of the students served, the funded average daily membership is recommended to be after the second semester has begun (i.e. fifth month).

Attached is the section of the Allotment Policy Manual indicating the proposed change.

Recommendations:

It is recommended that the State Board of Education approve to fund charter schools with approved dropout prevention and recovery programs based on the fifth month average daily membership at its August 2015 meeting.

Discussion/Comments:

- TCS Committee Chair Greg Alcorn noted that this item was tabled for action in September. There were no objections.
- There was no further discussion.

UPDATE ON CONTRACTS

(See Attachment in book)

TCS Committee Chair Greg Alcorn encouraged Board members to review the contracts listed for information in the Board book. State Superintendent Atkinson reminded Board members that, if the Department has a multi-year contract, the report shows the full amount over multiple years. She also noted that the contracts are primarily given at the direction of the federal government or the NC General Assembly.

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

ACTION ON FIRST READING

TCP 1 – Recommendations for Apointments to the Extenuating Circumstances Committee

Policy Implications: SBE Policy #TCP-A-021

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Olivia Oxendine (State Board of Education), Susan Ruiz (Section Chief, Licensure), Nadine Ejire (Licensure)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. Requests are evaluated by the Extenuating Circumstances Committee, chaired by Dr. Oxendine. Consistent with Board policy, additional committee members are recommended to be appointed.

Recommendations:

It is recommended that the candidates be approved.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. Chair Oxendine explained that the Extenuating Circumstances Committee currently has three members, noting that she recommends adding five appointments to the committee.
- 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 approve the recommended candidates to serve on the Extenuating Circumstances Committee. (See Attachment TCP 1)

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

ACTION

GCS 1 – Course for Credit Update

Policy Implications: SBE Policy #GCS-M-001

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.

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah Coltrane (Director, Advanced Learning)

Description:

This Course for Credit policy update includes some technical changes incorporating new course names and CTE courses that are excluded from Credit by Demonstrated Mastery.

The primary course name change reflects integrating Founding Principles with the Civics and Economics Course and further discusses how this particular course cannot be substituted by any other course to support the General Assembly legislation.

The other initial policy changes regarding Continuing Course for Credit and Credit Recovery received feedback that warranted further discussion within the agency and the LEAs. DPI will bring these items back at a later date.

Recommendations:

The State Board of Education is asked to approve the amendments to this policy.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- 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 amendments to SBE Policy #GCS-M-001 as recommended. (See Attachment GCS 1)

ACTION

GCS 2 – Graduation Requirements Update

Policy Implications: SBE Policy #GCS-N-004

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 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 2: Every student has a personalized education.

Objective 2: Increase the number of teachers and students using digital learning tools.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah Coltrane (Director, Advanced Learning), Mr. William Hussey (Director, Exceptional Children) and Ms. Beverly Cowell (Consultant, Exceptional Children)

Description:

Based on current State Board of Education (SBE) policy, NC high school students shall pass the Future-Ready Core Course of Study to earn a high school diploma. The Future-Ready Core Course of Study (FRC) reflects the State Board of Education's graduation requirements in this SBE policy #GCS-N-004. This current policy is being revised for two reasons: (1) technical corrections to align with existing SBE policies, state legislation and federal requirements; and (2) changes to the work hours required for the FRC for students following the Occupational Course of Study, in response to direct feedback from the LEAs and stakeholders.

The technical corrections involve course name changes needed to align with various legislation and policies, updates to program names, deletions of old policies, and overall simplification, where possible. The primary course title changes include: (1) updating the current Civics and Economics course name with the integration of the Founding Principles, based on state legislation; (2) updating the math course names to align with the current NC SCOS; and (3) removing any course title descriptions that may disclose students' disabilities, based on federal guidelines. DPI deleted the phrase "Occupational Course of Study" in course titles to comply with federal legislation and U.S. Department of Education (USED)-Office of Special Education Programs' guidelines. These changes have already been in practice with current course codes and other practices, but also need to be clarified in the SBE policy.

The policy revisions in the FRC-Occupational Course of Study propose to reduce the number of work hours required in addition to course work for students on this path for graduation. The work hour's requirement is to provide an opportunity to develop skills for future employment. DPI recognizes the importance of these work hours; however, it has become clear that the number of hours no longer can be effectively met. This recommendation is being made based on comprehensive feedback and analysis from stakeholder input over the past two years. This reduction in required course work is necessary to support the increased rigor in current coursework and the increasing challenge of procuring paid employment opportunities for students throughout the state. An allowance for the substitution of other work hours for paid-employment hours has already been requested and approved since 2009 by the State Board of Education.

DPI recommends to the SBE to adopt these updates to the current graduation requirements to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

Recommendations:

The State Board of Education is asked to approve the technical corrections and updates to the amended policy.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- 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 approve the technical corrections and updates to the amended SBE Policy #GCS-N-004. (See Attachment GCS 2)

ACTION ON FIRST READING

GCS 3 – Compliance Commission Recommendations for Field Testing and Special Studies

Appeals for the 2015-16 School Year

Policy Implications: General Statute §115C-174.12(b1), 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.

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

Description:

On July 13, 2015, LEAs were notified of participation in field tests and special studies for the 2015-16 school year. LEAs were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent along with a Request for Appeals form. Requests for Appeals were collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting on July 30, 2015. The Compliance Commission recommendations for accepting or denying the appeals will be presented for Action on First Reading during the August State Board of Education meeting. Expediting action on this item will provide timely information to LEAs so they may plan for the 2015-16 school year.

Recommendations:

It is recommended that the State Board of Education approve the Compliance Commission's recommendations regarding the appeals.

Discussion/Comments:

- GCS Committee Chair Eric Davis recused himself from discussion and voting on this item.
- Vice Chair Olivia Oxendine reported that the Board heard a presentation, via conference call, on Wednesday from Dr. Don Phipps (Chairman of the Compliance Commission and Superintendent of Beaufort County Schools). Dr. Oxendine explained that Dr. Phipps provided some details related to the deliberations of the Appeals Committee concerning the field testing and special studies appeals for the 2015-16 school year.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the Compliance Commission's recommendations for field testing and special studies appeals for the 2015-16 school year as presented. (See Attachment GCS 3)

DISCUSSION**GCS 4 – Dropout Exit Conference and Referral Process**

Policy Implications: General Statute §115C-47(32), SBE Policy #GCS-Q-000, APA #16NCAC 6G.0312, No Child Left Behind Act of 2001 (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.

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

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:

In March of 2015, the State Board approved a new policy (GCS-C-039) directing the Department of Public Instruction (DPI) to include in the four-year and five-year cohort any student who receives a standard diploma awarded in collaboration with a community college and signed by a local superintendent or charter.

To implement this new policy, DPI is presenting a revision to SBE Policy #GCS-Q-000 to align with SBE Policy #GCS-C-039. SBE Policy #GCS-Q-000, as currently approved, states that North Carolina students who leave the public school system and enter a community college Adult High School (AHS) diploma program must be withdrawn using a code that identifies them as a dropout. It is proposed that this policy be revised to allow districts to code students transitioning from a public school to a community college Adult High School (AHS) diploma program as W2(T)* indicating the local district verification of enrollment in an AHS program.

The W2(T) code may be repeated (with verification) until the end of the academic year for which the student's cohort is scheduled to graduate. At that time, local education agencies must adjust the W2(T) code to W1** for verified AHS graduates or the transition code will default to W2***.

* W2T signifies a student who has withdrawn from a public school to attend a community college Adult High School program. Local Education Agencies must document verification of enrollment.

** W1 signifies a transfer withdrawal.

***W2 signifies a student who was enrolled in school at some time during the reporting year and not enrolled on day 20 of the current school year.

Recommendations:

It is recommended that the State Board of Education discuss the revision to SBE Policy #GCS-Q-000 to align with SBE Policy #GCS-C-039.

Discussion/Comments:

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

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

DISCUSSION

GCS 5 – Replacement of Compliance Commission Members

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. In June 2015, three members resigned from the commission. Attached is the current list of Commission members. The name and resume of the proposed new members will be provided at the August meeting.

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the August State Board of Education meeting and will return for Action in September 2015. (See Attachment GCS 5)

DISCUSSION**GCS 6 – Policies Governing Services for Children with Disabilities****Policy Implications:** SBE Policy #GCS-D-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 1.4:** 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).**Goal 2:** Every student has a personalized education.**Objective 2.5:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth.**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William J. Hussey (Director, Exceptional Children Division) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)**Description:**

Policies Governing Services for Children with Disabilities (Policies) will be amended to reflect changes to the definition, evaluation and identification of students with Specific Learning Disabilities (SLD). The proposed changes align with the amendments to the Individuals with Disabilities Education Act 2004, which permit the use of a process based on a child's response to scientific, research-based intervention and provide that states may not require LEAs to use a discrepancy model. Following a 10-month study period by the SLD Task Force (composed of stakeholders and practitioners from across the state), it is recommended that the use of a discrepancy model that compares intellectual ability to achievement level, is not an appropriate practice in the evaluation and identification of children with SLD and is not supported by the findings of the SLD Task Force.

In alignment with the State Board of Education goal stating that every student has a personalized education and receives instruction through excellent educators, the proposed changes to the North Carolina *Policies Governing Services for Children with Disabilities* recommend Responsiveness to Instruction (RtI)-based model as the basis for a comprehensive evaluation in the identification of students with SLD. These changes will establish a consistent process of defining, evaluating and identifying students with SLD based on a review of research in the field.

North Carolina has intentionally paired the RtI-based approach to evaluation and identification of students with SLD with a multi-tiered system of support (MTSS); defined as a framework that promotes school improvement through engaging, research-based academic and behavioral practices. RtI, as an approach to a comprehensive evaluation for identification of students with SLD, provides a consistent methodology for evaluating the effectiveness and success of a multi-tiered system of support, as well as measuring a student's response to the instruction and intervention received. Both share the common

element of data-based problem solving to inform instruction and intervention. In an RtI-based approach to a comprehensive evaluation, a multi-tiered system of support is critical in ensuring that a lack of appropriate instruction is not a determinant factor for a student's low achievement and insufficient response to instruction and intervention. Consistent with the State Board of Education's goal that every student in the North Carolina Public School System graduates from high school prepared for work, further education and citizenship, the proposed policy changes will effectively support our highest percentage of students identified for special education and related services.

Please see the attached report from the SLD Task Force for further detail.

Recommendations:

The State Board of Education is asked to review and discuss the proposed changes to Policies.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. He noted that this discussion follows a series of presentations by the Department on MTSS and RtI.
- There was no further discussion.

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

NEW BUSINESS

Under New Business, GCS Committee Chair Eric Davis reported that the GCS Committee received a status update from Dr. Tammy Howard about the NC Department of Public Instruction's Proof of Concept Study. He noted that the GCS Committee delayed the presentation of the Advisory Councils for the North Carolina Residential Schools' Annual Report 2015 until September due to time constraints.

CHAIRMAN'S REMARKS

Under the Chairman Remarks, Chairman Cobey recognized Mr. David Brackett who has served as a summer intern in State Board of Education (SBE) Office. Chairman Cobey stated that Mr. Brackett is a Teach for America teacher in Guilford County Schools. As a token of appreciation for Mr. Brackett's work, Chairman Cobey presented him with an SBE mug. The presentation was photographed.

Next, Chairman Cobey spoke briefly about the challenges that the Board faces and the commitment required of each Board member to ensure while students are in our public schools that their minds and their bodies are fed, they truly are safe, they have great teachers, their curriculum prepares them for their future, and we monitor their progress to ensure that they do not fall behind on our watch.

Announcements

Chairman Cobey reminded Board members to hold September 29-October 1 on their calendars for the fall planning and work session and Board meeting, which will be held on the campus of Winston Salem State University. Details will be forthcoming.

In closing comments, Chairman Cobey also reminded Board members that, as the legislative session continues, to continue to be involved and available if staff members need their input.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

Chairman Cobey recognized Board member Wayne McDevitt for a point of personal privilege. Mr. McDevitt shared that he learned that his uncle had passed away this morning. He was born in 1921, and served as a principal at Biltmore High School and Red Oak High School (schools no longer in existence), and at North Buncombe High School. He briefly reminisced, noting that there are many anecdotal stories out there about relatives and other educators who have made a difference in the lives of their students and their communities.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Dr. Olivia Oxending and seconded by Mr. Wayne McDevitt, Board members voted unanimously to adjourn the August 5 and 6, 2015, meeting of the State Board of Education.