

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
April 1, 2015**

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

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

Also present were:

June St. Clair Atkinson, State Superintendent	James E. Ford, Teacher of the Year Advisor
Evelyn Bulluck, Local Board Member Advisor	Shykeim Williams, Senior Student Advisor
Carrie Tulbert, Principal of the Year Advisor	Grace Russell, Junior Student Advisor
Karyn Dickerson, Teacher of the Year Advisor	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the April 2015 State Board of Education meeting to order and declared the Board in official session. After noting 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 reminded Board members and the audience that next month the Board will meet in Greenville at East Carolina University for its planning and work session and Board meeting. He also noted that this month the legislation that aligns Board districts with the economic development districts goes into effect today, April 1. He explained that the immediate impact is on Board member Alcorn who now represents District 6, now known as the Southwest Region, and his former District 7, now the Northwest Region, is one of the vacant Board seats. Chairman Cobey also noted that with no completed nomination and legislative process, Mr. Howell will continue to represent District 3 until a new Board member is confirmed.

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 April 1-2, 2015, as presented.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Gregory Alcorn, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for April 1-2, 2015, as presented.

SPECIAL RECOGNITIONS

- **Incoming State Board of Education High School Junior Student Advisor**
 - ❖ **Miss Grace Russell (South Point High School, Gaston County Schools)**

Chairman Cobey introduced Miss Grace Russell who lives in Belmont, NC, and attends South Point High School in Gaston County. He shared that Miss Russell is an outstanding academic student and also plays on the school’s soccer team and is a member of the school’s cross country team. Last year, she was one of six young women in her school named to the fall Academic All-Conference Red Raider team. In addition to extracurricular activities, both in school, her church, and her community, Miss Russell is also enrolled in a physics class through the NC School of Science and Mathematics.

On behalf of the Board, Chairman Cobey welcomed Miss Russell as the new Junior Student Advisor and invited her forward to receive her Board plaque. The presentation was photographed.

- **Outgoing State Board of Education High School Senior Student Advisor**
 - ❖ **Mr. Shykeim Williams (Randleman High School, Randolph County Schools)**

On behalf of the State Board of Education, Chairman Cobey expressed appreciation to the Board’s outgoing Senior Student Advisor, Mr. Shykeim Williams, a senior at Randleman High School in Randolph County. Chairman Cobey explained that, since the Board is meeting in Greenville in May and since its June Board meeting is the week of high school final exams, this meeting is Mr. Williams’s final meeting. Mr. Williams was invited forward to accept a plaque and crystal apple in recognition of his service as a student advisor. Mr. Williams was joined by his parents for the presentation, which was photographed. Following the presentation, Mr. Williams expressed gratitude for the opportunity to serve the Board in the student advisor capacity, and wished Miss Russell the best in her role as the incoming student advisor.

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 Business Technology – Ms. Donna Roch (Director)**

Dr. Atkinson recognized Mr. Michael Nicolaides to provide an overview of the work of the Division of Business Technology in a series of division presentations. Dr. Atkinson explained that Mr. Nicolaides was presenting today on behalf of Ms. Donna Roch who is the Director of the Division of Business Technology. (Ms. Roch was absent due to family illness.)

Using a PowerPoint presentation to describe the responsibilities of the Division of Business Technology, Mr. Nicolaides elaborated on the following bullet points. The Division of Technology

- Develops, supports and maintains financial systems, which process more than \$9 billion in state and federal funds
- Designs and integrates statewide data collection systems
- Provides technology support to the suite of Home Base applications, including PowerSchool and also manages statewide contracts for Career Technical Education and the Exceptional Children Division
- Maintains and supports Local Education Agencies' Human Resource Management System
- Develops more than 1,000 federal, state or State Board of Education-mandated reports and extracts, as well, data to respond to legislative and State Board of Education requests
- Manages and maintains the agency's technology infrastructure

Following the presentation, Mr. Nicolaides introduced members of the Division of Business Technology who were present in the audience.

In response to Board member Olivia Oxendine's question about Licensure conversion, a brief discussion occurred about the self-service capability of the new system.

At the request of Chairman Cobey, Mr. Nicolaides elaborated briefly about the big challenges for the Division of Business Technology, which include the licensure system and the data management plan.

Twenty-First Century Professional Issues

➤ Options for Differentiated Pay

❖ Dr. Lynne Johnson (Director, Educator Effectiveness)

❖ Dr. Tom Tomberlin (Director, District/LEA Human Resources Support)

Using a PowerPoint presentation, Dr. Johnson set the context for this presentation by describing the four elements of the Comprehensive Teacher Compensation System, which include a competitive salary schedule, performance pay, bonuses for hard-to-serve schools and increased responsibility. As it relates to increased responsibility, Dr. Johnson stated that one of the big questions is how to evaluate teacher leadership; thus, a guiding document has been created to use moving forward. According to Dr. Johnson, one exemplary example of teacher leadership is the Governor's Teacher Network where more than 400 teachers are creating resources for their colleagues across the state.

Dr. Johnson spoke about considerations for the plan, which include a strong evaluation process, inclusion of student growth, consideration that increased compensation does not ensure better student outcomes, and the creation of career pathways.

As it relates to retention and recruitment, Dr. Johnson elaborated on the importance of attracting high quality teachers to North Carolina and competing with other states for teachers graduating from universities. She noted that it is important that we do not prevent our state from becoming a university training ground for teachers to leave North Carolina and teach in other states.

Dr. Tom Tomberlin shared research data from a recent study from the Center for American Progress that looked at the pay differential between teachers as professionals versus other professional salaries in some large urban areas. Dr. Tomberlin also used a map to localize the issue of average teacher salaries in 2012-13 to the Southeastern United States (cost of living relatively equivalent), noting that teachers could move to any other state in the region, with the exception of Mississippi, and earn more money. Chairman Cobey shared that the NEA actually released more recent data to show North Carolina had moved from 46th to 42nd in the nation. Dr. Tomberlin and Dr. Atkinson confirmed that the NEA released its report after the Board material was prepared. Continuing the presentation, Dr. Tomberlin explained that teacher salaries within North Carolina range in local supplements (0-25%). He explained that small, rural districts are disadvantaged in the compensation system and are unable to attract the high caliber that the larger, urban areas are able to attract. He suggested that any plan developed in North Carolina should address these within-state inequities. In addition, Dr. Tomberlin reviewed the current salary schedule, which includes banding in an effort to raise the beginning teacher salaries, explaining that the bulk of the differential came in the early years of experience. He shared that the Department recommends that the General Assembly include a Cost of Living Adjustment (COLA) into the salary band to recognize that the current bands do not keep up with the average rate of inflation.

As it relates to performance pay, Dr. Tomberlin explained that as he reviewed the pay plans that the Legislature asked the LEAs to submit, he noted that most of the pay plans look at performance metrics versus credentials. Years of experience and degrees are less valued than, for example, performance proficiency rates and student performance. Dr. Tomberlin added that most LEAs advocate for

competitive salary, bonuses and retention bonuses. He explained that bonus pay for the most part was to incent continuous improvement for individuals and to incent collaboration within schools. In addition, he also spoke about rewards associated with student growth, which were also included in most plans. He stated that student growth can be used in a teacher bonus system, but with some important caveats such as statewide assessments and comparability, multiple years, individual performance, and while necessary it was not sufficient in itself to show if a teacher is effective or not. Dr. Tomberlin stated, therefore, that the Department highly recommends the inclusion of the following five performance standards: Demonstrate Leadership, Establish Environment, Know Content, Facilitate Learning, and Reflect on Practice along with the Standard 6 student growth measure. Dr. Tomberlin also reported that most districts recognized that performance pay for teachers would consist of a two-tier bonus strategy:

- 1) School Exceeds Expected Growth (all certified staff) and
- 2) Teacher Exceeds Expected Growth (regardless of school performance).

In addition, Dr. Tomberlin provided an example of cost projections of the plan using 2013-14 school-level data and 2012-14 teacher-level data.

As it relates to responsibility, Dr. Tomberlin shared that Department staff believe that a compensation system that offers teachers ways to lead in their schools without leaving the classroom would be attractive to teachers. He explained further that the Department believes that the main criterion of this role be demonstrated effectiveness (student growth in connection with observational data). These teacher leaders would serve teachers and students in their schools, share their expertise with other teachers, be viewed as instructional leaders, matched with similar content areas, and be a multi-classroom leader (Opportunity Culture). Chairman Cobey spoke briefly about Opportunity Culture, where all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Board member Davis also spoke about this initiative, which provides teachers the opportunity to contribute to student performance without leaving the classroom through a variety of leadership roles.

A brief discussion ensued about the differential funding associated with the model. Dr. Tomberlin explained that in order to distinguish these roles, the teacher leaders would have to work the majority of time with teachers and students in classrooms, but would also have evaluative and coaching responsibilities. They would be evaluated with the Teacher Leader Rubric, which was approved by the State Board in previous months. He explained that the Department would also advocate for the inclusion of student growth in the evaluation of teacher leaders. Dr. Tomberlin shared an example of how student growth would be included in the model.

In closing comments, Dr. Tomberlin explained that the information provided in this presentation is meant for information purposes moving forward.

In response to Board member Greg Alcorn's question, Board member Wayne McDevitt shared that there is a 12 percent decrease in students going into Schools of Education over the past year and a 27 percent decrease over five years. State Superintendent Atkinson suggested that at some point the Department would like to invite Dr. Alisa Chapman (Vice President for Academic and University Program, UNC-General Administration) to share with the Board their data about individuals who are entering the teaching profession, and to share how they are using data to improve teacher education by tracking

their teachers. Following a brief discussion about the necessity of making a compelling case to find resources to make teaching a compensated profession, Chairman Cobey noted that Dr. Chapman's data over time shows that graduates from North Carolina's Schools of Education turn out to be the most effective teachers.

As a point of clarification related to the map of the Southeastern states, Teacher of the Year Advisor Karyn Dickerson stated that while North Carolina moved to 42nd in the nation, it is still second from the bottom in the Southeast; therefore, the data presented is still relative.

As it relates to teacher leaders, Ms. Dickerson also noted the importance of a plan or proposal to determine who those teacher leaders are within a school, and to make sure that a couple of factors are considered such as different content areas (not just core areas), EVAAS scores, etc.

Chairman Cobey directed Mr. Hill to schedule a presentation with Dr. Chapman. He also noted that it is important to hear from Bryan Hassel from Public Impact who can answer some questions related to this subject. Board member Oxendine cited a report of interest to deans in the Schools of Education that Dr. Chapman may also want to share about teacher education.

Globally Competitive Students Issues

➤ Multi-Tiered System of Support

❖ Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Ms. Amy Jablonski (Consultant, Division of K-12 Curriculum and Instruction)

Prior to the presentation, GCS Committee Chair Eric Davis recognized and expressed gratitude to Dr. Robin McCoy for her years of service to the public schools of North Carolina. (Dr. McCoy is retiring.)

Dr. McCoy set the context for this Issues Session by presenting a framework for school improvement for schools toward improving instructional support for all students as well as looking at other additional supports that would be helpful to students who are not able to show success with the same strategies and instructional support given to all students. She explained that it is also a way to move toward use of a Multi-Tiered System of Support (MTSS) for the identification of students with specific learning disabilities.

Dr. McCoy recognized Ms. Amy Jablonski to provide an overview of MTSS. Prior to beginning the presentation, Ms. Jablonski drew attention to several handouts with detailed notes about MTSS included on eBoard.

Using a PowerPoint presentation, Ms. Jablonski explained that MTSS work began in 2004 when DPI began working with Responsiveness to Instruction (RtI), and at the same time, DPI was delving into behavior problem solving with Positive Behavior Intervention and Support (PBIS). Ms. Jablonski

explained that both initiatives were rolled out separate from each other, and following training for each model, the Department gathered feedback from the field about the models. She spoke briefly about effective problem solving and the shift in specific learning disability identification procedures.

Ms. Jablonski explained that an MTSS helps LEAs install the needed components for that shift. MTSS is a framework for school improvement with a focus on system-level planning, according to Ms. Jablonski. She shared that the third handout on eBoard shows how the work of MTSS connects to the State Board's goals and objectives. All staff and students are part of an MTSS, which utilizes a systematic problem-solving model to analyze multiple pieces of data to determine how all students are responding to instruction.

Ms. Jablonski reviewed the six critical components of MTSS, which include:

- Leadership and shared responsibility
- Problem solving/data driven decision making
- Assessment
- Curriculum and Instruction
- Sustainability and Integration, and
- Family and community collaboration.

Ms. Jablonski presented a layered triangle, which she noted has become the MTSS emblem, to show North Carolina is working K-12 to build a seamless integrated model to help all students be successful. She spoke briefly about each of the layers to provide additional context about how MTSS can be installed and the questions that are asked.

Tier I: Differentiated Core represents all students.

Tier II: Supplemental Instruction represents students needing supplemental support in addition to Tier I and Intensive Support (approx. 20% of students)

Tier III: Intensive Instruction represents students needing intensive support in addition to Tier I and Tier II instruction (approx. 5% of students)

In addition, Ms. Jablonski shared a short video developed by Brian Schultz (Chief Academic Officer, Charlotte-Mecklenburg Schools) to speak about the exploration phase of implementation of MTSS and how it has already significantly impacted work in Charlotte-Mecklenburg Schools. Following the video, Ms. Jablonski spoke briefly about the Department's MTSS Leadership and Policy Team, which meets monthly to talk about how to install the MTSS across the agency in order to help LEAs integrate the model for total school improvement. Ms. Jablonski noted that this team has problem solved different barriers, constructed the definition, vision and mission, and continues to drive the rollout plan. She reviewed the timeline for rolling out the NC MTSS Readiness Instrument in which more than 90 traditional LEAs, 12 charter schools and three state-operated programs have already returned the instrument. Training begins in the fall of 2015. The timeline captures the professional development, technical assistance and coaching, building evaluation tools to measure implementation, and the communications plan.

In closing comments, Ms. Jablonski stated that LEAs are excited about MTSS. She shared that Wake County Schools has already begun roll out and in their work the Department has been able to support and learn with them collaboratively in order to help build the model. Others across the state have been begging to be in Cohort 1 and 2, according to Ms. Jablonski.

In response to Board member Rebecca Taylor, Ms. Jablonski answered several technical questions about the MTSS model. Board member Olivia Oxendine asked if this model is meant to replace the Student Service Management Team, Ms. Jablonski shared that it does and spoke about the problem solving element of MTSS. Dr. Oxendine also asked about how this impacts students who are pulled out for special services. Ms. Jablonski explained that all students are guaranteed uninterrupted core curriculum time. The Department suggests that students have the opportunity for supplemental supports either for enrichment or maintenance, or possible remediation/deeper intervention without interrupting their core time.

➤ **Report on Student Feedback on Testing/Assessment and Other Education Issues**

❖ **Mr. Shykeim Williams (NC State Board of Education High School Senior Student Advisor)**

Mr. Williams reported on a webinar that the State Board of Education Office held on Friday, March 27, with himself and some of his classmates. The issues discussed included the proposed new framework for testing/assessments, textbooks, and lost instructional time due to teacher review for EOCs and EOGs.

As it relates to testing/assessments, Mr. Williams reported that some of his classmates agreed that one test at the end of the year is better than multiple tests throughout the year because it would be less disruptive and would place less pressure on teachers. He stated that he and his classmates feel that teachers are pressured with testing as are students. Teachers want their students to perform well because their performance is reflective of their quality of teaching. In addition, prior to an EOC test administration, learning of new course material is suspended because there is so much focus placed on test review. Multiple tests mean more time taken away from instruction for review. On the other hand, some of his classmates believed that if multiple tests are given during the year, students would study the same material multiple times and would thus score better and learn more. However, multiple tests would also place more pressure on students to perform.

Mr. Williams shared that, unanimously, the students agreed that the NC Final Exams do not reflect what students learned throughout the course of the school year. They were concerned that teachers do not know what to teach because of all of the standards. Mr. Williams shared that when asked if the students perceived differences in preparation for the NC Final Exam versus the EOC assessment, the students agreed they saw no differences. He also shared that the students prefer paper and pencil tests and actually don't like the online version of the English test. Mr. Williams shared that his preference is to actually take notes. He spoke about rushing through and scoring lower on online tests versus a paper test.

As it relates to the ACT, Mr. Williams shared that the students felt it was beneficial for college-bound students, but he and his classmates recognized that not all students could attend four-year universities. Students not planning to attend a four-year college should be encouraged to explore other options for the future.

When asked about experience with Career and Technical Education (CTE) courses, only one student participating in the webinar took a WorkKeys pathway and reported that he did not like the scoring method for the WorkKeys assessment.

Mr. Williams reported that all of the students were frustrated that there are not enough textbooks to take home because there are only class sets available. Textbooks also are shared during class, which is also frustrating to students. Teachers supplement textbooks with notes and handouts, and ask students to perform web searches, according to the students. Mr. Williams noted that students are aware that there is a big difference in neighboring school districts as it relates to instructional supplies, textbooks and resources.

Mr. Williams also spoke about what the students learned during the webinar such as, currently the school system determines the weight that the test counts toward the final test grade, and under State Board policy it can not count more than 25 percent of the total course final.

According to Mr. Williams, following the webinar the students had many unanswered questions such as how much instructional material should be covered if tests were administered quarterly? How are teachers going to be prepared for testing changes? Is the material on the test going to match what they are learning? How will the new tests be counted in the final grade?

In response to Board member Willoughby's question, Mr. Williams affirmed that Randleman High School requires a Graduation Project. He shared his thoughts about the opportunity to go out into the community and learn about real-life issues and then demonstrate his learning through the project.

When asked by Teacher of the Year Karyn Dickerson how he would change the format of the NC Final Exam since he and his classmates didn't feel that the test gave them a chance to demonstrate their knowledge, Mr. Williams shared that he would rather take a teacher-made exam. In follow-up, Ms. Dickerson asked Mr. Williams if he thought how students perform on the tests accurately demonstrates teacher performance. The answer for most classes was yes, according to Mr. Williams. However, he noted a difference in his pre-calculus class where he felt well prepared by a great teacher, but there were also elements on the test that he had not been exposed to prior to the test.

Vice Chairman Collins complimented Mr. Williams for his service as student advisor, noting that Mr. Williams has been invited to the next meeting of the Task Force on Summative Assessment to provide a student perspective along with other students.

Junior Student Advisor Grace Russell shared that, in English courses, required literature varies depending on the teacher, which makes it difficult to make the NC Final Exam equal for all students especially in English.

Prior to breaking for lunch, Chairman Cobey explained that part of the lunch break would involve a Closed Session. Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Mr. A.L. Collins and seconded by Mr. Patricia Willoughby, the Board voted unanimously to convene in closed session immediately following the lunch break to consult with its attorneys on attorney-client privileged matters.

Following lunch and closed session, the Board held its committee meetings. Please reference the summary notes for each of the Committees.

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
Gregory Alcorn
Eric C. Davis

Kevin Howell
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

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

James E. Ford, Teacher of the Year Advisor
Shykeim Williams, Senior Student Advisor
Grace Russell, Junior Student Advisor

CLOSED SESSION

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

Upon motion made by Mr. A.L. Collins and seconded by Mr. Kevin Howell, the Board voted unanimously to convene in closed session to discuss personnel matters.

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, April 2, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
April 2, 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 (via conference call)
Eric Davis	Patricia Willoughby

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the April 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 April agenda on Wednesday. Chairman Cobey reported that the Board welcomed its new High School Junior Student Advisor Miss Grace Russell, and said farewell to Mr. Shykeim Williams, the Board’s outgoing High School Senior Student Advisor on Wednesday. In addition, the Chairman recognized that Board member Rebecca Taylor was participating in today’s Board meeting via conference call.

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. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Dr. Olivia Oxendine was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- SBE Chairman Cobey requested a motion to approve the minutes of the March 4 and 5, 2015, State Board meetings.
- There was no discussion.

Mr. Wayne McDevitt made a motion to approve the minutes of the March 4 and 5, 2015, State Board meetings. Seconded by Mr. Eric Davis, the Board voted unanimously to approve the minutes as presented.

After a brief discussion about suspending the Board’s Rules of Procedures, and without objection from the Chairman, Board member Wayne McDevitt made a motion to suspend the Rules of Procedure for the May and July meetings. He explained that the Board will meet in Greenville at East Carolina University for its May meeting on Wednesday, May 6, following the planning and work session on Monday and Tuesday, May 4 and 5. The July meeting will be on Thursday, July 9, 2015. Chairman Cobey added that it is the Board’s intent to conduct the July meeting by conference call with a limited agenda.

Mr. Wayne McDevitt made a motion to suspend the Rules of Procedure to move the meeting from Thursday, May 7, to Wednesday, May 6, 2015, and from Thursday, July 2, to Thursday July 9, 2015. Seconded by Vice Chairman A. L. Collins, the Board voted unanimously to suspend the Rules of Procedure for the Board’s May 2015 meeting, and July 2015 meeting.

SPECIAL RECOGNITIONS

ACT 2015 Exemplar Awards

Chairman Cobey recognized State Superintendent June Atkinson to introduce the ACT 2015 Exemplar Awards.

Dr. Atkinson explained that this is the third year of the ACT College and Career Readiness Campaign Awards. North Carolina is one of many states asked by ACT to participate in this campaign. The awards celebrate achievement and create awareness around the goal of college and career readiness for all. She explained that today ACT is here to honor an exemplary student, high school, and community college that best exemplifies college and career readiness. Dr. Atkinson recognized staff member Mr. Sid Baker for his work with this awards program.

Dr. Atkinson introduced representatives from ACT who were present in the audience. Ms. Jacque Twiggs (Senior Account Manager, ACT) and Ms. Shannon Hayes (Project Coordinator for ACT).

Ms. Twiggs explained that the ACT Exemplar Awards are to recognize the tireless efforts and work of students, schools, and employers in pursuing the goal of college and career readiness for all. Ms. Twiggs explained further that each year, ACT recognizes exemplary efforts in four categories across the education and workforce continuum:

- Student Readiness Award (high school senior)
- College and Career Transition Award (high school)
- Career Preparedness Award (community college)
- Workplace Success Award (employer)

She shared that once all states have recognized their state-level winners, a national event will occur on June 9 in Washington, DC. All candidates from North Carolina and the other participating states will vie for the national award.

At this time, Dr. Atkinson recognized the following state-level winners:

➤ **High School Senior ACT Award**

- ❖ **Isaac M. Bear Early College High School - Mr. Phillip Sutton (Principal, Isaac M. Bear Early College High School, New Hanover County Schools) and Dr. Tim Markley (Superintendent, New Hanover County Schools)**

As Principal Phillip Sutton and Superintendent Tim Markley were making their way to the front of the room to accept the award, Dr. Atkinson noted that for the last four years, Isaac Bear's seniors have been part of the 100% Graduation Club, seventy-eight percent of their 2014 graduates now attend a four-year institution, 2% attend a two-year school; and leadership development is a major focus area for their students.

➤ **High School Senior ACT Award**

- ❖ **Mr. Jeffrey Barahona (Senior, Harding University High School, Charlotte-Mecklenburg Schools), Mr. John Floyd (Principal, Harding University High School, Charlotte-Mecklenburg Schools)**

Dr. Atkinson announced that, unfortunately, Mr. Jeffrey Barahona was unable to be present today due to a family emergency. She shared that Mr. Barahona is a Hispanic student who exemplifies being the total all-round student, candidate for class valedictorian and candidate for the Goodnight Scholars program.

➤ **Community College Award**

- ❖ **Mayland Community College – Dr. John Boyd (President, Spruce Pine, NC)**

Dr. Atkinson prefaced this award presentation by sharing that she recently visited Mayland Community College's Early College. She shared that they have a very strong career counseling center, participate in the ACT National Career Readiness campaign, is consistently recognized as a national leader in community colleges and has received four national awards in recent years. Accepting the award was Dr. John Boyd and Ms. Edwina Sluder (Chairperson of the Mayland Community College Board of Trustees).

All of the presentations were photographed.

➤ **NC Virtual Public School Teacher of the Year**

- ❖ Ms. Jessica Ludders (NCVPS English Teacher, Bangor, Maine)

Chairman Cobey recognized Dr. Eliz Colbert (Executive Director, NCVPS) to introduce the 2014-15 NC Virtual Public School Teacher of the Year.

Dr. Colbert prefaced this presentation by sharing that while Ms. Jessica Ludders is originally from North Carolina, she lives in Maine. Dr. Colbert provided brief background information about Ms. Ludders and noted that she is a living example that great online teachers can build relationships across geographic lines. Ms. Ludders is a graduate from the University of Southern Maine with a Bachelor of Arts Degree in English. She earned a Master's Degree in English from Middlebury College, Vermont, and is currently working on a Master's Degree in Instructional Technology and School Leadership from the University of Maine. Ms. Ludders teaches English and Journalism for NCVPS.

Dr. Colbert reviewed the selection process for the NCVPS TOY award, which is divided into four phases: peer nomination, blind interview process, selection committee narrows to six finalists, and an interview process.

Dr. Colbert introduced Ms. Ludders who spoke briefly about her experiences as an NCVPS teacher. She explained that she quickly learned the value of developing relationships with students through an online format. Ms. Ludders expressed gratitude for the opportunity to continue serving the students and families of North Carolina through NCVPS.

Ms. Ludders was invited forward to receive a plaque from the State Board recognizing her outstanding services to NCVPS. The presentation was photographed.

STATE SUPERINTENDENT'S REPORT

Dr. Atkinson began her Superintendent's Report by recognizing long-time educator, Dr. Robin McCoy (Director, K-12 Curriculum and Instruction Division). After highlighting Dr. McCoy's career, Dr. Atkinson explained that this will be Dr. McCoy's final meeting before retiring and moving to Savannah, Georgia. On behalf of the Board, Chairman Cobey joined Dr. Atkinson in expressing appreciation to Dr. McCoy for her commitment to the public schools of North Carolina.

DST Instructional Coach Receives 40 Under 40 Award

Ms. Shanita Anderson, an instructional coach in the District and School Turnaround Division, has been recognized by the *Fayetteville Observer* with the 40 Under 40 Award.

The newspaper honors 40 rising leaders for their business success and community impact. Honorees come from Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Moore, Robeson, Sampson or Scotland Counties.

NCDPI Division Spotlight – Business Technology

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the Business Technology Division.

The division

- Develops, supports and maintains financial systems, which process more than \$9 billion in state and federal funds
- Designs and integrates statewide data collection systems
- Provides technology support to the suite of Home Base applications, including PowerSchool and also manages statewide contracts for Career Technical Education and the Exceptional Children Division
- Maintains and supports Local Education Agencies' Human Resource Management System
- Develops more than 1,000 federal, state or State Board of Education-mandated reports and extracts, as well, data to respond to legislative and State Board of Education requests
- Manages and maintains the agency's technology infrastructure

NC State Standards

NC Earns As on Math and Reading Standards

A new study by the journal *Education Next* places North Carolina among five states receiving all As for its grade 4 and 8 mathematics and reading proficiency standards. (See Attachment 1). The state received a C- for its 2011 standards in these two subjects and an A for its 2013 standards, the study indicated. The journal also notes a strong improvement in alignment of North Carolina's standards to the National Assessment of Education Progress (NAEP).

- The analysis done in this report, online at <http://educationnext.org/states-raise-proficiency-standards-math-reading> considered each state's standards against the standards set by NAEP.
- The report's authors estimated each state's proficiency standards in grade 4 and 8 reading and math by identifying the difference between the state's reported student proficiency rates and the corresponding proficiency rates provided by NAEP.
- North Carolina's standards since 2011 have moved closer to the rigorous standards employed by NAEP, often called The Nation's Report Card.

Month of the Military Child

April designated as Month of the Military Child

Since 1986, April has been designated as the *Month of the Military Child* to recognize the important role that military children play in the armed forces community. The Department of Defense has given this special recognition to military children. It is a time to applaud America's youngest heroes and thank them for the sacrifices they make in courageous support of their military parents.

North Carolina Cooperative Extension Military Outreach is excited to continue the tradition in celebrating our youngest heroes during April. For additional information about this program and creative activities visit their website at <http://www.monthofthemilitarychild.com/projects/>

Dr. Atkinson recognized Ms. Peggy Owens (Executive Director, Student Support Services, Hoke County Public Schools) who introduced Ms. Lea Wilson (6th grader, East Hoke Middle School). Ms. Owens shared

that Ms. Wilson recently won first place in the Science Division for junior biological science, is a member of the Robotics Club, and a participant in the Battle of the Books.

Ms. Wilson spoke about the challenges of being a military child, which include multiple relocations. In addition, she spoke briefly about her educational successes. Ms. Wilson was accompanied by her father, Sgt. 1st Class Robert Wilson. Following her remarks, Ms. Wilson was presented with a bouquet of flowers as a symbol of appreciation for what she represents about military families. She was joined by her father for photographs with the Board.

Special Recognitions

District and School Transformation Division Goes “Above and Beyond”

NCDPI’s District and School Transformation Division recently received the prestigious “Above and Beyond Award” for its outstanding support for the National Guard and Reserve.

- The division was nominated by former staff member Wynn Wittington for the support shown by division leaders and co-workers while Wittington served in the reserves.
- The award is part of a state program to recognize outstanding support by employers and raise awareness about the Uniformed Services Employment-Re-employment Rights Act.

NC Society of Hispanic Professionals Announce Winners of 2014 “Stay in School” PSA Video Contest

The North Carolina Society of Hispanic Professionals (NCSHP) is proud to announce the winners of the 8th annual “Stay in School” PSA/Video contest for Hispanic youth in North Carolina. The winners are:

- First place: Alex Joaquin, Durham School of Arts Durham, NC
- Second place: Lina Cuertas, South Johnston High School, Four Oaks, NC
- Third place: Ilcen Aguilar, Lee County High School, Sanford, NC

The winners will be recognized during the Hispanic Educational Summit on March 27, 2015, in Raleigh.

Dr. Atkinson shared Mr. Joaquin’s first place video clip, which promotes the importance of graduating from high school.

New Additions Join DPI Team

- Heather Lister - School Educator I - Office of Early Learning
- Robert Peters - School Transportation Consultant - School Support/Transportation
- Casey Turlington-King - Program Assistant V - Licensure
- John Worley - Education Testing/Accountability Consultant - Accountability Services

ESEA Reauthorization

Dr. Atkinson recognized Dr. Lou Fabrizio (Director, Data Research and Federal Policy) to provide an update about ESEA Reauthorization. Dr. Fabrizio reported that he joined Dr. Atkinson and Dr. Rebecca Garland at the Council of Chief State School Officers (CCSSO) annual Legislative Conference (Dr. Atkinson is the presiding President of CCSSO). He provided highlights from the conference which included a speech from Secretary Arne Duncan and an ESEA Reauthorization Panel. In addition, Dr. Fabrizio reported that participants heard from Congressman John Kline (Chairman of the US House Education and Workforce Committee), Senator Lamar Alexander (Chairman of the Senate Committee on Health, Education, Labor and Pensions), Senator Michael Bennett (Member of the Senate Committee on Health, Education, Labor and Pensions), and Representative Bobby Scott (Ranking Member of the Education and the Workforce

Committee). Dr. Fabrizio noted that everyone agreed that the bottom line is that ESEA needs to be reauthorized and move away from waivers because it is costing states a lot of time and energy in order to get the waivers approved. Another issue discussed was the continued need for annual testing and annual reporting of results, but with flexibility. On the hill, Drs. Atkinson and Fabrizio met with education aides in the following offices: Representative Butterfield, Representative Virginia Foxx, Senator Tom Tillis, and Senator Byrd to discuss ESEA Reauthorization.

Recognizing that Vice Chairman Collins paved the way, Dr. Atkinson recognized him for comments. Vice Chairman Collins spoke briefly about his interactions with congressmen during the NASBE Conference and the incredible angst across the nation about the need for flexibility in education.

ESEA has not been reauthorized since it was passed in January 2002, according to Dr. Fabrizio.

Dr. Atkinson noted that North Carolina was the only state having a representative of a local superintendent at the Legislative Conference. She publicly thanked Dr. Jeff McDaris (Superintendent, Transylvania County Schools) for making the trip, which she cited as successful because on Wednesday it was announced that North Carolina is one five states receiving an expedited waiver. More information will be shared via email, according to Dr. Atkinson.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- NC Works Commission, Raleigh, NC
- Council of State, Raleigh, NC
- Students @ Work, Raleigh, NC
- Council of Chief State School Officers-NTEP Meeting, Research Triangle Park, NC
- ESEA Waiver Discussion, Washington, DC
- Dunn Erwin Rotary Club, Dunn, NC
- Digital Learning Plan Advisory Board, Raleigh, NC
- Western Regional Education Service Alliance, Asheville, NC
- Superintendent's Quarterly Meeting, Raleigh, NC
- NC Association of School Administrators' 175th Celebration, Raleigh, NC
- Beginning Teacher's Network, Raleigh, NC
- Council of Chief State School Officers Legislative Conference, Washington, DC
- P21 Summit on 21st Century Learning, Washington, DC

Visited

- Eastern Elementary School, Washington, NC
- Olive Chapel Elementary, Apex, NC
- Mitchell County Schools
 - Mitchell High, Spruce Pine, NC
 - Gouge Elementary, Bakersville, NC
 - Bowman Middle, Bakersville, NC
 - Greenlee Primary, Spruce Pine, NC
 - Deyton Elementary, Spruce Pine, NC
 - Harris Middle, Spruce Pine, NC
 - Mayland Early College High, Spruce Pine, NC
- West End Elementary School, West End, 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 eight amended DSWs this month and as of March 25 (have approved 113 LEA/Charter School amended DSWs since July 1, 2014)
- Received approval from USED for Year 4 Omnibus Amendment on March 13; includes shift of \$10.4M in unexpended funds from various project areas to expand the Wireless Infrastructure Initiative
- Presented information regarding LEA RttT closeout process to the North Carolina Association of School Business Officials (NCASBO) conference on February 19; this information was also posted on NCDPI's website and was later presented in webinars for RttT Coordinators on March 17 and 19
- Presented an update on the Wireless Infrastructure Initiative at the Superintendents' Quarterly Meeting on March 18
- Continued regular communication with LEAs and Charters through the Biweekly Home Base/RttT Update newsletter and managed "breaking news" announcements for Home Base functionality
- Posted second, third and fourth of scheduled stories of model teachers that highlight ways in which teachers are using the Schoolnet instructional features; these stories and video clips are designed to help teachers understand the ways that Schoolnet can assist them in the classroom; A fifth one is planned to be posted soon
- Held first and second "READY V" webinars on February 13 and March 11
- Supported the release of the 2013-14 School Report Cards on February 5; new coverage and incoming information requests near release date and in subsequent days show that most news outlets had a good understanding of the new grades, how they are calculated, and what they reflect
- Assembled list of LEA/school-based stories to illustrate the impact of RttT funding at the local level; work is underway to do the reporting and writing of these vignettes

Data Systems to Improve Instruction:

- Continued stable operation of Home Base and supported record high usage in Schoolnet without issue through January Benchmark period
- Added new feature in Schoolnet; users can now designate resources in Schoolnet at the district level as "All Districts" materials and share them among all districts in NC
- Added the following additional instructional materials into the Classrooms Module within Schoolnet:
 - Instructional Units K-12: 52
 - Lesson Plans K-12: 726
 - Resources K-12: 727
 - Assessments K-12: 35
- Added more assessment items into Schoolnet, including:
 - 2,660 additional benchmark assessment items covering ELA (grades 3-8 and ENG II), Math (grades 3-8 and Math I) and Science (grades 5 and 8 and Biology)
 - 1,300 additional classroom items covering ELA (grades 3-8 and ENG II), Math (grades 3-8 and Math I) and Science (grades 5 and 8 and Biology)
- Continued promoting Home Base through "Home Base teacher spotlight" series that focuses on how teachers are using Schoolnet in their daily practice, and regular webinars on all components of Home Base (Schoolnet, OpenClass, PowerSchool, and the Educator Effectiveness system)

- Continued meeting regularly with users in the field to solicit feedback about their experiences with Home Base (Superintendents’ Quarterly, External Stakeholder Advisory Committee, Resource Consortium, Regional meetings with Instructional Technology Directors, Curriculum Directors, Testing Coordinators/Directors, RESA meetings, and more)
- Continued supporting LEAs’ use of Home Base through the Partnership team, and started discussions regarding establishing regional user groups
- Continued preparation for the Collaborative Conference for Student Achievement (CCSA) sessions that will feature Home Base and involve LEAs presenting and sharing their experiences and best practices

Great Teachers & Principals:

- Completed fall Roster Verification for Teachers (January 25) and School Administrators (February 15) Preview Phases; the final Preview Phase for District Administrators began February 16 and concluded on March 1
- Opened the Analysis of Student Work (ASW) Final Schedule Validation window on February 6 with a scheduled close on February 20; as of February 18, more than 7,000 teachers had logged into the ASW Online Platform to complete their final validation
- Began Master Scoring evidence samples for the ASW Process to ensure inter-rater reliability across ASW reviewers; Master Scoring exercises are complete for two content areas (Dance and Healthful Living); all other content area calibration exercises have been scheduled
- Began planning to release ASW Reviewer Application during ASW 101 training sessions at the statewide Curriculum Conference on April 1
- Completed ASW Master Scoring exercises for all participating content areas; began formal development of Reviewer Calibration and Certification module
- Received three additional NC Final Exam requests for flexibility and four additional ASW requests for flexibility; these waivers will be presented to the State Board of Education during the April Board Meeting
- Continued working with vendor on the development of the Distribution of Effective Teachers dashboard
- 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

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	13	31	8	10	62
Sandhills Leadership Academy (SLA)	15	38	2	6	61
Piedmont Triad Leadership Academy (PTLA)	6	41	5	11	63

**Table reflects data as of 3/23/15. 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

- Continued planning joint RLA future specialized training that includes a Human Capital Symposium and a professional development partnership with the Center for Creative Leadership (CCL); the CCL is a nonprofit educational institution that serves as an international resource for increasing the leadership capabilities of individuals and organizations from across the public, private and nonprofit sectors
- Continued providing post-degree support for NELA graduates via supported conference attendance at the National Association of Secondary School Principals (NASSP) Conference and Leader in Me training
- Supported PTLA leadership coaches as they conducted classroom walk-throughs and observed Cohort III graduates in Professional Learning Communities (PLCs), and during student and teacher conferences
- Held Professional Development Day for SLA graduates, which included use of EVAAS, Difficult Conversations, Grade Level Sharing and a Book Study on Shifting the Monkey
- Held the February High Performance Team Session for SLA Cohorts 1, 2, and 3 on February 6
- Continued providing classroom induction support for NCTC members currently employed in NC public schools
- Assisted NCTC graduates who have met university licensure requirements with obtaining initial NC teaching licenses; currently, 32 NCTC members have met all licensure requirements and have received their NC teaching license or are awaiting the receipt of their license
- Facilitated 182 professional development formative support sessions for approximately 6,073 participants; The following continue to be the most frequently scheduled deliveries:
 - Professional Teaching Standards
 - Using Data (EVAAS) To Improve Instruction
 - Home Base Usage
- Continued the Observation Calibration Training pilot; since the launch, 422 participants in the pilot have completed 130 scoring studies (31% of all users) and 528 lessons on individual elements
- Registered 5,417 participants in professional development courses, with 2,855 earning completed course credit(s) as of March 20
- Kicked-off Principal READY Spring 2015 with the first two trainings in regions three and four with over 200 participants; sessions for this spring focus on EVAAS, Teachers Working Conditions (TWC), and Universal Design for Learning (UDL)
- Developed 30 presentations for 2015 conferences: Collaborative Conference for Student Achievement (CCSA); Home Base Symposium; NC Technology in Education Society; International Society for Technology in Education; the Professional Day for the Teaching Artist and Therapist during the Puppeteers of America (PofA) National Festival 2015
- Initiated a tagging process for all modules currently in Home Base at the standard level, allowing for education administrators to better recommend professional development depending on areas of growth noted during the observation process
- Initiated a process for reviewing the Pathway I Governor's Teacher Network (GTN) teachers' work and previous Kenan Fellows' work to see which projects will be packaged as the first set of mini modules to be created from these two RttT projects
- Continued supporting 222 GTN Pathway I teachers as they collaborate statewide with their GTN colleagues in online discussion forums and submit work in the Action Research Course in Home Base; continued working with 211 GTN Pathway II teachers as they create instructional sequence materials aligned to the *NC Standard Course of Study*
- Developed a GTN Research Symposium in partnership with the North Carolina Center for the Advancement of Teaching (NCCAT) to provide an opportunity for 28 GTN teachers to present their action research projects to educational leaders from across the state from May 1 – 3 in Cullowhee, NC
- Hired additional contractors as content reviewers for GTN Pathway 2 teachers

- Developed a process for providing intervention and additional support for GTN Pathway 2 teachers who are struggling to meet deliverable deadlines
- Completed preparations with GTN teachers to refine their presentations for the Collaborative Conference on Student Achievement (CCSA) March 30 – April 1 and developed and distributed marketing materials; 35 GTN teachers will present sessions at the CCSA, and a panel of 10 GTN teachers will be highlighted during a Focus Session; GTN teachers will also present sessions at the following conferences:
 - NC Technology in Education Society (NCTIES)
 - NC Association for Middle Level Education
 - NC Arts Education Association
 - NC Association of Elementary Educators
 - NC Council for the Social Studies
 - NC Gifted and Talented Conference
 - NC Reading Association
 - NC Association of School Administrators (NCASA) Conference on Educational Leadership
 - National Alternative Education Conference
 - NC Center for the Advancement of Teaching (NCCAT)

NC Virtual Public Schools:

- Completed all course revisions and continued the review process of Forensic Science and Biotech I
- Continued to work with pilot districts to determine sustainability needs
- Began Spring Semester with enrollments in courses and first time pilot of Biotechnology/Agriscience II Course
- Continued work towards building a sustainability Professional Learning Portal with STEM-focused Just-in-Time Modules and full Professional Learning Courses
- Continued focusing on sustainability for current NCVPS STEM teachers and determining what professional learning needs there might be for future STEM teachers
- Continued review of revised Forensics Course before final approval

Turning Around the Lowest-Achieving Schools (TALAS):

- Continued providing professional development and coaching for currently served schools/districts. This work included the following:
 - Conducted professional development on Text Dependent Questions with K-5 teachers in Winston-Salem Forsyth County Schools
 - Performed science workshops with middle school teachers in Weldon City Schools and Wayne County Schools
 - Delivered professional development with secondary schools in Guilford and Anson counties that focused on the use of annotated text in Schoolnet questions
 - Held “Making Good Sense Out of Math and Implementing High-Impact Assessments” with Bertie County Schools
- Identified interim support for selected schools/districts with coach vacancies due to service adjustments and RttT grant coming to an end
- Facilitated the opportunity for school leaders to visit seven sites during their February PD for School Leaders session; these sites included two high schools, two middle schools, and three elementary schools, and each location had a particular area of strength that was focused on during the visits
- Commenced planning on next Professional Development for School Leaders session, which will focus on Digital Leadership and also how to use social media to effectively “tell your story”

- Continued collaboration and coordination with other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts
- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (more than 50 percent of the Priority Schools are schools on the RttT TALAS list)
- Continued working with LEAs closely on implementation of the distribution of effective teachers mini-grant plans

NC Education Cloud:

- Evaluated 29 vendor responses to the Request for Proposal (RFP) for the Wireless Infrastructure Initiative; all 12 recommended vendor contracts have been fully executed
- Met with LEAs at four Regional meetings to discuss the Wireless Infrastructure Initiative
- Met with all LEAs at a statewide meeting (NCTIES) to discuss the Wireless Infrastructure Initiative
- Held daily "virtual office hours" to allow for ongoing open questions regarding the Wireless Infrastructure Initiative; average call attendance ranged from 23-56 people at any given time
- Received approval from State ITS for the Learning Management System (LMS) services RFP award recommendation that will integrate with PowerSchool roster and grade book data; final contract award documentation is being processed
- Received Hosting Exception Waiver approval from State Chief Information Officer for continued NCEdCloud (iSeries) Hosting SAS
- Provided four Identity Access Management briefings and conducted live new user IAM Accounting Claiming services for 137 LEA and Charter Staff users during the four-day Home Base Symposium
- Continued supporting LEA/charter school opt-in to various Cloud Services:

Cloud Service	Total Opt-in LEAs	Total Opt-in Charters
IAM	14 Primary focus for IAM now is Home Base integration, which will incorporate all 115 LEAs and 159 charters that elect to use Home Base	3
iSeries	38	Once configuration is complete all 159 charter schools will be hosted in the SAS iSeries NCEdCloud
Cloud Email	79	59
Cloud Filtering Services	72	67

Evaluation:

- Continued activities related to Teacher and Leader Effectiveness:
 - Combined qualitative and quantitative findings related to teacher and leader effectiveness
 - Completed quantitative evaluation of teacher and leadership effectiveness using school year 2013-14 and four-year longitudinal data
 - Submitted final draft report for internal evaluation team review

- Continued activities related to the Distribution of Teachers and Leaders:
 - Finalized data analyses related to the teacher quality report
 - Continued editing the final draft report for submission for final internal review
 - Reviewed and analyzed data sets for 2012-13 and 2013-14 data and outlined the final evaluation report for the New Teacher Support Program
 - Completed analyses of the New Teacher Support Program effects – retention, EVAAS/value-added, evaluation ratings, program surveys, and participation data
- Continued data analysis for reports related to Professional Development:
 - Presented the Fourth Annual Race to the Top Professional Development Evaluation Report to the State Board of Education during their March meeting
- Continued activities related to District and School Transformation (DST), Including STEM Schools:
 - Completed a draft version of the qualitative section of the final report
 - Combined quantitative and qualitative sections of the report to produce an internal draft for internal evaluation team review
 - Presented preliminary evaluation results at the Association for Education Finance and Policy (AEFP) in Washington, DC, and incorporated feedback on preliminary evaluation results
- Continued activities related to Local Spending:
 - Finished generating data on local spending patterns and changes in planned expenditures
 - Created descriptive analysis on local spending patterns
 - Began coding outcome data and categorizing RttT school districts according to their spending patterns
 - Completed regression analyses of spending patterns and outcomes
- Continued data analysis for reports related to the Overall Evaluation:
 - Continued reviewing qualitative data related to individual initiatives
 - Drafted report on implementation findings from RttT evaluation lead survey and circulated it for internal feedback
 - Finalized Omnibus Survey and Teacher Working Conditions crosswalk and data analysis plan
 - Worked with State Board of Education staff to deliver final 2013-14 data to complete the overall evaluation
 - Discussed the impact of the 2013-14 data delivery delays on each of the final evaluation reports with State Board of Education staff

Legislative Update

Noting the absence of legislative liaison Ms. Rachel Beaulieu, Superintendent Atkinson drew attention to a summary posted on eBoard of the 2015 education-related bills. In addition, also located on eBoard is the PowerPoint presentation that she and Chairman Cobey used in their presentation to the Joint Meetings of the House and Senate Appropriations on Education about the responsibilities of the Department of Public Instruction and State Board of Education. Dr. Atkinson provided highlights from that presentation and noted that the Department will mail to Board members a document showing all of the General Assembly requirements of the State Board and the Department of Public Instruction; the document is currently in draft form. A brief discussion occurred about several bills, including availability of the budget bill.

INFORMATION AGENDA**GLOBALLY COMPETITIVE STUDENTS****(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)****INFORMATION****GCS 2 – Master Literacy Training Sessions****Policy Implications:** General Statute §115C-83.6**SBE Strategic Plan****Goal 3:** Every student, every day has an excellent educator**Objective 3.1:** Develop and support highly effective teachers**Measure 3.1.3:** Percentage of teachers who respond, “agree” to follow-up survey item, “DPI-sponsored professional development activities have increased my understanding of instructional best practices.”**Presenter(s):** Dr. Rebecca Garland (Deputy Superintendent), Ms. Carolyn Guthrie (Director, K-3 Literacy), Ms. Mary Phillips (District Instructional Coach, Henderson County, N.C.), Mr. Shawn Johnson (Director of K-8 Curriculum Programs, Duplin County, N.C.)**Description:**

The Read to Achieve legislation includes seven basic components. The first component involves the development, implementation, and continuous evaluation of a comprehensive plan to improve reading achievement in the public schools. This is a fluid plan that involves continuous improvements and additions as school and district needs are identified. One goal of the implementation phase of the reading plan is to develop capacity within the schools and districts as it pertains to high quality literacy instruction. Using Race to the Top funds, the K-3 Literacy Division developed a seven-day training revolving around sound research-based literacy instructional practices. Two cohorts of Master Literacy Trainers (MLTs) were trained over a six-month period. Each district had the opportunity to send one representative to each cohort session, and the ten largest districts could send three representatives to each cohort training. Charter school representatives were chosen from all across the state. A breakdown of the number of MLTs from each State Board district can be found in Attachment #1 along with a listing of topics and trainings covered during the sessions. Both cohorts met on February 9, 2015, to hear Roland Good, author and researcher of the DIBELS assessments used in all K-3 classrooms across North Carolina. A summary of the final evaluations, along with a copy of the evaluation instrument, can be found in Attachment #2.

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 explaining that one of the components of the Read to Achieve legislation was the Comprehensive Reading Plan. She explained that this is a fluid document that involves continuous improvements. In its second year of implementation, Ms.

Guthrie shared that the Department is focusing on instruction, and developing capacity within the districts related to high quality literacy instruction. Ms. Guthrie explained that the next phase is to build on what we are currently doing with Reading 3D and the formative diagnostic assessment.

- Ms. Guthrie spoke about the Mastery Literacy Training sessions developed by DPI, using Race to the Top funds, revolving around research-based literacy instructional practices. Two cohorts of Master Literacy Trainers (MLTs) were trained over a six-month period. This training provided a collaborative partnership and provided an opportunity for each LEA to send one representative to each cohort, larger districts were provided the opportunity to send three representatives to each cohort, and charter school representatives were chosen from all across the state.
- Ms. Guthrie shared a distribution list of MLTs across the state.
- In addition, she reported that both cohorts met on February 9, 2015, to hear from Mr. Roland Good (Author and Researcher of DIBELS Assessments).
- She noted that the final evaluations, along with a copy of the evaluation instrument are located on eBoard under Attachment 2.
- Ms. Guthrie introduced Mr. Shawn Johnson (Director, K-8 Curriculum Program, Duplin County Schools) who spoke about his experience in the training, as a Master Literacy Trainer, and its impact on Duplin County Schools. He commended Ms. Guthrie and the DPI staff for their guidance and support. Mr. Johnson stated that three words come to mind when he thinks about the MLT training: affirming, alignment and supportive. He noted that the research-based materials, resources and instructions proved useful to provide consistency in ongoing teacher support. Duplin County now has two Master Literacy Trainers and two Amplified Master Trainers.
- Next, Ms. Guthrie introduced Ms. Mary Phillips (District Instructional Coach, Henderson County Schools) who also spoke about her experiences in the Master Literacy Training as well as her experiences as a Mastery Literacy Trainer, and how the training has helped to build capacity in her school system as it relates to providing high quality literacy instruction. She spoke about maximizing Reading 3D data as well as the importance of developing relationships.
- In response to Board member Olivia Oxendine's question about assurance that this instruction is reaching the classroom level, Ms. Guthrie explained that many of the Master Literacy Trainers are from the central office level, instructional coaches, and some teachers. It then becomes the responsibility of DPI's regional consultants to ensure that the training occurs. The Department also insisted as the MLTs went back to their LEAs that our literacy consultants would help them with professional development the first time they were working with a module.
- In follow-up, a brief conversation ensued about the elements of reading comprehension and the critical need for this Master Literacy Training. Board member Patricia Willoughby spoke briefly about the requirement of enhanced preservice training. Ms. Willoughby also reminded Board members of the importance of pre-K education related to this conversation and the direct correlation.
- Board member Greg Alcorn asked about the impact overtime of Master Literacy Training through increases in results, specifically increases in proficiency rates and decreases in remediation. Ms. Guthrie reported that by just having a consistent program statewide, the results in the assessment system are already showing a six-point gain in proficiency in children meeting benchmarks over the past three years. She stated that she is hopeful for a bigger gain with a cadre of people on the ground promoting research-based instructional practice throughout the state.
- In closing comments, Chair Davis expressed appreciation for the emphasis on collaboration and teamwork, skill development as well as the sense of urgency the Master Literacy Training has provided. He asked how specific the training is to Reading 3D. Ms. Guthrie elaborated on the fact that MLT was actually built on the foundation of Reading 3D, but also contains the DIBELS

component (which is a universal screener). In addition, there is a connection to the Office of Early Learning because the other component of Reading 3D is direct interaction with children, according to Ms. Guthrie. Dr. Atkinson provided commentary that we are moving quickly toward a coherent systemic way of addressing instruction especially for early learning. She added that it is important to have a coherent system so that something can be in place long enough to determine its value, needed improvement areas, and strengths.

- There was no further discussion.

This item is presented for information only. (See Attachment GCS 2)

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

INFORMATION

HRS 2 – Concussion Reporting

Policy Implications: General Statute §115C-12 (23)

SBE Strategic Plan:

Goal 1: Every student is healthy, safe and responsible.

Objective 2: Promote healthy active lifestyles for students.

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

In 2011, the North Carolina General Assembly passed the Gfeller-Waller Concussion Awareness Act. The legislation stipulated that each school shall maintain complete and accurate records of its compliance with the requirements of the legislation pertaining to head injuries, and that the State Board of Education may authorize a designated organization to apply and enforce the Board's rules governing participation in interscholastic athletic activities at the high school level. The Board designated the North Carolina High School Athletic Association (NCHSAA) to oversee enforcement of these requirements. Presented here are the penalties for failure to comply with the requirements of the legislation. Since Middle Schools Athletics are overseen by the Department of Public Instruction, penalties for middle schools failing to comply are also included.

Recommendations:

N/A

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby explained that in 2011 the General Assembly passed the Gfeller-Waller Concussion Awareness Act, which stipulated that each school maintain records of its compliance with the requirements of the legislation. Ms. Willoughby also explained that the Board is partnering with the NC High School Athletic Association (NCHSAA) to oversee enforcement of these provisions. In response to an earlier request for information about our partnership with the NCHSAA, Ms. Willoughby provided historical background for the Board's information. She

explained that General Statutes enacted in 1995 gave the State Board of Education the power to adopt all of the eligibility requirements for interscholastic sports and athletic competition. The law also provides the State Board with the authority to designate an organization to apply and enforce the State Board rules of participation. With that said, Ms. Willoughby shared that the State Board has relied on the NCHSAA association for maintaining safety, training, etc. Schools voluntarily belong to that organization, and they are allowed to collect fees. Ms. Willoughby recognized Dr. Ellen Essick to speak further about compliance with the Gfeller-Waller Concussion Act.

- Using a PowerPoint presentation, Dr. Essick provided background information about DPI's meeting with the NCHSAA last year about taking on the role of monitoring and compliance. The Gfeller-Waller Concussion Awareness Act was signed into law on July 16, 2011, and must be followed by all middle and high schools. Dr. Essick reviewed the three major components of the law, which include: Education, Return to Play Protocols, and a required Emergency Action Plan. In addition, Dr. Essick reviewed the documentation requirements required showing compliance with the law and maintenance of the paperwork for audit purposes.
- As it relates to proposed sanctions at the high school level, Dr. Essick explained that failure to comply with the signed Concussion Information Form for any person is \$1,000.00 to the school. There is a \$1,000.00 fine for returning a player to practice and/or play without a signed RTP Form; program may be suspended from further participation. In addition, there is a \$1,000.00 fine for failure to have a certified Emergency Action Plan for all athletic programs; entire athletic program may be suspended from further participation. And there is a \$500.00 fine per venue for failure to post a venue specific emergency action plan; amount not to exceed \$2,500. The sanctions in their entirety are available on eBoard.
- A brief discussion occurred about the fines, specifically who collects them and for what purpose they are used. Vice Chairman Collins asked if the fines are a result of board action by the NCHSAA or State Board action. Dr. Essick reiterated that the State Board gave authority to the NCHSAA to create and impose the fines, and the board of the NCHSAA approved the proposed fines. Vice Chairman Collins asked when the Board voted to grant authority to the NCHSAA. Chair Willoughby clarified that this information is being presented for information purposes only at present. After Vice Chairman Collins expressed additional concern about the process, Chairman Cobey directed Dr. Essick to take a historic look back to determine if the Board took action after the legislation was passed, and to determine if the Board needs to take formal action to pass authority onto the NCHSAA as it relates to applying sanctions. Ms. Willoughby reiterated that the law allows the State Board the authority to designate an association to apply and enforce our rules, and we can bring this item forward for discussion and action in the near future. Chair Willoughby stated that staff would work with legal staff to research Board action related to this item.
- Returning to the presentation, Dr. Essick spoke briefly about the PowerSchool component. When a student sustains a concussion, the individual's profile should be updated with the following:
 - Date of concussion
 - Date of Return to Play (form should be filed)
 - Once the team roster sheet is generated, indicate compliance relative to other components of the Gfeller-Waller Concussion Awareness Act; e.g. sport specific Emergency Action Plan.
- Dr. Essick also reviewed the sanctions associated with noncompliance at the middle school level, noting that middle school athletics are not governed by the NCHSAA, but rather are managed at the Department of Public Instruction by the Health, Physical Education and Athletics Consultant, Mr. Burt Jenkins. Moving forward it would be the consultant's responsibility to oversee enforcement of

the requirements, according to Dr. Essick. She explained that the middle school fines are not monetary in nature, but rather penalties. Those penalties are available in their entirety on eBoard.

- In closing comments, Chair Willoughby stated that these are suggestions for information today, and pending the process recommended by legal staff, the HRS Committee will come back for further action in future months.
- Board member Wayne McDevitt suggested the inclusion of a required annual report on this matter and on other issues delegated to the NCHSAA. He also suggested increasingly more severe penalties for repeat offenders.
- Chair Willoughby asked to go on record, noting a very positive relationship with the NCHSAA.
- Chairman Cobey agreed with the idea of an annual report and inviting representatives to interact with the Board. Chairman Cobey directed Dr. Essick to work on a plan to enhance interaction between the State Board and the NCHSAA.
- There was no further discussion.

This item is presented for information only. (See Attachment HRS 2)

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 10 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 3, TCP 4, GCS 3, GCS 4, GCS 5, TCS 3, TCS 4, TCS 5, LFI 4 and LFI 5.

Upon motion by Mr. Wayne McDevitt and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments TCP 3, TCP 4, GCS 3, GCS 4, GCS 5, TCS 3, TCS 4, TCS 5, LFI 4 and LFI 5)

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

CONSENT

TCP 3 – Requests for Waivers from Analysis of Student Work (ASW)

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

Pursuant to the Board's policy, DPI have provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the ASW (Analysis of Student Work) process for the 2014-15 school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following five LEAs and three charter schools have submitted a request for local flexibility from the ASW process: Brunswick County Schools, Burke County Schools, Community School of Davidson, Durham Public Schools, Lincoln Charter School, Perquimans County Schools, Swain County Schools and The Expedition School, Ltd.

Recommendations:

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

CONSENT**TCP 4 – Requests for Waivers from North Carolina Final Exams (NCFEs)**

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

Pursuant to the Board's policy, DPI has provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the NCFEs (NC Final Exams) and ASW (Analysis of Student Work) process for the 2014-15 school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following charter school has submitted a request for local flexibility from the NCFE/CTE assessment process: One NC Final Exam/middle-school CTE waiver: Community School of Davidson.

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 3 – Evaluate Validity of ABCs Accountability System**

Policy Implications: General Statute §115C-105.35(a)

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

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

Description:

Beginning with the 2004–05 school year, G.S. §115C-105.35(a) requires the State Board of Education to submit an evaluation of the ABCs accountability system to the General Assembly. The Report to the General Assembly: Evaluation of the Validity of the ABCs Accountability System includes an explanation of the transition from the ABCs to the current accountability system. As discussed in the report, effective with the 2012–13 school year, rather than reporting the ABCs of Public Education, the READY accountability model provides school and district data on student performance and growth, and effective with the 2013–14 school year, School Performance Grades as required by G.S. §115C-83.15 reports a letter grade of A–F for each school in the state.

Also, as required by the law, historical trend data on student academic performance on the state tests is provided, with evidence that the academic achievement standards continue to reflect the State's high expectation for student performance.

Recommendations:

It is recommended that the SBE approve the report.

CONSENT**GCS 4 – Approval of Local Alternative Schools' Accountability Model**

Policy Implications: SBE Policy #GCS-C-038

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 post-secondary education.

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

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

Description:

In December 2014, the State Board of Education approved SBE Policy #GCS-C-038, which gives alternative schools three options in lieu of reporting a School Performance Grade:

- (1) Alternative school returns student scores to the home school for inclusion in the home school's A–F school performance grade,
- (2) Alternative school reports data on student achievement and growth, and receives a status of improving, maintaining, or declining, but does not receive an A–F school performance grade, and
- (3) Alternative schools may submit their own alternative accountability models to the State Board of Education for approval.

Alternative schools submitted documentation for the options that will be utilized for the 2014–15 school year in February. The Accountability Services staff reviewed the requests and presented a summary of the options at the March meeting for discussion. The summary of the options is being presented for Consent at the April meeting.

Recommendations:

It is recommended that the SBE approve the alternative accountability options as presented.

CONSENT

**GCS 5 – Report to the NC General Assembly: NC Economic Development Partnership
Modification**

Policy Implications: Session Law 2014-18 (HB 1031) Section 4.3(b)(2)

SBE Strategic Plan:

Goal 1.2:

Goal 1.3:

as required by SL 2014-18

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

Description:

Session Law 2014-18 required the SBE to designate liaisons for the newly aligned Prosperity Zones and to report to the General Assembly beginning April 2015 on the activities of the liaisons related to economic and workforce development in the prosperity zones. The attached report details the State Board Action to designate liaisons and summarizes the activities of the Department of Public Instruction staff to date.

Recommendations:

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

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

CONSENT

TCS 3 – Amendment to SBE Policy (TCS-B-007) State Board of Education Policy Establishing an Advisory Council for Each Residential School for the Deaf and Blind

Policy Implications: SBE Policy #TCS-B-007

SBE Strategic Plan:

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

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 all state and federal funding according to state and federal laws and SBE policies.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent, Residential Schools for the Deaf and Blind)

Description:

This consent item represents the required technical changes to the SBE Policy TCS-B-007 – State Board of Education Policy Establishing an Advisory Council for Each Residential School for the Deaf and Blind.

Recommendations:

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

CONSENT

TCS 4 – Joint Legislative Education Oversight Committee (JLEOC) Report – School Connectivity Initiative

Policy Implications: SL 2007 – 323, Section 7.28(d) (HB 1473, 2007 Budget Act)

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

Objective 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Presenter(s): Mr. Michael Nicolaidis (Chief Information Officer, Technology Services)

Description:

Pursuant to Session Law 2007-323 SECTION 7.28(d), this School Connectivity Initiative (SCI) Report has been prepared. In this report we provide an update on SCI activities beginning January 1, 2012, and ending January 1, 2013. The core provision for the SCI is specified as follows:

SECTION 7.28.(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as

the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms. The plan shall include the following components:

- 1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- 2) Assurances for a fair and open bidding and contracting process;
- 3) Technology assessment site survey template;
- 4) Documentation of how the technology will be used to enhance teaching in learning;
- 5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- 6) The number, location and schedule of sites to be served in 2007-2008 and in 2008-2009; and
- 7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

Recommendations:

It is recommended that the SBE members accept this report.

CONSENT

TCS 5 – Joint Legislative Education Oversight Committee (JLEOC) Report – Public School Procurement of Information Technology

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

SBE Strategic Plan:

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

Objective 4.2: Use Home Base as an essential resource for instructional delivery and communications with parents and students.

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

Description:

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

Recommendations:

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

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

CONSENT

LFI 4 – Technical Corrections to State Board of Education Policies for Charter Schools

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

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

Description:

For years, the charter school statute was codified as G.S. §115C-238.29A et al. In the last legislative session, the General Assembly modified the numbering structure of the law and reorganized the charter school statute. Thus, many of the State Board of Education policies need technical corrections in order to match the new numbering system for the charter law. The attached policies in the TCS series renumber the sections accordingly:

- (1) TCS-U-006 – this proposed revision also add the requirement that nonprofit boards that hold the charter school meet no less than eight (8) times per year.
- (2) TCS-U-010
- (3) TCS-U-012
- (4) TCS-U-016
- (5) TCS-U-017

TCS-U-006 does have a few additional modifications to the policy; however, these have been adopted by the State Board of Education through recent modifications to the Charter Agreement. This policy incorporates the following language from the Charter Agreement:

- (1) Mid-year school closure, without SBE approval, is considered a voluntary surrender of the charter;
- (2) Requirements for conflict of interest/nepotism policy; and
- (3) Language that references the Charter Agreement process of initiating revocation.

Recommendations:

It is recommended that the State Board of Education adopt these technical corrections to the TCS policies.

CONSENT

LFI 5 – Charter Amendment to Modify the Mission for Brevard Academy

Policy Implications: General Statute §115C-218.5(e), SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

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

Description:

Brevard Academy: A Challenge Foundation Academy (Brevard CFA), located in Brevard, NC, opened as a charter school in 1998. The charter school's grade configuration is kindergarten through eighth grade. The charter school's 2014-15 Average Daily Membership (ADM) was approximately 241 students. Brevard Academy's students live by an Honor Code that promotes consideration, integrity, positive spirit, and value of the individual.

The revised mission statement provides a more detailed perspective of the school's aim to prepare its students to achieve excellence in higher education and in the world-at-large. The school encourages all students to excel within their own talent frameworks to help them develop a love of learning. These proposed changes were adopted by the nonprofit board of directors that holds the schools charter and are pending State Board of Education approval for implementation. The item is presented as consent so the school can immediately update its information regarding student enrollment.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this requested amendment to change the mission statement of Brevard Academy.

ACTION AND DISCUSSION AGENDA

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

Noting the physical absence of LFI Committee Chair Rebecca Taylor in the Board Room (she was participating via conference call), Chairman Cobey recognized LFI Committee Vice Chair Wayne McDevitt to facilitate the LFI Action and Discussion agenda.

ACTION

LFI 1 – Charter Agreement Revisions

Policy Implications: General Statute §115C-218, Charter Agreement

SBE Strategic Plan:

Goal 2: Every Student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

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

Description:

At its February 5, 2015, meeting the State Board of Education, after must discussion, adopted a specific Charter Agreement for the virtual pilot program. That document incorporated some wording changes that would transposed into the regular Charter Agreement. Those modifications are shown in the attachment via underlines and strikethroughs. The new numbering of the charter school law is reflected in the Charter Agreement.

The two major changes that were not part of the virtual agreement are outlined below.

- (1) Section 1 has a new subsection: 1.4 That section reads as follows: "If the Public Charter School ceases operating in accordance with its Charter and terminates instruction, without prior permission from the SBE, it will be deemed to have surrendered its charter and all rights thereunder." This section is recommended due to an unprecedented and recent circumstance that arose at a charter school.
- (2) Section 4.3d indicated that no teacher or staff member could be related to the chief administrator of the charter school. This language has been modified as follows: "No teacher or staff member that is immediate family of the chief administrator shall be hired without the board of directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred."
- (1) Section 4.1 adds a line that requires nonprofit board members that hold the charter from the State Board of Education to have a primary residence in North Carolina.

The Charter Agreement outlines expectations to which the charter schools will be held accountable.

Recommendations:

It is recommended that the State Board of Education approve this Charter Agreement.

Discussion/Comments:

- LFI Committee Vice Chair Wayne McDevitt noted significant discussion of this item during the LFI Committee meeting on Wednesday.
- Vice Chairman Collins raised the issue discussed on Wednesday (for the purpose of the audience) about whether all board members needed to be residents of North Carolina, noting that he would vote against the motion because he believes there is a benefit for out-of-state board members. Mr. Collins added that he agreed with Chairman Cobey's point that officers of the board should be required to be residents. Mr. Collins stated that he assumed he would be voting in the minority, but if not, would follow up with a proposal to require five members of the board to be North Carolina residents.
- There was no further discussion.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Eric Davis, the State Board of Education voted to approve the Charter Agreement revision as presented. Vice Chairman Collins voted in opposition. (See Attachment LFI 1)

ACTION

**LFI 2 – Appeal Panel Recommendations on Initiating Charter Revocation for Two Schools:
Children’s Village Academy and SEGS Academy**

Policy Implications: General Statute §115C-238.95

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 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), Ms. Alexis Schauss (Director, Division of School Business) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

On Thursday, March 5, 2015, the State Board of education voted to initiate the charter revocation for the following charter schools:

1. Children’s Village Academy (Lenoir County)
2. STEM Education for a Global Society Academy (Columbus County)

These two charter schools had previously appeared before the Charter School Advisory Board (CSAB) at its February 2015 meeting. At that meeting, the CSAB, by an overwhelming majority, recommended that the State Board of Education initiate revocation for STEM Education for a Global Society Academic (SEGS).

While the CSAB took no action on Children's Village Academy, they did indicate that the State Board placed specific conditions for continued operation on the school. These conditions were established after the SBE voted, in March 2013, to initiate revocation of the charter due to significant financial issues. The nonprofit board from Children's Village agreed to meet these conditions. Since they were not met, the CSAB believed the State Board should decide next steps. The Department of Public Instruction prepared and presented the item to the State Board based upon failure to meet the conditions outlined in the 2013 Settlement Agreement.

Both of these charter schools were notified of the State Board's decision of initiation revocation and were afforded an opportunity to appeal under the terms of the Charter Agreement. The nonprofit boards did appeal the SBE decision and an Appeal Review Panel was convened on March 30, 2015. The panel consisted of three members of the State Board of Education. This panel received information from the Department of Public Instruction and heard from representatives of each charter school. After hearing all of the information, the panel convened to deliberate and make a recommendation to the State Board of Education.

Recommendation(s):

It is recommended that the State Board of Education adopt the recommendation of the Appeal Review Panel regarding initiating the revocation of the charter for Children’s Village Academy and SEGS Academy.

Discussion/Comments:

- LFI Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- Vice Chair McDevitt noted that this item will contain two motions (one for each charter school).
- Following the motion for Children’s Village Academy, Chairman Cobey clarified that the motion does not mean that this situation will not be addressed before August.
- There was no further discussion.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to accept the voluntary surrender of the charter for STEM Education for a Global Society Academy. (See Attachment LFI 2)

Mr. Wayne McDevitt moved not to take any action with respect to the charter of Children’s Village Academy. He further moved that the State Board of Education directs the NC Department of Public Instruction staff to provide a status report to the State Board of Education no later than the State Board’s August 2015 meeting with respect to the school’s progress toward meeting the stipulations in the 2013 Agreement. The motion was seconded by Mr. Gregory Alcorn, and the State Board of Education voted unanimously to approve the motion. (See Attachment LFI 2)

ACTION ON FIRST READING

LFI 3 – Charter School Advisory Board Recommendations Regarding PACE Academy

Policy Implications: General Statute §115C-238.95, SBE Policy #TCS-U-017, Charter Agreement

SBE Strategic Plan:

Goal 2: Every student has a personalized education plan.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

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

Description:

In December 2013, the Charter School Advisory Board recommended that the State Board of Education not renew the charter for PACE Academy due to patterns of noncompliance, low academic performance, and concerns related to the financial sustainability of the school. The nonrenewal vote by the CSAB was unanimous. After a month of discussion the renewal recommendations, the State Board of Education (SBE) voted unanimously to not renew the charter. After the SBE vote, representatives from the school reached out to the State Board regarding a possible settlement agreement. The State Board did adopt a proposed Settlement Agreement that led to the dismissal of the contested hearing and a possible three-year term of the charter.

On Monday, March 9, 2015, the Charter School Advisory Board, at its public meeting, voted unanimously to recommend that the State Board of Education consider information regarding PACE Academy. The CSAB did not believe that the charter school had met all of the obligations agreed to and

outlined in the signed charter agreement. The language of the Settlement Agreement indicated that PACE Academy would surrender its charter “if the State Board of Education finally certifies that PACE failed to materially meet any of the conditions listed in Paragraphs 1-7.”

Specifically, the concerns of the CSAB rested within Paragraph 6 of the Settlement Agreement where PACE Academy was required to: “maintain accurate and verifiable student records, including student academic records, student accounting information, and student accountability records. All records must be maintained in a format that is both accessible and accurate. Records must be created contemporaneously with the event or condition being recorded.” The attached documents outline many of the concerns that were discovered and are presented for SBE review.

The recommendation of this item fits the mission of the CSAB, which “works to ensure the existence of high quality charter schools.” As schools do not utilize their autonomy to meet performance goals, those schools should be held accountable.

Recommendation(s):

It is recommended that the State Board of Education accept the recommendation from the Charter School Advisory Board regarding taking action under the Settlement Agreement for PACE Academy’s failure to meet all of the agreed upon stipulations.

Discussion/Comments:

- LFI Committee Vice Chair Wayne McDevitt explained that the June 2014 Settlement Agreement between PACE Academy and the State Board of Education (SBE) states, “Following notice of a material failure to comply with this Agreement and a meaningful opportunity to be heard before the SBE, or a subcommittee of the SBE, PACE will surrender its charter to the State Board of Education immediately following that hearing, if the State Board of Education finally certifies that PACE failed to meet any of the conditions listed in Paragraphs 1-7 [of this agreement].”
- Vice Chair McDevitt explained that the motion would be a two-part motion.
- Chairman Cobey noted an extensive presentation and discussion on this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

Mr. Wayne McDevitt moved that the State Board of Education find PACE Academy has materially failed to comply with the June 2014 Agreement, and, consistent with Paragraph 8 of the Agreement, directs the Office of Charter Schools to notify PACE Academy in writing of this finding. He further moved that the Chair appoint a subcommittee to convene prior to the May State Board of Education meeting to hear from both parties and make a recommendation to the State Board of Education at its next regularly scheduled meeting. The two-part motion was seconded by Mr. Gregory Alcorn, and the State Board of Education voted unanimously to approve the two-part motion. (See Attachment LFI 3)

NEW BUSINESS

Under New Business, LFI Committee Vice Chair Wayne McDevitt reported that the LFI Committee received an NCVPS Update from Ms. Michelle Lourcey (Chief Academic Officer, NCVPS).

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

DISCUSSION

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

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

Pursuant to the Board’s policy, DPI have provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the ASW (Analysis of Student Work) process for the 2014-15 school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following two charter schools have submitted a request for local flexibility from the ASW process: Columbus Charter School and Dillard Academy.

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She also noted that Board members have a list of school systems that have requested those waivers. This item will return for Action in May.
- There was no further discussion.

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

DISCUSSION

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

Policy Implications: SBE Policy # TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

Pursuant to the Board's policy, DPI has provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the NCFEs (NC Final Exams) and ASW (Analysis of Student Work) process for the 2014-15 school year. LEAs and charter schools were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following charter school has submitted a request for local flexibility from the NCFE/CTE assessment process: One NC Final Exam/middle-school CTE waiver: Columbus Charter School.

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted extensive discussion of this item during the TCP Committee meeting on Wednesday. Most of the discussion was focused on Wake County Schools and the extent to which the extraction of a sizeable number of teachers out of the statistical pool and its effect on our ability to have confidence in the way individual growth for Standard 6 is computed, according to Dr. Oxendine.
- In addition, Chair Oxendine reported that she requested that the Board convene a small committee prior to the May State Board meeting in order to revisit the policy adopted in fall 2013. Chairman Cobey asked for clarification about the working group requested by Dr. Oxendine. She suggested that along with Chairman Cobey and herself, she would like to convene State Superintendent Atkinson, Dr. Rebecca Garland, Dr. Tom Tomberlin and Dr. Tammy Howard. Dr. Oxendine added that the group might want to fortify portions of the policy that address the possibility of LEAs designing their own assessments.
- Chair Oxendine explained that all of the waivers will return in May for Action.
- There was no further discussion.

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

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a Governor's Teacher Network Update: Changing Instructional Practice. This included greetings from Mr. Eric Guckian (Education Advisor to the Governor) and two presentations from members of the Governor's Teacher Network: Ms. Jane Brandsman (Guilford County Schools) and Ms. Sharon Verdu (Buncombe County Schools) about their Action Research Projects.

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

ACTION**TCS 1 – Council on Educational Services for Exceptional Children**

Policy Implications: General Statute §115C-121, SBE Policy #TCS-B-005, Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

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

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education of unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There is a vacant appointment to represent Special Education Teachers (PreK-12). The vacancy is due to appointment resignation. At the March meeting, the State Board of Education discussed the recommendation of Ms. Jennifer Degen to fill the vacancy to represent Special Education Teachers (PreK-12).

The Exceptional Children Division is seeking a replacement through the appropriate legislative office for one executive appointment that expired June 30, 2014, representing an individual with a disability.

Recommendations:

At the April meeting, the State Board of Education is asked to approve the recommendation of Jennifer Degen to fill the vacancy of a representative of Special Education Teacher (PreK-12).

Discussion/Comments:

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

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve Ms. Jennifer Degen as a new member to the Council on Educational Services for Exceptional Children as presented. (See Attachment TCS 1)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 2 – Approval of Race to the Top (RttT) Wireless Infrastructure Initiative Allocations

Policy Implications: Allocation of Federal RttT Funds to Local Education Agencies (LEAs)

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 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Presenter(s): Mr. Adam Levinson (Director, Race to the Top Division) and Mr. Phil Emer (Friday Institute, NC State University)

Description:

NCDPI requests that the State Board of Education approve the allocation of RttT funds to LEAs consistent with the attached list of schools that have been determined the highest priority schools with e-Rateable needs for wireless technology infrastructure.

NCDPI has been approved by the US Department of Education (USED) to allocate \$4.6 million of NCEdCloud (Cloud) Race to the Top (RttT) funds in year five of the RttT grant period to support the expansion of wireless infrastructure in schools statewide; NCDPI has also subsequently requested approval by USED to redeploy and additional \$10 million in unexpended, unobligated RttT funds for this purpose. This effort, known as the RttT Wireless Infrastructure Initiative (see October 2014 State Board Meeting minutes) enables us to begin implementing Strategy Five of the Cloud Work Plan created in 2011 (see http://cloud.fi.ncsu.edu/resources/NCEdCloud_Work_Plan.pdf; page 10), which recognizes that a robust and sustainable wireless network is an underlying requirements for implementing any expansion of pervasive digital learning. This Wireless Infrastructure Initiative takes immediate advantage of the newly modified federal E-Rate initiative, and aligns with many LEA RttT Detailed Scopes of Work (DSW) and with other state mandates to enable use of digital resources (such as e-textbooks).

In October 2014, the State Board of Education (Board) expressed support for NCDPI moving forward with the plan to provide RttT funding in fiscal year 2014-15 to as many local education agencies (LEAs)

as is feasible to deploy initial wireless infrastructure or expand existing infrastructure density in the highest need schools to support digital learning.

In October 2014, the Board approved criteria for the NCDPI/NCEdCloud team to use to determine allocations of funding to LEAs. The NCDPI/NCEdCloud Team has used this criteria to develop a draft list of schools – in priority order – that will be eligible for RttT Wireless Initiative funding. The list of schools (with proposed funding for each) is attached.

Recommendations:

It is recommended that the State Board of Education approve the proposed funding allocations at its April 2015 meeting.

Discussion/Comments:

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

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to move this item to Action on First Reading and to delegate authority to the NC Department of Public Instruction to finalize identification of the eligible schools, and consistent with State Board of Education approved criteria, disperse the Race to the Top Wireless Infrastructure funds as soon as possible. (See Attachment TCS 2)

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

ACTION

HRS 1 – Policy Regarding Athletic Injury Prevention and Management at Athletic Practices and Games

Policy Implications: General Statute §115C-12 (12), SBE Policy #HRS-D-000

SBE Strategic Plan:

Goal 1: Every student is healthy, safe, and responsible.

Objective 2: Promote healthy active lifestyle for students.

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

Every high school is required to have a Licensed Athletic Trainer or First Responder available at athletic events. The updates to the Policy Regarding Athletic Trainers contain language that provides further clarity on roles and responsibilities and guidance to districts regarding the requirements.

Recommendations:

State Board of Education members are requested to discuss the revisions to the policy.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting in March. She explained that this policy requires every high school to have a Licensed Athletic Trainer or First Responder available at athletic events. She added that while the State Board is very supportive of a Licensed Athletic Trainer for every school, the Board cannot mandate that requirement without funding; therefore, the policy is recommended as presented.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to approve the revisions to SBE Policy #HRS-D-000 as recommended. (See Attachment HRS 1)

NEW BUSINESS

Under New Business, HRS Committee Chair Patricia Willoughby reported that the HRS Committee received an update on proposed legislation for three health-related bills from Mr. Zane Stilwell.

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

DISCUSSION

GCS 1 – Global Ready District Designation and Rubric

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

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.3: Increase the number of schools designated as STEM or Global Education ready.

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

Description:

In September 2011, the North Carolina State Board of Education formed a Task Force on Global Education to assess the state’s effort to produce globally competitive graduates ready to live, work, and contribute in an interconnected world. Based on its findings, the Task Force made a number of recommendations that would help to ensure that public school students are well prepared.

One opportunity coming out of the Global Education Task Force work was the creation of criteria and a process for the Global Ready District Designation. From the Final Report, refer to 4.2 – Institute in

concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives, and addresses, at the least, the following:

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

Recommendations:

It is recommended that the Global Ready District Designation and Rubric move to Action in May and that the designation be available beginning in the summer of 2015.

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 April State Board of Education meeting and will return for Action in May 2015. (See Attachment GCS 1)

NEW BUSINESS

Under New Business, GCS Committee Chair Eric Davis reported that the GCS Committee received an informative presentation about using data to inform instruction in Home Base, featuring Ms. Sally Eller (Director of Accountability, Iredell-Statesville Schools). Ms. Eller's report also highlighted the value that the Department of Public Instruction renders to LEAs and teachers. In addition, the GCS Committee received a status update from the Task Force on Summative Assessment from Vice Chairman Collins.

CHAIRMAN'S REMARKS

Under the Chairman Remarks, Chairman Cobey recognized Dr. Atkinson for the following announcement. Dr. Atkinson announced and congratulated Dr. Lou Fabrizio who was recently elected President of the Federal Liaisons within the Council of Chief State School Officers (CCSSO), which consists of 50 state representatives.

Chairman Cobey reminded Board members and the audience that the Board is scheduled to meet in Greenville at East Carolina University for its May meeting. He asked Board members to plan to arrive no later than noon on Monday, May 4. The Board will hold its planning and work session on Monday and Tuesday. Noting that the Board already voted to suspend its Rules of Procedure designating the first Thursday as the Board's official meeting date, Chairman Cobey stated that the Board meeting will be a one-day meeting on Wednesday, May 6.

The Chairman also noted that there may be two new Board members prior to the May meeting. In the meantime, Chairman Cobey thanked Board member Howell for continuing to serve District 3 until his replacement is named and confirmed.

NEW BUSINESS

Without objections, Board member Patricia Willoughby shared, as a matter of personal privilege, that her mother recently died at 101.5 years of age. Ms. Willoughby explained that while going through her personal affects, she came across a newspaper article from 1980 featuring Tar Heel of the Week - John Albert Pritchett, a prominent Windsor, NC, attorney who served more than 35 years on the State Board of Education and was appointed by eight governors. Ms. Willoughby shared that until she passed away, every first week of the month her mother would say “You have your State Board meeting this week.” According to Ms. Willoughby, her mother clearly valued the work of the State Board. Ms. Willoughby quoted Mr. Pritchett in the article who said, “I believe this Board is more intensely interested in providing all the prerequisites for quality education than in any time before in the history of the State Board.” Ms. Willoughby stated that she doesn’t ever want Board members to take lightly the great privilege that it is to serve in this capacity.

Likewise, Vice Chairman A.L. Collins asked the Board’s indulgence on a point of personal privilege. He shared that long-time educator Dr. Geneva Brown passed away last week. Raised in Goldsboro during a time when educational opportunities were limited, she pursued educational opportunities that culminated in multiple degrees from NC A & T. She began teaching in Sampson County, and in 1954, she began teaching in Winston-Salem City Schools. Mr. Collins shared that she served the community as a teacher and then later as a principal in the midst of court-ordered desegregation. By her calm, firm and fair demeanor, Dr. Brown helped the community overcome racism and discrimination, a task that she championed for the remainder of her life, according to Mr. Collins. In 1971, Dr. Brown was the first principal at Winston-Salem’s first magnet school – Moore Laboratory School where she served for 19 years. Moore Laboratory remains one of Winston-Salem’s most popular magnet programs, according to Mr. Collins. Following her retirement, Dr. Brown was elected to the Winston-Salem/Forsyth County Board of Education where she served for 18 years. Mr. Collins spoke of his relationship with Dr. Brown, which began in 1996. He noted that being from different generations and different political parties, they did not always agree. Nevertheless, they shared a passion for the education of all children. In addition, Mr. Collins highlighted her many honors and awards including an Honorary Doctorate from Wake Forest University. Elected to the Winston-Salem/Forsyth County Board of Education in 1992, Dr. Brown left the board in 2011 due to illness after having served Winston-Salem/Forsyth Schools for 57 years. Mr. Collins stated that Dr. Brown died on March 26, 2015, and her life is illustrative of the lessons we all have learned about teachers – teachers not only touch the future but they create the future in the lives of those they teach. He stated that the future of our community is better because of Dr. Geneva Brown. Because of this she will live forever in the lives of those she taught and the people her students impact over their lifetime. In closing comments, Mr. Collins stated that he is privileged to be one of those people whose life has been changed by the presence of Dr. Geneva Brown.

Mr. Collins asked Dr. Atkinson to append this statement to the State Board minutes and to convey to Dr. Brown’s family the appreciation of the State Board of Education for her lifelong service to the children

of North Carolina. Without objection, Chairman Cobey asked Dr. Atkinson to follow up with this request.

OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, Board members voted unanimously to adjourn the April 1-2, 2015, meeting of the State Board of Education.