

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 3, 2015**

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

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|-------------------------------------|---------------------|
| William Cobey, Chairman | Reginald Kenan |
| A.L. “Buddy” Collins, Vice Chairman | Wayne McDevitt |
| Dan Forest, Lt. Governor | Olivia Oxendine |
| Gregory Alcorn | Rebecca Taylor |
| Eric C. Davis | Patricia Willoughby |

Also present were:

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| June St. Clair Atkinson, State Superintendent | James E. Ford, Teacher of the Year Advisor |
| Evelyn Bulluck, Local Board Member Advisor | Grace Russell, Junior Student Advisor |
| Brady Johnson, Superintendent Advisor | |

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the June 2015 State Board of Education meeting to order and declared the Board in official session. After explaining that today’s meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board’s website, he welcomed visitors, online listeners, and Twitter followers.

Chairman Cobey explained that this morning, the State Board of Education and NC Department of Public Instruction held a Legislative breakfast, inviting all legislators to participate. Staff members were stationed around the room to share information and answer questions on topics of concern and interest to legislators.

After speaking briefly about the Board’s May Planning and Work Session held at East Carolina University in May, Chairman Cobey once again thanked Chancellor Steve Ballard and Pitt County Superintendent Dr. Ethan Lenker for their hospitality. He welcomed back Ms. Grace Russell, the Board’s newest student advisor. He also explained that this month, the Board will say goodbye to three of its Board advisors as their service to the Board comes to an end – Ms. Dickerson, Dr. Tulbert, and Mr. Johnson. He noted the absence of Ms. Dickerson who, on doctor’s orders, is home resting and

preparing for the birth of her twins. He also noted that Dr. Tulbert is absent as today is test day in her middle school; she will join the Board meeting on Thursday.

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 June 3 and 4, 2015, as presented.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for June 3 and 4, 2015, as presented.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. He called on Dr. Atkinson to introduce the first Issues Session.

- **NC Department of Public Instruction Division Profiles**
 - ❖ **Safe and Healthy Schools Support Division – Dr. Ben Matthews (Deputy Chief Financial Officer for Operations)**

Dr. Atkinson recognized Dr. Ben Matthews to provide an overview of the work of the Division of Safe and Healthy Schools in this fifth in a series of division presentations.

Dr. Matthews prefaced this presentation by introducing his administrative assistant Ms. Teri Williams who was present in the audience. Using a PowerPoint presentation, Dr. Matthews provided a snapshot of each area that comprises the Division of Safe and Healthy Schools.

Dr. Matthews reported that the Allied and Mental Health Consultant, Ms. Chris Minard, serves as the liaison between DPI and 1,212 school nurses, 770 school psychologists, and 924 school social workers across the state. In addition, she serves as the primary liaison for school mental health for our K-12 population.

Dr. Matthews introduced Mr. Reggie Flythe (Consultant, Driver Education) who was present in the audience. Mr. Flythe is the President Elect (effective January 2016) for the American Driver and Traffic Safety Association (ADTSA). In addition, for the first time, North Carolina will be the host for the national meeting of the ADTSA in July. DPI provides administrative oversight and technical support for driver education programs in all 115 LEAs statewide that provide classroom and behind the wheel services to over 100,000 public, private, charter, home, and federal school students annually. Dr. Matthews spoke briefly about the importance of the bill added into the House budget to provide funding for Driver Education this coming year. In response to Board member Greg Alcorn's question, Dr. Matthews stated that the Department is optimistic that Driver Education will be fully funded this year.

The Plant Operations Section is an engineering group that provides support for public schools across the state. He recognized Ms. Kim Lawson (Section Chief) who was present in the audience. Plant Operations streamlines facility maintenance by providing technical consulting and professional design solutions uniquely tailored for the public schools. The use of Plant Operations by LEAs results in cost savings in design fees, maintenance/construction costs, utility/operations costs, and protection of current school assets and the learning environment.

School Insurance is headed by Ms. Eileen Townsend (Section Chief). School Insurance provides property insurance for LEAs and community colleges, oversees the workers' compensation benefits and unemployment coverage for state school employees, and provides excess professional liability for LEA and charter school employees. In response to Board member Wayne McDevitt's question, Dr. Matthews spoke briefly about the process for assessing potential fire hazards in older school facilities. A brief discussion ensued about providing that assessment information to the local school system.

Dr. Matthews recognized Dr. Lynn Harvey (Section Chief, School Nutrition Services) who was present in the audience. Dr. Matthews noted that Dr. Harvey is currently the Vice President and President Elect for the National School Nutrition Association. He explained that Dr. Harvey is scheduled to present next Thursday to the Senate and House in Washington, DC, on the crucial scenario we have related to school nutrition across the state. At the direction of State Superintendent Atkinson, Dr. Harvey plans to take resolutions with her from the School Boards Association, the School Administrative Association, School Nutrition Association, and the Finance Officers Association. Dr. Matthews also reported that several weeks ago, Dr. Harvey met with Senator Tillis and his staff in a Charlotte Mecklenburg school where Senator Tillis served lunch to the students. The purpose of this meeting was to have conversations about the potential loss of revenue for North Carolina in school nutrition services due to federal requirements. School Nutrition Services oversees seven federally funded nutrition programs that promote student's optimal growth, well-being, and academic success; provides on-site technical assistance, continuing education, and consultation to sub-recipients while continuously monitoring compliance to ensure federal, state, and local funds are used in accordance with current policy (nearly \$1 billion annually). Board member Patricia Willoughby stated that she wants to keep this issue on the agenda so that North Carolina legislators see the link

between academic achievement of students and health (nutrition/food insecurity). A brief discussion occurred regarding waivers being granted to LEAs that have demonstrated financial loss related to the new federal requirements (approx. 118 waivers for 2,300 schools). Dr. Harvey explained that North Carolina's request to Washington is to make those waivers permanent. Board member Willoughby suggested that Dr. Harvey also take to Washington the State Board's resolution on breakfast as a part of the instructional day. The suggestion was noted.

Dr. Matthews recognized Dr. Ken Phelps (Chief Consultant, School Planning) who was present in the audience. He explained that School Planning reviews all design documents for proposed construction and renovation of public K-12 school facilities; assists LEAs in the planning, design, and funding of school construction; manages repair and renovation projects at the Residential Schools and DPI building; and provides relevant data to administrators, boards, legislators, and the public. A brief discussion occurred about public/private partnerships and the complex funding mechanism related to privately-owned school facilities.

Textbook Services is headed Mr. Drew Fairchild (Section Chief, Textbook Services). Textbook Services creates and distributes a database of SBE-adopted materials and textbooks, including braille and large print; and manages acquisitions, inventory, storage, and distribution of state-funded textbooks and materials. Dr. Matthews spoke briefly about the possibility of an increase in legislative funding for textbooks this year.

Dr. Matthews recognized Mr. Derek Graham (Section Chief, Transportation Services) who was present in the audience. Mr. Graham is the former President of the National Association of State Directors of Pupil Transportation. He explained that Transportation Services is dedicated to allocating funds that encourage efficiency of operation while maintaining the state's investment in a fleet of 14,400 vehicles; provides technical assistance, including bus inspections, and information systems support; and focuses on safety, efficiency and compliance. Dr. Matthews elaborated on the reasons that the Department is currently in the midst of trying to get the NC DWI car program transferred to the NC Department of Administration. He also elaborated on special legislation related to school bus stop-arm violators, cameras, and a communication scenario with the express purpose of reducing student fatalities.

Dr. Matthews shared that he serves on the Governor's Task Force for Safer Schools; chairs a subcommittee dealing with school bullying, safety in the schools, and apps that can be used for anonymous reporting and school climate; and serves on the Domestic Violence Commission. He stated that the Department works very closely with the Department of Public Safety, SBI, the Highway Patrol, Homeland Security, etc. on many issues related to the safety of public schools.

In closing comments, Dr. Matthews commented about how all of these subsections that make up the Division connect to safety for public schools. Board member Wayne McDevitt complimented the Division of Safe and Healthy Schools, citing the responsiveness of the Division and noting that the people he refers always share that staff are quick, thorough, and honest.

Globally Competitive Students' Issues

➤ Career and College Promise

❖ Ms. Sneha Shah-Coltrane (Director, AIG)

Using a PowerPoint presentation, Ms. Sneha Shah-Coltrane provided a comprehensive overview of the Career and College Promise (CCP) program. She explained that CCP is an overarching program that offers eligible North Carolina high school students an accelerated path for preparation for college or a career through higher education coursework. CCP is a commitment to helping every qualified student gain access to a college education tuition-free for students/families while in high school. Ms. Shah-Coltrane stated that CCP is one of the most celebrated programs in North Carolina and continues to have support from the IHEs, public, private and independent colleges, and the Department of Public Instruction.

Ms. Shah-Coltrane spoke about the history of dual enrollment in North Carolina prior to CCP. Previous programs include concurrent enrollment, Huskins Bill, Learn and Earn, Learn and Earn Online, and Cooperative Innovative High Schools. She explained that in 2012, all of these existing programs were consolidated into CCP in response to SL 2011-0145 in order to bring all of these programs together with more focus and deliberate pathways.

CCP provides structured dual enrollment opportunities for qualified high school students to dually enroll in higher education courses tuition-free. Eligibility minimum qualification requirements were added. At the end of these CCP opportunities, a student will graduate not only with a high school diploma but with either CTE certification, an industry credential, and also transferrable credits and potentially an Associate's degree.

Ms. Shah-Coltrane provided a description of the three types of CCP opportunities:

1. The College Transfer Pathway provides course credits toward Associate degrees in Arts or Science that are seamlessly transferrable to all UNC-System institutions and participating private institutions. Open to all eligible North Carolina high school students in grades 11-12. Eligibility: Weighted GPA 3.0 and demonstrated college readiness on an approved benchmark assessment. In response to Board member Oxendine's question about tracking, Ms. Shah-Coltrane explained that the Department plans to build a tracking system in PowerSchool. Currently, the Department is able to look at course enrollments that the Community College System is already tracking because their funding is tied to enrollment into the pathways.
2. The Career and Technical Education Pathway provides course work toward an industry-recognized credential, certificate or diploma in a technical career. It continues to build on foundational high school courses. Open to all eligible North Carolina high school students in grades 11-12. Eligibility: Weighted GPA 3.0 or recommendation of the high school principal and meet the prerequisites for the career pathway. Ms. Shah-Coltrane shared that, currently, the number one program in this pathway is Criminal Justice in which a student may obtain an Associate's degree. In response to Board member McDevitt's question, Ms. Jo Anne Honeycutt spoke briefly about the determination of how a course aligns to an industry-recognized credential, certificate or diploma. Partnerships are key to determining how different things integrate and align, and how one course can count for multiple things, according to Ms. Shah-Coltrane.

3. Cooperative Innovative High Schools (CIHS) provide a high school diploma and two years of college credit through partnerships with local Community Colleges and Colleges/Universities. Established jointly by LEAs and Community Colleges, Colleges and Universities, and Private Institutions of Higher Education (IHEs). Possible grades 9-13; on-site of IHE. The focus of these CIHS is for students at-risk of dropping out, first generation college students, and those ready for accelerated instruction. In response to Vice Chairman Collins's request, Ms. Shah-Coltrane elaborated on the difference between early college and middle college explaining that early college typically starts with the ninth grade and the middle college begins with the 11th grade. State Superintendent added that when North Carolina first started with this movement, some school districts in the state used the term "middle college," then the Innovative High Schools' law coined the "Early College" term.

Currently, there are 109 Cooperative Innovative High Schools in North Carolina. There are 80 funded Cooperative Innovative High Schools, primarily Early Colleges, and 29 unfunded Cooperative Innovative High Schools.

Noting success over the years, Ms. Shah-Coltrane shared that about one-half of Early College high schools post 100% graduation rates and about one third of the students graduate with an Associate's degree or 30 hours of transferable credit. She stated that CCP is increasingly growing in numbers, and 37 LEAs have expressed interest in applying in fall 2015.

Board member Patricia Willoughby encouraged Board members to visit an early college and talk to those students who participate in this type of program. She spoke briefly about the value of providing options to students and the importance of sharing this data with legislators. Vice Chairman Collins concurred with Mrs. Willoughby's comments about how important CCP is to the state. He expressed concern that all parents do not understand the available options and suggested that the Department focus on communicating the options with parents. Dr. Atkinson suggested highlighting Avery County in that effort as more than 50 percent of their graduates graduate with college credit, noting that perhaps we could work with them to help inform parents in other school districts.

Ms. Shah-Coltrane shared the following CCP data from the Community College System that demonstrates consistent growth.

CC Student Numbers, 2014 Enrollment:

CIHS: 11,735

College Transfer: 5,076

CTE Pathway: 4,425

Ms. Shah-Coltrane spoke briefly about the following areas of improvement:

- Create data systems for NCDPI to monitor enrollment and partner with IHEs
- Address barriers of access
- Develop structures for support of completion
- Re-focus program availability to program outcomes

In closing, Ms. Shah-Coltrane commended a YouTube video made in partnership by Surry Community College and Yadkin County Schools that describes the Career and College Program in Yadkin County.

<https://www.youtube.com/watch?v=DXIGAE714ow>

➤ **Review and Discussion of Draft Education Plan**

- ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Nancy Barbour (Interim Director, District and School Transformation), Ms. Katie Cornetto (SBE Staff Attorney) and Ms. Laura Crumpler (Special Assistant Attorney General)**

State Superintendent Atkinson explained that the purpose of this item is to review the Education Plan that the Department must submit to Judge Howard Manning by June 30, and explained that in-depth discussions about the framework will occur during closed session. At this time, she recognized Dr. Garland to present the draft framework, which includes the Board's feedback from its May Planning and Work Session.

Dr. Garland provided an overview of the *Outline for the Leandro Plan*, which was distributed to Board members at their places, explaining that while it is not noted on the document itself, this is indeed a draft document.

Dr. Garland explained that she has been working in consultation with the Board's attorneys, the State Board Office, and staff across the Department to prepare the Education Plan as ordered by Judge Manning. The purpose is to provide a plan to ensure that the students who have proven to be the most resilient in terms of being underperforming are receiving all of the support that is available. Dr. Garland reported that the various division heads have been preparing summaries of the programs we have in place already to address equitable access for students who need additional support. She spoke briefly about having three summer interns (law school students) who are helping the Department with this effort by doing the research citations for all of the programs we have in place. In addition, she explained that the division heads will be presenting information about each of the programs, which will include the research citations during court. Dr. Garland then walked the Board through the specific details of the distributed outline.

Vice Chairman Collins commended the outline, noting that this is an opportunity to recognize the amount of resources that have been placed in public education and what that foundation is. He added that we do not need to lose sight of the fact that it is a great opportunity to tell a good story. He encouraged the Department to approach this effort from the standpoint of not only complying with Judge Manning's order, but also from more of a public relations standpoint.

Teacher of the Year Advisor James Ford concurred with Mr. Collins's remarks that the outline is incredibly well thought out, wide ranging, etc. He spoke briefly about the addition of a component of cultural competence of the practitioners, i.e. teachers and principals, specifically the ability of being able to reach students culturally. Dr. Garland noted the request. State Superintendent Atkinson shared that the Equity Plan that the Department just developed supports Mr. Ford's comments and could be included as a part of the Appendices.

Board member Olivia Oxendine inquired about what Judge Manning would be most interested in learning. In response, Dr. Garland stated that while she was uncertain, Judge Manning is interested in everything.

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

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

Chairman Cobey recognized Lt. Governor Dan Forest, Chair of the Special Committee on Digital Learning, for a status report on its progress. Lt. Governor Forest recognized Dr. Tracy Weeks to provide an update on the Digital Learning Plan.

NEW BUSINESS

➤ **NCDPI Digital Learning Update**

❖ **Dr. Tracy Weeks (Chief Academic Officer and Digital Learning)**

Using a PowerPoint presentation, Dr. Tracy Weeks spoke briefly about supporting schools for digital learning by using the final Race to the Top funds for connectivity, Home Base, the Learning Management System, and professional learning. The final round of professional development using digital tools to redefine instructional improvement in the classroom and to learn how Home Base can help teachers and their students is being offered at no-cost for teachers and school administrators this summer. Participating teachers will receive a stipend. The registration deadline is June 19.

Funding for content in Home Base is \$1 per ADM and if LEAs choose to opt in they will receive a number of licenses per campus (37 LEAs are currently opting in).

Dr. Weeks shared an o-chart to show the Department's support of Home Base Operations, specifically as it relates to the support of day-to-day operations.

In closing comments, she spoke briefly about the work ahead, which includes: Digital Learning, Micro-Credentials and the Digital Learning Plan.

- **Presentation from NC State University’s Friday Institute: Results of the Statewide Digital Rubric**
 - ❖ **Dr. Glenn Kleiman (Friday Institute, NC State University)**
 - ❖ **Dr. Jeni Corn (Friday Institute, NC State University)**

Lt. Governor Dan Forest, Chair of the Digital Learning Special Committee, introduced Dr. Glenn Kleiman and Dr. Jeni Corn to provide an update on the Digital Learning Rubric.

Using a PowerPoint presentation, Dr. Corn provided an overview and update of the Digital Learning Progress Rubric, which serves as a roadmap to support North Carolina’s educators and communities in the transition to digital-age teaching and learning. She explained that it is designed to help LEAs and charter schools reflect on their current stage of development in digital learning and track their progress moving forward. The rubric contains 25 separate elements that make up five major categories: Leadership, Professional Learning, Technology and Infrastructure, Content and Instruction, and Data and Assessment. She reported an outstanding response – all 115 LEAs completed the rubric and 120 out of 146 charter schools also completed the rubric. Dr. Corn shared the proportion of respondents at each level, noting that 73 percent of LEAs are at the “developing” level across the rubric. Dr. Corn also reviewed the average composite rubric scores by LEA, and spoke about the amount of variation across key elements by LEA. The key elements in which LEAs rate themselves (self-reported) the highest in descending order are 1) Communication and Collaboration, 2) School Networks, and 3) Authentic Assessments. The key elements in which LEAs rate themselves the lowest in descending order are 1) Sustainability, 2) Professional Development, 3) and Outside-of-School Access. She stated that, as a whole, it appears there are a lot of similarities, but when you dig deeper there is also a wide variety, and patterns will emerge.

Next steps include:

- *Deeper Analysis of Rubric Data* to explore whether patterns emerge that will allow the Friday Institute to group LEAs and charter schools along a digital learning continuum.
- *Provide Rubric Data Summaries to LEAs and Charters*
- *Collect Feedback from the Field* to improve both the instructions for use and rubric instrument itself
- *Develop District Digital Learning Toolkit* to identify, update, and develop tools LEAs could use to translate their rubric results to a local strategic plan for digital learning aligned to the state’s Digital Learning Plan

In response to Board member McDevitt’s comments, Lt. Governor Forest stated that this information will impact every aspect of the Digital Learning Plan moving forward. Dr. Corn added that one of the priorities identified is the need for professional development for principals and leaders, another is to think about how to strategically engage teachers. A brief discussion occurred about strategically aligning all areas of the work. Board members commended the rubric.

In closing comments, the next update of the plan will be quite comprehensive and will occur in August, according to Dr. Kleiman. There is a no-cost extension. In the next months, the Friday Institute will be analyzing the data and developing a set of key principles to inform and guide the plan and to leverage the good work already occurring across the state. Dr. Kleiman proposed a steering committee of stakeholders in order to guide the work and help set the priorities. Another emphasis will be on

leadership development, according to Dr. Kleiman. Other areas include getting devices into the hands of students, sustainability, and digital content, etc.

A brief discussion ensued about the Institutions of Higher Education (IHE) addressing these changes and the expectations regarding digital learning competencies.

➤ **Update on Digital Learning's Standing with the General Assembly and the Federal Government**

❖ **Lt. Governor Dan Forest**

Lt. Governor Dan Forest spoke briefly about policy work going on in the House and Senate, and the funding mechanism for the Plan. Lt. Governor Forest reported on a meeting with the FCC to provide them with a status update about North Carolina's efforts, noting that North Carolina is leading the nation in this work and the FCC was very impressed. According to Lt. Governor Forest, during that meeting North Carolina asked for additional funding; we are now waiting to hear from that request.

RECONVENE IN OPEN SESSION

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

A.L. "Buddy" Collins, Vice Chairman
 Gregory Alcorn
 Eric C. Davis
 Reginald Kenan

Wayne McDevitt
 Olivia Oxendine
 Rebecca Taylor
 Patricia Willoughby

Also present were:

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

Brady Johnson, Superintendent Advisor
 James E. Ford, Teacher of the Year Advisor

CLOSED SESSION

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

Upon motion made by Mr. Wayne McDevitt and seconded by Mr. Greg Alcorn, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:

- (1) Hoke County v. State of North Carolina and State Board of Education;*
- (2) PACE Academy v. NC State Board of Education; and*
- (3) C.B. et al. v. NC State Board of Education.*

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

Upon motion made by Mr. Greg Alcorn, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, June 4, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
June 4, 2015**

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

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

Also present were:

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

Carrie

James

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the June 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 June agenda on Wednesday.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. 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 Greg Alcorn was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Bill Cobey requested a motion to approve the minutes of the May 6, 2015, and May 13, 2015, State Board of Education meetings.
- There was no discussion.

State Treasurer Janet Cowell made a motion to approve the minutes of the May 6, 2015, and May 13, 2015, State Board of Education meetings. Seconded by Lt. Governor Dan Forest, the Board voted unanimously to approve the minutes as presented.

SPECIAL PRESENTATION

➤ OUTGOING STATE BOARD OF EDUCATION ADVISORS

- ❖ **Ms. Karyn Dickerson (Teacher of the Year Advisor, 2014-15, Guilford County Schools)**
- ❖ **Dr. Carrie Tulbert (Principal of the Year Advisor, 2014-15, Mooresville Graded Schools)**
- ❖ **Mr. Brady Johnson (Superintendent Advisor, 2014-15, Iredell-Statesville Schools)**

On behalf of the State Board of Education, Chairman Cobey expressed public appreciation to the outgoing State Board Advisors for their commitment and contributions to the State Board of Education meetings in their advisory roles.

Chairman Cobey reminded the Board that Ms. Karyn Dickerson was not present this month because she is resting and awaiting the birth of her twins. Dr. Carrie Tulbert and Superintendent Brady Johnson were invited forward to receive a plaque of appreciation in recognition of her/his service to the State Board of Education. The presentations were photographed.

SPECIAL PRESENTATION

- ### **➤ Broaden North Carolina's STEM Pipeline with the North Carolina School of Science and Mathematics**
- ❖ **Dr. Todd Roberts (Chancellor) and Ms. Melissa Thibault (Vice Chancellor, Distance Education and Extended Programs)**

As Dr. Todd Roberts and Ms. Melissa Thibault were making their way to the podium, Chairman Cobey stated that the NC School of Science and Mathematics (NCSSM) has expanded its reach into many public school classrooms, noting that the current Junior Student Advisor, Miss Grace Russell, takes a class through NCSSM. Chairman Cobey acknowledged Board member Patricia Willoughby for suggesting this presentation.

Chancellor Roberts prefaced this presentation by thanking DPI staff for its collaborative partnership over the years. He stated that the main purpose of this presentation is to think about how, as a state, we can leverage all of the state's resources to engage partnerships and meet the needs of all students statewide.

Using a PowerPoint presentation, Chancellor Roberts provided an overview of NCSSM, which is the nation's first public residential high school (opened in 1980) focused on science, technology, engineering and math. The residential campus in Durham currently serves 680 students. There were 1,400 applicants this year; however, space limits access, according to Chancellor Roberts.

Chancellor Roberts shared a two-minute award-winning video to provide a broad overview of NCSSM, which was created for the Emerging Issues Forum competition to show how NCSSM is an innovative space.

Chancellor Roberts spoke briefly about transcending the physical space through virtual means.

Through extensive online and videoconferencing offerings, and summer STEM enrichment programs, students from across the state are challenged and inspired. NCSSM serves 90 out of 100 counties and is the only UNC-system school serving more students via distance education than via residential programs. He explained that telepresence has improved dramatically and is now an industry-standard technology. Distance Education serves students in the same environment, and NCSSM broadcasts more synchronous video than any other public provider in the state. Chancellor Roberts explained that NCSSM partners directly with LEAs and schools to provide interactive videoconferencing courses. He provided a list of the types of courses ranging from upper-level math and science to Engineering and Forensics classes. Approximately 500 students took these classes this year through interactive videoconferencing, according to Chancellor Roberts. NCSSM began providing videoconferencing courses in 1995 through Public Television. Currently, NCSSM has four studios on campus, which provide these classes in an effective, efficient and affordable way. He cited Mt. Airy High School as an example of a school that was able to add nine advanced courses to its course catalog through the video conference program. Chancellor Roberts also cited other examples of customizing courses for areas with few students ready for highly specialized courses, such as STEAM Academy in Burke County.

Another component of the NCSSM's virtual program is the online program. Chancellor Roberts provided an overview of this program where students apply in their junior and senior years. There are currently 266 students enrolled in the online program. Chancellor Roberts provided a list of the online offerings through NCSSM, noting growth from 20 percent to 50 percent in counties represented in the online program. In response to State Treasurer Janet Cowell's question about the model, Chancellor Roberts explained that the local school system is required to have a facilitator in the classroom who serves as the point person. The teacher grades all of the papers for the class. The number of students per class is capped at about 25; however, it is typical to have students come from three to eight different LEAs from across the state, according to Chancellor Roberts.

In addition, Chancellor Roberts highlighted the Summer Ventures in Science & Mathematics Program, the Summer Accelerator and Early Accelerator Program, the Enrichments Program (K-8 activities for teaching & learning), and Digital Assets (YouTube with 2.7 million views).

A brief discussion occurred about promoting these programs. Ms. Thibault explained that they are looking to State Board members to help promote these resources and program continuums in their regions.

Chancellor Roberts stated that, in partnership with the Department of Public Instruction (through the Race to the Top grant), 16 courses were developed in four-course sequences in the following areas: Health and Life Science; Aerospace, Automation and Security; Energy and Sustainability; and

Agriculture and Biotechnology. He spoke briefly about the courses, which were designed in a module fashion.

In addition, Chancellor Roberts spoke about a variety of partnerships with LEAs, citing the Northampton County School's partnership as an example. This grant will allow NCSSM to teach a digitally-enhanced Integrated Math I class for their eighth grade students and provide professional development for their teachers. The goal for Northampton is to have more students able to move into Calculus classes when they are in the 11th and 12th grades.

Sharing that his tour of the school was very impressive, Lt. Governor Forest encouraged Board members to schedule a visit to the NCSSM, noting that NCSSM can be used as a shining example of what's going on digitally in North Carolina.

State Superintendent June Atkinson thanked Chancellor Roberts for the NCSSM's flexibility in helping provide alternatives to public school students across the state and for providing quality STEM modules. Board member Wayne McDevitt also extended appreciation for Chancellor Roberts's leadership and willingness to partner. Mr. McDevitt suggested that he would like NCSSM to meet in the fall with the western LEA superintendents. A brief conversation occurred about the College Tuition Grant for students who attend NCSSM, which has been unfunded since 2010, and the need to incentivize top high school students across the state, specifically as it relates to return on investment and the economic impact. Chancellor Roberts shared that the percentage of NCSSM graduates matriculating into the UNC System has decreased since the College Tuition Grant was unfunded.

Board member Patricia Willoughby encouraged fellow board members to connect with superintendents in their regions about this free resource.

STATE SUPERINTENDENT'S REPORT

Recognition of Microsoft-Certified Student Winners

In 2010, North Carolina made history when we launched the nation's first-ever statewide Microsoft IT Academy. Since then, thousands of students and teachers have taken coursework through the online Academy to build skills in using Microsoft applications such as Word, PowerPoint, Excel and Access and to earn professional certifications. Dr. Atkinson publicly thanked Mr. Malbert Smith (President, Metametrics) for his generosity and leadership in this initiative.

Dr. Atkinson announced that the NC Microsoft IT Academy has hit another outstanding milestone as students and educators have earned more than 200,000 career credentials through this program for a statewide cost savings of more than \$20 million in certification expenses.

Dr. Atkinson recognized Ms. Jo Anne Honeycutt (Director, Career and Technical Education) to introduce the 18 high school students who have recently taken top honors in the 2015 Microsoft Office Specialist competition, and explained that these students will go on to compete in the national contest later this month.

Students:

77-418: MOS: Microsoft Office Word 2013

- 1 – Stephen Downhower (Green Hope High School)
- 2 – Julia Seffler (Green Hope High School)
- 3 – Uroosa Shah (Green Hope High School)

77-420: MOS: Microsoft Office Excel 2013

- 1 – Thor Peterson (Green Hope High School)
- 2 – Kathryn Sullivan (Green Hope High School)
- 3 – Noelle Ruehle (Green Hope High School)

77-422: MOS: Microsoft Office PowerPoint 2013

- 1 – Sarah Wu (North Carolina School of Science and Mathematics)
- 2 – Brian Huitt (Green Hope High School)
- 3 – Rose Huang (North Carolina School of Science and Mathematics)

77-881: MOS: Microsoft Office Word 2010

- 1 – Ryan Catalfu (Green Hope High School)
- 2 – Michelle Sun (North Carolina School of Science and Mathematics)
- 3 – Nina Joseph (Green Hope High School)

77-882: MOS: Microsoft Office Excel 2010

- 1 – Ali Khan (Green Hope High School)
- 2 – Skyler Won (Green Hope High School)
- 3 – Justin Patzer (Carrboro High School)

77-883: MOS: Microsoft Office PowerPoint 2010

- 1 – Katherine Tomasi (Green Hope High School)
- 2 – Griffin College (Green Hope High School)
- 3 – Sean Cherry (Green Hope High School)

Teachers:

Martha Roettgen (Wake County Public Schools)

Brittany Hensley (Wake County Public Schools)

Leslie Rael (Wake County Public Schools)

Chris Lee (North Carolina School of Science & Mathematics)

Manfred Makor (Chapel Hill-Carrboro City Schools)

The students, teachers, CTE leaders and others were congratulated for their hard work to make North Carolina's Microsoft IT Academy the successful program it is today. The students were invited forward by competitive categories to have their photographs made.

NCDPI Division Spotlight – Safe and Healthy Schools Support

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state’s 115 school districts and 1.5 million children. This month’s spotlight shines on Safe and Healthy Schools Support.

Safe and Healthy Schools Support

- Oversees Allied and Mental Health Consultant, Driver Education, Plant Operation, School Insurance, School Nutrition Services, School Planning, Textbook Services, and Transportation Services.
- Serves as liaison between the Department of Public Instruction and, 1212 school nurses, 770 school psychologists and 924 school social workers across North Carolina and serves as primary liaison for North Carolina’s K-12 school population.
- Provides technical consulting and professional design solutions to streamline facility maintenance and realize cost savings and efficiencies for the state’s public schools.
- Provides property insurance for local school districts and community colleges, oversees workers’ compensation benefits and unemployment coverages for state school employees, and provides excess professional liability coverage for school district and charter school employees.
- Oversees seven federally funded child nutrition programs and provides on-site technical assistance, continuing education and consultation and compliance monitoring to assure that federal, state and local funds of nearly \$1 billion annually are used properly.
- Reviews design documents for construction and renovation of public K-12 school facilities, assists local school districts in the planning, designs and funding of school construction projects, manages repair and renovation projects at the residential schools and at DPI’s Education Building.
- Creates and distributes a database of SBE adopted materials and textbooks, including braille and large print, and manages acquisitions, inventory, storage, and distribution of state-funded textbooks and materials.
- Encourages safe, efficient and lawful operation of the state’s 14,400 vehicles and provides technical assistance, including bus inspections and information systems support.

Give 5 – Read 5 Effort to Boost Summer Reading

The NCDPI first launched the statewide Give Five - Read Five campaign in 2013 to address summer learning loss. We focus on providing five books because research from Harvard shows that reading five books helps students to better retain literacy skills over the summer.

Since April, schools, districts, businesses and community organizations have been collecting books for the Department of Public Instruction’s statewide Give Five – Read Five campaign. Early reports show that more than 10,000 books have been collected and distributed to students as a part of this campaign.

- Final book collection totals are due June 15 so numbers will increase significantly in the next week.
- A statewide collection total and the schools that collected the most books will be announced in July.
- DPI will celebrate summer reading and the Give Five – Read Five campaign in partnership with the Book Harvest during a special event at Glenn Elementary School (Durham County Schools) on June 9 at 10 a.m. At this event, students will receive 10 books each to take home and read over the

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| Education Building, Raleigh | Thursday, June 4, 2015 | Board Room, 9:00 AM |
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summer thanks to the Book Harvest's Books on Break program. Dr. Atkinson introduced Ms. Ginger Young who used a short slide show to describe the Books on Break program and invited Board members to the event on June 9. At the request of Lt. Governor Forest, Ms. Young spoke briefly about donating and volunteering. She directed Board members to the Book Harvest website, www.bookharvestnc.org, for additional information on how to get involved.

Teacher of the Year Summit

Teachers Meet for the Third Annual NC Summit

North Carolina Teachers of the Year James Ford and Karyn Dickerson co-chaired the third annual North Carolina Teacher of the Year Summit on May 8 in Greensboro. The theme for this year's summit was "*Paying it Forward: Leading the Educational Movement.*" Breakout sessions included

- Connecting Instructional Improvement with Data
- Connecting with Your Legislators
- Connecting Educators through Professional Learning Networks
- Connecting Learning through Community

The Superintendent's Teacher Advisory Council met for informal questions and answers prior to the summit.

Regional Meetings Held in Three of Eight Regions

Superintendents met regionally in small groups in Carthage, Raleigh and Williamston during May. Discussion topics included

- Next generation of testing
- Learning Management System (LMS) availability
- Final exams
- Retesting
- Pending legislation

Superintendent's Parent Advisory Council Meets

The Superintendent's Parent Advisory Council met May 21 in Raleigh. Agenda topics included

- Accountability System Updates
- North Carolina Equity Plan
- P-21 – Partnership for 21st Century Learning

Audit Update – Multiple Financial Reviews or Anticipated Audits

Since June 30, 2014, the following external audits/reviews of DPI have been completed or are currently underway:

- Office of State Auditor (OSA) Annual Financial Audit
- OSA Annual Compliance Audit
- OSA Agency Financial Statement Audit (new this year)
- OSA Performance Audit of 21st Century Community Learning Center Program
- OSA Performance Audit of the Office of Charter Schools (no report expected)
- OSA Investigative Audit of Kinston Charter Academy
- OSA IT Benefits Audit
- US Department of Education Office of Inspector General Race to the Top Audit
- USED Monitoring of 21st Century Community Learning Center Program

For the upcoming fiscal year, we expect the following external audits/reviews:

- OSA Annual Financial Audit
- OSA Annual Compliance Audit
- OSA Agency Financial Statement Audit
- US Department of Agriculture Monitoring of School Nutrition
- USED OIG Audit of Oversight of LEA Single Audit Resolution (see letter attached)

There will be more audits/reviews that will arise as the year continues.

DPI to Host Government Accountability Office (GAO)

On June 9, 2015, staff from the GAO will meet with staff to ask questions about the Elementary and Secondary Education Act Waiver Process for a report requested by members of Congress.

- It will be an all-day meeting and the GAO staff plan on visiting one to two LEAs on the following day.
- Other states are involved in the data gathering, but NC is the only state having a site visit. (See Attachment I)

New Additions Join DPI Team

- Paul Gebhardt – Technology Services – Infrastructure Support
- Melanie Sharpe – Exceptional Children – Literacy Consultant
- Anna Ownby – Office of Early Learning – School Educator II
- Pamela Hill – Financial and Business Services – Accountant
- Andrea Pacyna – NC Virtual Public Schools - Program Assistant V
- Shelby Snead – Exceptional Children – Program Assistant V
- Julie Whetzel – Exceptional Children – Education Program Administrator I
- Khalia Spivey – K-12 Instructional Technology – Business and Technologies Application Analyst
- Swetha Pamulaparthi – Accountability Services – Education Testing and Accountability Consultant

➤ **Recent Activities of the State Superintendent**

Attended and/or delivered remarks/keynote address at

- Principal of the Year Banquet, Cary, NC
- Council of State, Raleigh, NC
- Military Child Education Coalition, Raleigh, NC
- Teacher Advisory Council, Greensboro, NC
- Teacher of the Year Summit, Greensboro, NC
- Sandhills Region Education Consortium, Carthage, NC
- NCSU College of Education Commencement Address, Raleigh, NC
- Regional Education Service Alliance Consortia Director’s Meeting, Raleigh, NC
- Governor’s Teacher Advisory Committee, New Grove, NC
- State YMCA Leadership, Raleigh, NC
- Central Carolina Regional Education Service Alliance Meeting, Raleigh, NC

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- Northeast Region Education Service Alliance Meeting, Williamston, NC
- Roanoke Valley Chamber, Raleigh, NC
- Parent Advisory Council, Raleigh, NC

Visited

- Duke School, Durham, NC

RttT Monthly Report of Activities Completed

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

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved three amended DSWs this month as of May 19 (have approved 141 LEA/Charter School amended DSWs since July 1, 2014)
- Continued regular communication with LEAs and charter schools through the Biweekly Home Base/RttT Update newsletter and managed “breaking news” announcements for Home Base functionality
- Assembled list of LEA/school-based stories to illustrate the impact of RttT funding at the local level; began writing of these vignettes

Data Systems to Improve Instruction:

- Continued stable operation of Home Base and supported record high assessment usage in Schoolnet without disrupting system performance and service delivery
- Delayed the upgrade to the next release of Schoolnet (version 16.3) due to an issue detected late in the testing process; new target date for the upgrade is June 19
- Added 383 additional instructional materials into the Classrooms Module within Schoolnet
- Continued teacher spotlight series that focuses on how teachers are using Schoolnet in their daily practice
- Continued regular webinars on all components of Home Base (Schoolnet, OpenClass, PowerSchool, and the Educator Effectiveness system) with reflective discussions involving school/district panelists
- Continued work with LEAs through the Partnership team and continued highlighting components of the tools and lessons learned
- Continued discussions on regional user groups and began planning these meetings for 2015-16
- Began discussions and planning regarding expanded summer professional development opportunities for Home Base

Great Teachers & Principals:

- Received over 1,000 completed Analysis of Student Work (ASW) Reviewer applications and began first application review; priority dead- line for applications was 5:00 p.m. on May 1 and final deadline is May 20
- Continued formal development of the ASW Reviewer Calibration and Certification module; expected completion date is late May 2015
- Planned for the ASW Administrator preview window (began the week of April 20) for Educator Effectiveness public reporting website
- Held informational webinar with 10 LEAs interested in piloting Student Perception Surveys this spring and confirmed participation of 11 districts across the state; survey administration will begin the week of May 18 and data from the pilot will be collected, analyzed, and presented to the State Board of Education in fall 2015

- 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 | 29 | 9 | 11 | 62 |
| Sandhills Leadership Academy (SLA) | 15 | 38 | 2 | 6 | 61 |
| Piedmont Triad Leadership Academy (PTLA) | 7 | 39 | 5 | 12 | 63 |

**Table reflects data as of 5/14/15. Outcome data changing frequently as graduates continue to apply for leadership positions and gain employment in LEAs.*

- Conducted onsite leadership-coaching sessions with Cohort III RLA graduates
- Conducted three leadership seminars hosted by NELA:
 - April 17 – African-American Women in Leadership: A Conversation with Experienced Leaders (22 participants)
 - May 4 – Teachers Leading Change: New Pathways for Empowered Teachers and Empowered Leaders (161 participants)
 - May 11 – Rigor and the Common Core, conducted by The Center for Quality Teaching and Learning (36 participants)
- Continued planning post-degree support via additional leadership seminars hosted by NELA; the seminars currently being planned include the following:
 - June 15 -17 – Shaping School Culture, the Heart of Leadership
 - June 22 -23 – Lead from Here, conducted by The Center for Quality Teaching and Learning
- Assisted Pathway I Governor’s Teacher Network (GTN) participants with completion of final deliverables that include development of a WIKI and related presentation materials; GTN coaches continued to review all participants’ final deliverables on their WIKI site
- Began developing four online professional development modules from Pathway I WIKI materials highlighting the most robust research findings and strategies that are of high interest and need for K-12 teachers for use in Home Base; additional modules will be developed in the future
- Reviewed GTN Pathway II Instructional Unit Sequences and provided feedback to each participant as they prepare final deliverables to be loaded in Schoolnet
- Conducted the GTN Research Symposium in collaboration with the North Carolina Center for the Advancement of Teaching (NCCAT) May 1-3; twenty-four GTN Pathway I and II teachers presented their projects (43 participants attended the weekend research symposium)
- Conducted a one-day regional drive-in conference for GTN teachers in Regions 2 and 4 where they presented their action research to area educators
- Completed all necessary employment preparations for hiring 20 part-time temporary consultant staff (June-July) to copy edit and provide editorial review of all GTN resources developed
- Tagged the GTN Pathway I action research projects for online learning modules debuting summer of 2015; topics include:
 - K-5 Literacy Strategies

- Cross Curriculum Literacy (6-12)
- Adult Learning-PLC-Teacher Leadership
- Math Instructional Strategies
- Flipped Classrooms (Digital Learning)
- Instructional Design for Student Growth
- Completed the work for GTN Pathway II on more than 10,000 instructional materials and 1,000 assessments items that will be shared statewide in Home Base through the IIS; the items will be shared statewide in July 2015 once the copy editing and formatting work is complete
- Began collaborating with local school districts to pay the final installment of \$4,500 in June to each participant completing all contractual requirements as outlined in their individual plan of work
- Continued to provide induction support for North Carolina Teacher Corps (NCTC) members currently employed in local school systems; onsite classroom induction coaching and technical assistance will end May 31
- Continued to assist NCTC graduates who have met university licensure requirements with obtaining initial NC teaching licenses
- Continued processing financial reimbursements for university tuition, PRAXIS testing, study materials and licensure fees for NCTC members
- Began collaborating with partner universities to collect NCTC participation data and closeout outstanding financial obligations
- Registered 6,109 participants in professional development courses, with 3,622 earning completed course credit(s) as of May 14; the most popular course in April and May in the Home Base PD system, 21st Century Mentor Training, centers on coaching new teachers using best practices and has been recommended by the Regional Education Facilitators (REFs) as a way for mentors to be trained (as required by some districts to satisfy the Beginning Teachers process requirements)
- Continued data collection for the Observation Calibration Tool (OCT) pilot as the final scoring study closes Saturday, May 23; continued collecting best practice feedback from district teams and individuals; formal data analysis begins May 26
- Conducted first Customized Training Opportunity (CTO) for charter schools in Region 6 focusing on differentiation in their schools and developing professional learning networks (PLN); the conference was attended by 112 educators representing 17 different charter schools and five LEAs
- Served 1,126 leaders as graduates of the Distinguished Leadership in Practice (DLP) program with 162 leaders scheduled to graduate by the end of the RttT funding period; a breakdown of each program's graduation numbers are below:

| Program | Program Length (mo) | FY 2010-11 | FY 2011-12 | FY 2012-13 | FY 2013-14 | FY 2014-15 | FY 2015-16 |
|---------------------------------|---------------------|--|------------|------------|------------|------------|------------|
| DLP | 12 | Development Pilot Year (non RttT funded) | 148 | 135 | 130 | 99 | 88* |
| Future Ready Leaders (FRL) | 7 | | 99 | 92 | 114+60** | 129+58** | TBD |
| DLP_Digital Learning (DL) | 12 | | n/a | n/a | n/a | 25* | 49* |
| Superintendent's Academies (SA) | 24 | | n/a | n/a | 33 | 22 | TBD |

*Enrolled in Current cohort (not yet graduated)

** Sponsored through RESA adopted cohort

- Released the following new self-paced modules for enrollment:
 - **The Professional Educator: An Ethics Guide for North Carolina Teachers** - This module reviews these standards for all teachers. This is also an essential tool for beginning teachers' and lateral entry teachers' growth and development. This module should take approximately 10 hours to complete and will be worth one CEU on completion
 - **North Carolina Professional Teacher Standards (Re-release due to Policy Update)** - This module explores the teacher standards, their elements, and the rating scales for each element
 - **Self-Paced Mini Module Video Recording in the Classroom for Self-Reflection** - This mini-module will provide insights, techniques and resources to help make your classroom video recordings more successful and effective
- Concluded Spring Principal READY 2015 series covering professional teaching standards through the lens of EVAAS, Universal Design of Learning, and the Teachers' Working Conditions Survey; a video documentary is being created to ensure that Principal READY V's message and resources are available to all principals in the state
- Coordinated nine Cross-District Strategic-Solutions sessions this month facilitated by LEA, Charter, and DPI division staff
- Completed the last face-to-face event in our NC Learning Technology Initiative series; the project, NCDPI Study Tours, involved staff from NCDPI and the Friday Institute's Digital Learning Collaborative visiting Coopers Elementary (Nash-Rocky Mount Public Schools) on Wednesday, April 15

NC Virtual Public Schools:

- Continued to focus on our goal of sharing best practices in our NCVPS STEM Teacher eLC (e-Learning Community)
- Administered a student perception survey; data will be analyzed over the next few weeks to better understand the areas of success and improvement for the STEM courses
- Continued work towards building a sustainable Professional Learning (PL) Portal with STEM-focused Just-in-Time modules and full PL Courses

- Explored how PL will be structured and housed in the new Learning Management System (LMS) (i.e., Canvas); PL developed for STEM has been the first to get this sort of treatment
- 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
- Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Held Professional Development for School Leaders session in May, which focused on Digital Leadership and how to use social media to effectively “brand yourself” and “tell your story” – guest speaker Eric Sheninger led the conversation
- 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 closely with LEAs on implementation of the distribution of effective teachers mini-grant plans

NC Education Cloud:

- Met regularly with stakeholders to plan the deployment of the Learning Management System
- Announced an initiative to bundle LMS services and Home Base content at a reduced rate
- Continued providing support for Wireless Initiative districts; released LEA/Charter School funding allotments
- Published K-12 ‘Last Chance’ communications for NCEdCloud iSeries opt-in opportunity and received 12 new LEA requests to be scheduled for migration
- Met with the FCC, NC Lt Governor, and the State CIO to discuss the NC E-Rate filing
- Expended \$2,241,679 of the Year 5 RttT budget in April
- 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 158 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 | 80 | 63 |
| Cloud Filtering Services | 73 | 69 |

Evaluation:

- Continued activities related to Teacher and Leader Effectiveness:
 - Submitted final draft report for internal evaluation team review
- Continued activities related to the Distribution of Teachers and Leaders:
 - Prepared the final draft of the internal report based on feedback and suggestions
 - Prepared the final internal draft NC NTSP report and shared it with program implementers and the full evaluation team
- Continued activities related to District and School Transformation (DST)
 - Analyzed qualitative findings
 - Combined qualitative and quantitative findings for the final report
 - Edited internal draft report
- Continued activities related to Local Spending:
 - Completed regression analyses of spending patterns based on DSWs and outcomes
 - Finalized internal final draft report
- Continued data analysis for reports related to the Overall Evaluation:
 - Finalized Amendment Summary draft for internal review
 - Finalized cross-initiative meta-theme draft for internal review
 - Finalized implementation matrix for internal review
 - Drafted internal-state comparison results for internal review
 - Drafted longitudinal intra-state comparison results for internal review
- Met with State Board of Education staff to discuss the abbreviated draft report review schedule and dates for final approval and presentation of final reports to board

Legislative Update

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

Ms. Beaulieu drew attention to a one-page summary posted on eBoard, which highlights the proposed House Budget, HB 97 2015 Appropriations Act, Education Bills that have become law, relevant bills on the Governor's desk, and bills to watch. She briefly highlighted items in the House Budget and summarized other legislative action. A brief discussion occurred about the budget.

A. Proposed House Budget: HB 97 2015 Appropriations Act**B. Education Bills That Have Become Law**

1. HB 110 – Cherokee /Rutherford/Clay Boards of Education Election (S.L. 2015-35)
2. HB 189 – Rockingham County School Board (S.L. 2015-38)
3. SB 125 – Jim Fulghum Teen Skin Cancer Prevention Act (S.L. 2015-21)
4. HB 295 – Juvenile Media Release (S.L. 2015-41)
5. HB 358 – School Performance Grades (S.L. 2015-17)

C. Relevant Bills on the Governor's Desk (as of June 3)

1. HB 113 – Protect Our Students
2. HB 237 – Repeal Personal Education Plans/Modify Transition Plans
3. HB 274 – Retirement Technical Corrections Act of 2015
4. HB 879 – Juvenile Code Reform

D. Additional Bills to Watch (not exhaustive list)

1. HB 13 – Amend School Health Assessment Requirement
2. HB 56 (SB 6) – State Health Plan/Rehired Retiree Eligibility
3. HB 86 – Utility Line Relocation/School Board
4. HB 112 – Stanly County Board of Education Election
5. HB 114 – Equal Tax Treatment of Government Retirees
6. HB 248 – Eliminate NC Final Exam
7. HB 276 – Agency Participation Procedures Act of 2015
8. HB 355 – Evidence Passed Vehicle is a School Bus
9. HB 495 – OSHR Modernization/Technical Changes
10. HB 557 – Charter School Funds
11. HB 602 – Study to Evaluate Teacher Prep Programs
12. HB 760 – Regulatory Reform Act of 2015
13. SB 97 – State Advisory Council on Indian Education
14. SB 211 – Damages for Late Payment of Monies/Charter
15. SB 315 – School Playgrounds Open to Public
16. SB 333 – Teacher Attrition Data
17. SB 456 – Charter School Modifications
18. SB 561 – Career and College Ready Graduates
19. SB 597 – Repeal References to ABCs

State Superintendent Atkinson recognized Representative Jeffrey Elmore who was present in the audience. She shared that Representative Elmore is a former Arts Education teacher, and expressed appreciation for his support of public education.

INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

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

INFORMATION

GCS 10 – Assessment Alignment Study Report

Policy Implications: No Child Left Behind (NCLB)

SBE Strategic Plan

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

Objective 1.2: Graduate students prepared for postsecondary education.

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

Description:

In September 2014, the North Carolina Department of Public Instruction (NCDPI) contracted with the Wisconsin Center for Education Research to conduct an in-depth study of the alignment of the state's assessments for mathematics, reading and science to the *North Carolina Standard Course of Study* standards. The current report focuses explicitly on the relationship between the assessments and their respective content standards or curricular goals. This study collected and examined a comprehensive set of content descriptions covering the full span of the assessment instruments for mathematics and reading in grades 3 through 8, science in grades 5 and 8, as well as one end of course assessment for high school mathematics and reading (i.e., English II, Math I, and Biology).

The assessments used by the state across most of the grades and subjects covered by this study reveal strong levels of alignment. The results make clear that the design of the assessments attended to the content embedded in the standards and the implementation of that design yielded assessment instruments with good alignment characteristics across the board.

- When language arts content is narrowed to include only those content areas the state actually tests as part of its reading assessment program, the alignment results are very strong, with all indicators at all grade levels easily exceeding the threshold measure set for adequate alignment.
- In mathematics, all assessments were held to the full span of mathematics content, regardless of whether a particular content area was actually included as part of the assessment program for a given grade level. This sets a more challenging alignment criterion for the grade-specific mathematics assessments. Marginal alignment measures were noted for grades 3 and 7 mathematics. All other indicators for mathematics are well-aligned.

The Alignment Characteristics of State Assessment Instruments Covering Grades 3 through 8 and High School in Mathematics and Reading report will be presented to the State Board of Education on Thursday.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Eric Davis recognized Dr. Tammy Howard for this presentation.
- Joined by Ms. Hope Lung (Section Chief, Test Development), Dr. Howard explained that in September 2014, the Department contracted with the Wisconsin Center for Education Research to conduct an in-depth study of the alignment of the state's assessments for mathematics, reading and science of the state's standards-based reform efforts. Dr. Howard spoke briefly about the relationship between assessments and their respective content standards or curricular goals. She noted that the current report includes mathematics and reading; science will be available mid-summer.
- Using a PowerPoint presentation, Dr. Howard spoke briefly about three important fundamental propositions:
 - Standards serve as an explicit goal or target toward which curriculum planning, design and implementation moves
 - Accountability for students, teachers and schools can be determined based upon student performance
 - Standardized tests are aligned to the state standards
- Dr. Howard explained that Phase I is the Assessment Alignment where the independent research firm convened teachers both from North Carolina and external content experts across the nation in a face-to-face meeting for one week. She spoke about the process of evaluating every item and coding each item on several different criteria. In addition, she explained that the researchers looked to ensure that those content standards were measured on those tests at the level required by the content standards.
- Dr. Howard explained that Phase II is an Instructional Alignment Survey of teachers across the state to report a random sample that represents the state's population. She explained further that the survey will ask in-depth questions about what the teacher is teaching in his/her classroom. The survey closes June 30.
- Phase III – Student Performance is the third and final phase, according to Dr. Howard. The researchers will look at the assessments and review student responses to the items, and whether those responses align with what the teachers say they are teaching, and what the assessments are assessing.
- As part of the Academic Standards Review Commission, Board member Olivia Oxendine shared that her team is looking at four different state standards focusing on the State of California. She reported that California breaks it down to see what the standard implies as it relates to specific skills; therefore, all assessments are at the skill level, not the content level. Dr. Oxendine encouraged the Department to look further into that approach. The request was so noted. A brief discussion occurred about teachers saying that they do not know what to teach because they do not know what is being measured.
- Vice Chairman A.L. Collins referenced a question on the Teacher Working Conditions Survey about whether the assessments accurately measure the standards. He recalled that this question received about a 40 percent result. A brief discussion occurred regarding this issue. In response to Dr.

Oxendine's question about providing teachers with exemplars of test items, a brief conversation ensued.

- As it relates to results, Dr. Howard explained that by and large the assessments reveal strong alignment characteristics relative to state standards for the appropriate subject and grade level.
- Dr. Howard reported that the results make clear that the design of the assessments attend to the content embedded in the standards, and the implementation of that design yielded assessment instruments with good alignment characteristics across the board as measured. Marginally low alignment measures were noted for grade 3 mathematics and, to a lesser extent, grade 7 mathematics and grade 4 reading.
- In closing remarks, Dr. Howard shared next steps:
 - The teacher survey of instructional alignment (Phase II) of the study is currently being implemented
 - Student Performance Analysis (Phase III) will be concluded in early fall
 - The NCDPI will review the fine grain analysis for Grade 4 Reading, Grade 3 Math and Grade 7 Math to determine if items need to be adjusted or if the alignment is a factor of the content standards
- Referencing slide 6, GCS Chair Eric Davis asked Dr. Howard to address, at a later date, as it relates to measuring alignment, why .50 is the right threshold on the scale. The request was noted.
- There was no further discussion.

This item is presented for information only. (See Attachment GCS 10)

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 seven 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 4, TCP 5, GCS 11, TCS 3, TCS 4, TCS 5 and TCS 6.

Upon motion by State Treasurer Janet Cowell and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments TCP 4, TCP 5, GCS 11, TCS 3, TCS 4, TCS 5 and TCS 6)

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

CONSENT

TCP 4 – Benefits and Employment Policy Manual Revisions

Policy Implications: SBE Policy #TCP-D-001

SBE Strategic Plan:

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

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

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

Description:

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

Recommendations:

The North Carolina Department of Public Instruction recommends SBE approval.

CONSENT

TCP 5 – Proposed Qualifying Score for Praxis II Test 5025 – Early Childhood Education

Policy Implications: SBE Policy #TCP-A-003

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Steleana Rountree (Consultant, Licensure Division)

Description:

During the past year the Educational Testing Service (ETS) convened content specific, non-overlapping expert panels of educators to conduct a regular update and standard-setting study for Praxis II test 5025 - Early Childhood Education. For this study, panelists from across North Carolina and the nation reviewed the updated test and completed the standard-setting process for the purpose of recommending a qualifying score to the departments of education in participating states. The recommended qualifying score for the updated Praxis II exam is considered the equivalent of the current cut score. The test

remains appropriate for assessment of individuals seeking the North Carolina Professional Educator's License.

Recommendations:

It is recommended that the State Board of Education approve the recommended Praxis II test 5025 Early Childhood Education with a passing score of 156.

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

CONSENT

GCS 11 – Technical Change to Policy on Council on Educational Services for Exceptional Children

Policy Implications: SBE Policy #TCS-B-005

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

Goal 2: Every student has a personalized education

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

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

Description:

The Exceptional Children Division is requesting an amendment to the SBE Policy delineating the membership of the Council on Educational Services for Exceptional Children from the current published requirement of twenty-three (23) members to “a minimum of twenty-four (24)” members.

This amendment reflects the current statute G.S. §115C-112.2(b) that “the Council shall consist of a minimum of twenty-four (24) members.”

The proposed amendment correlates to the federal regulations and the North Carolina Policies Governing Services for Children with Disabilities, which does not require a minimum membership number but does include specific representation within the membership.

Recommendations:

The State Board of Education is asked to review and consent to the proposed changes to North Carolina State Board of Education Policy Manual at the June meeting.

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

CONSENT**TCS 3 – Update to Policy – Preventative Maintenance and Vehicle Replacement Manual**

Policy Implications: SBE Policy #TCS-H-005

SBE Strategic Plan:

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

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

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

Description:

The *School Bus Preventive Maintenance and Vehicle Replacement Manual* is being updated. The updates to the manual (120 pages), Session Law 2014-100 contains the following requirement related to school transportation (emphasis added). The report was presented in December 2014, as SBE Agenda Item TCS-10. It was reported that the “recommended changes will be compiled by DPI Transportation Services and brought to the State Board of Education for an update to policy #TCS-H-005 in 2015.” The recommended updates to policy #TCS-H-005 are contained in a revised document.

SCHOOL TRANSPORTATION FLEET MANUAL REVIEW

SECTION 8.13.(a) The Department of Public Instruction shall study and review school bus transportation maintenance issues by convening a committee of school bus transportation maintenance experts, at least half of whom shall be employees of local boards of education from around the state directly involved in the daily maintenance of school buses.

The study shall specifically review the provisions of the State's School Transportation Fleet Manual. The Department shall do at least the following when conducting the review:

- (1) Specify those provisions of the current manual that are required by federal law, regulation, or guideline.*
- (2) Determine if the procedures in the Manual, including the out-of-service criteria, can be streamlined and simplified to meet the minimum requirements of federal law, including Highway Safety Program Guideline No. 17 on Pupil Transportation Safety, and eliminate any unnecessary or unduly burdensome requirements.*
- (3) Determine if the current 30-day school bus inspection schedule in G.S. §115C-248 is still appropriate or should be extended.*

SECTION 8.13.(b) The Department of Public Instruction shall report on the study and the results of the review, along with any recommendations for statutory changes, to the Joint Legislative Education Oversight Committee by December 15, 2014.

The “NC BUS FLEET” manual includes three main sections: (1) Vehicles, (2) Preventive Maintenance, and (3) 30-day Inspections. While the legislation above addresses only the Inspection portion of the manual, staff took the opportunity to review the Vehicles and Preventive Maintenance (PM) sections of the manual. Some specific maintenance procedures were removed from the PM section and replaced with online references since specific procedures can change each time a new model school bus is received. Other changes to these sections are mostly technical and simply codify existing practice not addressed in previous versions.

A detailed document showing specific changes to the manual is online at www.ncbussafety.org/Manuals/NC_BUS_FLEET_ReviewDraft27Apr2015.pdf

Recommendations:

It is recommended that the State Board of Education adopt the revisions to this policy at the June 2015 meeting.

CONSENT

TCS 5 – Approval of the School Calendar for the NC Residential Schools for the Deaf and Blind

Policy Implications: N/A

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2015-16 academic calendars for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). A copy of the calendar for each of the three schools is attached indicating the total number of days allocated for student instruction, teacher workdays, and holidays.

Recommendations:

It is recommended that the State Board of Education approve the school calendars for the Residential Schools for the Deaf and Blind as presented.

CONSENT**TCS 6 – Pre-approval of Financial and Business Services’ Policy Manuals****Policy Implications:** SBE Policy #TCS-T-000, TCS-M-003, TCP-D-003**SBE Strategic Plan:****Goal 3:** Every student, every day has excellent educators.**Objective 3.1:** Develop and support highly effective teachers.**Objective 3.2:** Develop and support highly effective principals.**Presenter(s):** Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)**Description:**

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed legislation and approved by the SBE). The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy #TCS-T-000)
- Allotment Policy Manual (SBE Policy #TCS-M-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy #TCP-D-003)

Should circumstance and/or legislative action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

Recommendations:

It is recommended that the State Board of Education pre-approve the amendment of manuals (Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual, and the Benefits and Employment Policy Manual for Public School Employees) at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2015-16 and supporting legislation.

CONSENT**TCS 7 – Mathematics and Science Partnership (MSP) Grant****Policy Implications:** SBE Policy #TCS-O-001, No Child Left Behind (NCLB) Title IIB, MSP Grant**SBE Strategic Plan:****Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

Description:

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. LEAs must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.

Recommendations:

The State Board of Education is asked to amend previous grant approval submitted at the May 2015 SBE meeting of initial funding of this new project (Brunswick County) for the amount stipulated in the attachment.

ACTION AND DISCUSSION AGENDA

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

ACTION

LFI 1 – NC Charter Schools Advisory Board Charter Recommendations

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

SBE Strategic Plan:

Goal 2: Every Student has a personalized education.

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

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services and Mrs. Helen Nance (Chair, NC Charter Schools Advisory Board)

Description:

The State Board of Education receives recommendations from the NC Charter Schools Advisory Board (CSAB) on which applications should receive approval to operate in the State of North Carolina according to an established timeline and process. The State Board of Education has an adopted timeframe for granting approval for new charters. The proposed charter schools being recommended by the CSAB are for schools that will open for the 2016-17 scholastic year.

On September 26, 2014, forty applicants submitted charter applications ahead of the 5:00 PM (EST) deadline with the hope of opening and operating a North Carolina charter school. The Office of Charter Schools reviewed all forty of those applications to ensure they were complete; however, seven applications were certified to be incomplete by the CSAB. During October and November 2014, external evaluators read those applications along with staff and provided feedback on the thirty-three

complete applications. This review resulted in evaluation rubrics for each applicant that served as foundations of discussion during the subcommittees and interviews. Based on the information provided in the evaluation rubrics, each applicant group received five days to provide written clarification on each of the main sections within the application. Thirty-three applications, along with clarification documents, were then forwarded to the CSAB for review

The external evaluators participating in the process had a combined experience of fifty-three years of charter school experience in the areas of finance, governance, operations, and academics. These individuals shared their expertise for benefit of the CSAB during the application process. The external evaluator's work saved the CSAB a tremendous amount of time and provided valuable information to shape recommendation decisions moving forward.

The CSAB was divided into two evaluation teams to review and discuss applications and clarification materials. During this review, the Advisory Board asked questions of the applicant groups and decisions were made on which applicants to invite to interview. Following the interview, the Advisory Board made recommendations to the State Board regarding groups that are ready to enter the Planning Year. The CSAB, in using its timeline, finalized all of its application recommendation work at its meeting on April 13, 2015.

The Advisory Board invited twenty-six applicants for interviews. Each applicant group was provided the opportunity to respond to questions posed by the Advisory Board concerning deficiencies and clarification from the submitted application. The full Advisory Board met on January 12, 2015, February 9 & 10, 2015, March 9 & 10, 2015, and April 13, 2015, to deliberate on the evaluation team reports, proposed school clarification items, and to vote on which applications would be recommended to the State Board of Education. In March 2015, two applicant groups withdrew from the process for various reasons. After the interview with each applicant group, the Advisory Board deliberated and voted to recommend the following applicants to receive a preliminary charter from the State Board of Education. One applicant group received a delayed-decision vote until January 2016 as the Charter Schools Advisory Board wanted the group to provide additional information before making a full recommendation to the State Board of Education:

1. Cape Fear Preparatory Academy – New Hanover County
2. Capital City Charter High School (Delayed Decision) – Wake County
3. Cardinal Charter Academy at Knightdale – Wake County
4. Central Wake Charter High School – Wake County
5. Charlotte Classical School – Mecklenburg County
6. FernLeaf Community Charter School – Henderson County
7. Gateway Charter Academy – Guilford County
8. Kannapolis Charter Academy – Cabarrus County
9. Leadership Academy for Young Women – New Hanover County
10. Mallard Creek STEM Academy – Mecklenburg County
11. Matthews-Mint Hill Charter Academy – Mecklenburg County
12. Mooresville Charter Academy – Iredell County
13. Peak Charter Academy – Wake County
14. Pine Springs Preparatory Academy – Wake County
15. Town Center Charter High School – Gaston County

16. Union Day School – Union County
17. Union Preparatory Academy at Indian Trail – Union County
18. Unity Classical School – Mecklenburg County

Applications, rubrics and impact statements are located on the following Office of Charter School webpage:

<http://www.ncpublicschools.org/charterschools/resources/application>.

If the State Board of Education grants these groups a charter, the applicants will initiate a year-long planning year, which includes detailed training from appropriate staff within the Department of Public Instruction. They will also need to go through the Ready to Open Process prior to opening.

Recommendations:

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

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a lengthy discussion of this item during the LFI Committee meeting on Wednesday, noting that each charter applicant was discussed individually, and, the Board reached consensus to delay a decision in a couple of instances. Therefore, Chair Taylor explained that, today, the Board will vote on each applicant on an individual basis.
- There was no further discussion.

Cape Fear Preparatory Academy

As it relates to Cape Fear Preparatory Academy, and upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to direct the NC Department of Public Instruction and the Charter School Advisory Board (CSAB) to investigate allegations that have arisen in Florida involving the educational management organization, Newpoint Education Partners. The CSAB is further directed to provide an opportunity for the applicant board to appear before the June CSAB to answer questions. The CSAB is then directed to make an appropriate recommendation to the State Board of Education for consideration by its August meeting. (See Attachment LFI 1)

Capital City Charter High School

- Chair Taylor explained that the Board does not feel it has the authority to table the application and waive the application fee for this applicant.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to direct the Charter School Advisory Board (CSAB) to review the application at its June meeting and recommend to the State Board of Education for consideration at its August meeting that the charter application for Capital City Charter High School be approved or denied. (See Attachment LFI 1)

Cardinal Charter Academy at Knightdale

Upon motion by Ms. Rebecca Taylor, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Cardinal Charter Academy at Knightdale. (See Attachment LFI 1)

Central Wake Charter High School

Upon motion by Ms. Rebecca Taylor, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Central Wake Charter High School. (See Attachment LFI 1)

Charlotte Classical School

- Chair Taylor stated that this applicant came from the Charter School Advisory Board (CSAB) with a split vote, 6-5. There were concerns that the local board could not fully explain the classical education component of the program. One CSAB member mentioned concerns that they were putting a lot of programs in place without any uniformity. There were also concerns mentioned about information represented in the application that were not presented in the interview that could have benefited the applicant. Based on that information and the discussion by the State Board of Education during the LFI Committee meeting on Wednesday, Chair Taylor made the motion below.

Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously NOT to approve the charter application of Charlotte Classical School. (See Attachment LFI 1)

FernLeaf Community Charter

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of FernLeaf Community Charter. (See Attachment LFI 1)

Gateway Charter Academy

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Gateway Charter Academy. (See Attachment LFI 1)

Kannapolis Charter

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Kannapolis Charter. (See Attachment LFI 1)

Leadership Academy for Young Women

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Leadership Academy for Young Women. (See Attachment LFI 1)

Mallard Creek STEM Academy

- Chair Taylor explained that this applicant was discussed during the LFI Committee meeting on Wednesday in detail. She spoke about concerns related to realistic enrollment numbers, especially in the Charlotte area, free and reduced lunch, and questions about the applicant's goals. She noted that potential conflicts of interest that she brought up during the interview process concerned her, but she received assurance by the local board that there were conflict of interest policies in place. The Charter School Advisory Board moved the applicant forward with an 8-3 split vote.
- Chairman Cobey stated that, personally, he would like assurance that the Office of Charter Schools will monitor the enrollment and that the Office of Charter Schools take necessary action to try to avoid some of the problems we have had in the past when enrollment expectations were not met and caused the school to fail early on. Chair Taylor concurred.
- Board member Kevin Howell also asked that someone from the Board's legal staff or the Office of Charter Schools monitor the conflict of interest concerns. A brief discussion occurred about a potential contract with one of the board members to provide services.

Upon motion by Ms. Rebecca Taylor, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Mallard Creek STEM Academy. (See Attachment LFI 1)

Matthews-Mint Hill Charter

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Matthews-Mint Hill Charter Academy. (See Attachment LFI 1)

Mooresville Charter Academy

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Mooresville Charter Academy. (See Attachment LFI 1)

Peak Charter Academy

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to accept the recommendation of the Charter School Advisory Board to approve the charter application of Peak Charter Academy. (See Attachment LFI 1)

Pine Springs Preparatory Academy

As it relates to Springs Preparatory Academy, and upon motion by Ms. Rebecca Taylor, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to direct the NC Department of Public Instruction and the Charter School Advisory Board to investigate allegations that have arisen in Florida involving the educational management organization, Newpoint Education Partners. The CSAB is further directed to provide an opportunity for the applicant board to appear before the June CSAB to answer questions. The CSAB is then directed to make an appropriate recommendation to the State Board of Education for consideration by its August meeting. (See Attachment LFI 1)

Town Center Charter High School

- Chair Taylor stated that this applicant was discussed at length during the LFI Committee meeting on Wednesday. The Charter School Advisory Board (CSAB) moved this applicant forward with a split vote, 6-5. She stated that there were concerns about the board's capacity to supervise all three schools, noting that Town Center Charter High School is connected with Central Wake Capital City Commonwealth and Stewart Creek, with many of the same board members. The CSAB also expressed concern that there was no data yet for their alternative program, noting, however, that individuals who have visited the alternative program have been impressed with what they have seen. In addition, there were concerns about the management organization's capacity since two schools were closed last year and one in the previous year under the management company's supervision.
- A brief clarifying discussion was held following the motion and second. Mr. McDevitt stated that the vote does not reflect the model.

Based on the concerns stated above, Ms. Rebecca Taylor moved that the State Board of Education NOT approve Town Center Charter High School. The motion was seconded by State Treasurer Janet Cowell. The State Board of Education voted NOT to approve the charter application of Town Center Charter High School. Ms. Patricia Willoughby and Lt. Governor Dan Forest voted in opposition of the motion. (See Attachment LFI 1)

Union Day School

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to accept the recommendation from the Charter School Advisory Board to approve the charter application of Union Day School. (See Attachment LFI 1)

Union Preparatory Academy

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the recommendation from the Charter School Advisory Board to approve the charter application of Union Preparatory Academy at Indian Trail. (See Attachment LFI 1)

Unity Classical School

- Chair Taylor noted that there is concern about how this school will serve at-risk students. The biggest concern revolved around the school's budget. It received a fail by external reviewers because the school is within 13 students to break even. Three board members were absent for the interview, and one recently resigned. Based on the information and discussion, Chair Taylor made the motion below.
- State Treasurer Cowell seconded the motion for a point of discussion, asking about the Charter School Advisory Board. Chair Taylor reported that seven CSAB members voted in favor, three chose not to vote and she voted in opposition. A discussion occurred about the reasons for recusal, which will be addressed going forward, according to Chair Taylor. She stated that two members commented that they did not vote because, in their opinion, there was not enough information to make a decision.
- Board member Davis stated that even if the others had voted in opposition, there was still a large vote in favor. Ms. Kendall was invited forward to address the concerns. Ms. Kendall reiterated that the biggest concern involved the school's budget, which received a fail from the external reviewers. There were also concerns noted about how the school would serve at-risk students. Two members abstained because there was not enough information, and the other abstained because they felt the decision was already made for this application.
- Vice Chairman Collins suggested that since we are directing a review of two other applicants, this applicant should be given the same consideration in order to clarify the issues during the CSAB's June meeting. Without objection, Mr. Collins made a substitute motion. Chair Taylor concurred with the substitute motion.
- Board member Greg Alcorn asked that clarity be given to the prospective number of students with respect to the financial forecast as it relates to stability. Chair Taylor shared that she was the CSAB member that voted it down due to concerns about financial stability.

Ms. Rebecca Taylor made a motion to NOT accept the recommendation from the Charter School Advisory Board to approve the charter application of Unity Classical School. State Treasurer Janet Cowell seconded the motion. Following discussion, a substitute motion was made by Vice Chairman A.L. Collins, and seconded by State Treasurer Janet Cowell to provide an opportunity for the applicant board to appear before the June CSAB to clarify concerns. The CSAB is then directed to make an appropriate recommendation to the State Board of Education for consideration by its August meeting. The State Board of Education voted unanimously to approve the substitute motion. (See Attachment LFI 1)

ACTION

LFI 2 – Request for Charter Amendment for Torchlight Academy Charter School

Policy Implications: General Statute §115C-218, 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 Price (Chief Financial Officer, Financial and Business Services)

Description:

In 2014, the State Board of Education granted Torchlight Academy a 10-year renewal. The K-5 charter school located in Wake County has nearly completed its first year of that renewal term. The Torchlight Academy board has requested that the State Board of Education allow them to enter into a contract with an educational management company to assist with the operation of the charter school. According to SBE policy #TCS-U-014, an amendment “employing or terminating a management company” must be brought to the State Board for consideration; so this item is before the State Board of Education for review.

The management company is newly formed and is headed by the existing leaders of the charter school. The board believes this structure permits continuity at the charter school while bringing some necessary changes to move the school forward. The board did evaluate other management organizations; however, a change would create inconsistency in the school’s model and curriculum.

The State Board of Education received a similar request in 2013, in which an existing charter school requested to partner with a newly formed management company. In granting approval for that arrangement, specific conditions were placed upon the charter school board for operation. Since the new company lacks previous experience in managing a charter school, the Department recommends that a “probationary period” last through this first year with the entity. These conditions should also be placed upon the school during that initial year:

1. No board members or employees of the management company shall serve on the nonprofit board that holds the charter from the State Board of Education.
2. The nonprofit board should increase its membership to no less than seven (7) board members for the remainder of the charter term.
3. The nonprofit board that holds the charter shall meet no fewer than eight (8) times each year.
4. Minutes from the nonprofit board meetings shall be forwarded to the Office of Charter Schools within seven (7) business days of the meeting. Draft minutes will be accepted to meet this condition.
5. The nonprofit board will abide by North Carolina G.S. §14.234.
6. Annual disclosure of information as required by the memo sent to all charter schools from the Chief Financial Officer on August 13, 2014.
7. The nonprofit board shall submit a detailed progress report highlighting performance data (academic, financial, and operational) to the Office of Charter Schools no later than the end of October 2016.

Recommendation(s):

It is recommended that the State Board of Education approve the charter amendment for Torchlight Academy to enter into a management agreement subject to the specific conditions outlined above.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the charter amendment for Torchlight Academy to enter into a management agreement subject to the seven specific conditions outlined in the Executive Summary. (See Attachment LFI 2)

ACTION

LFI 3 – Charter Amendment to Change the County Location for Uwharrie Charter School

Policy Implications: General Statute §115C-218, SBE Policy #TCS-U-014, 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)

Description:

In 2013, the State Board of Education granted approval to the Uwharrie Charter School application, which proposed a high school to be located in Randolph County. However, the nonprofit board of the charter school encountered difficulties finding a suitable facility and presented a request to the State Board of Education to approve the change of its LEA and locate within the Asheboro City Schools. The State Board granted that request, and the charter school has been open and operating the last couple of years.

In February 2015, the State Board of Education approved the charter school to expand its grades from 9-12 to include a middle school as well. In the 2015-16 academic year, the charter school will begin serving students in grades 6-12. This approval has led the charter school to request that State Board permit another location change.

As part of the State Board's approval for the location change to Asheboro City Schools, the charter school board pledged to construct a facility in Randolph County to permanently house the school. That process is underway and construction should be completed prior to the start of the 2015-16 academic year. That location will not have enough space to house the middle school in August.

The school is specifically requesting approval to continue with its original plan of moving the high school back to Randolph County but keep the middle school within the existing facility in the Asheboro City Schools district. Keeping the middle school in the current facility will permit the school to fulfill its lease with its landlord. The property for the high school has 50 acres and the school intends to build a middle school on that site to have one location to serve students in grades 6-12.

Recommendation(s):

It is recommended that the State Board of Education approve the charter amendment for Uwharrie Charter School to modify its LEA location.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the charter amendment for Uwharrie Charter School to modify its LEA location as presented. (See Attachment LFI 3)

ACTION**LFI 4 – Recommendations from the Review Panel Regarding Dynamic Charter School**

Policy Implications: General Statute §115C-218.95, 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)

Description:

On Thursday, March 5, 2015, the State Board of Education (SBE) voted to initiate charter revocation for Dynamic Community Charter School located in Wake County. The school was notified via letter of the SBE vote due to financial, operational, and compliance issues with their Exceptional Children's program. In that letter, Dynamic Community Charter School was notified of its opportunity to appeal under the terms of the Charter Agreement and did seek a hearing by a Review Panel.

Prior to convening the Review Panel, the school, through its attorney and on behalf of the charter school, requested an opportunity to consider other possible resolution options. Following a meeting with representatives from the charter school on April 10, 2015, representatives from the Department of Public Instruction (DPI) developed a proposed agreement that offered required conditions for the school to have both an educationally sound and fiscally responsible operation. It appeared at that time that a resolution was close at hand.

Numerous concerns, however, have arisen with respect to the educational services provided by the school as well as concerns about the safety of students at the school. DPI had an obligation to look into those concerns and discovered situations where the school had been untruthful in dealing with the Department. This erosion of trust led to a letter dated May 13, 2015, which was hand-delivered to the charter school, outlining twelve, specific areas that had been identified. Further, representatives from the EC Division and the Accountability Division conducted site visits between May 8 and May 12, and those visits confirmed the existence of the twelve concerns. Thus, the charter school was notified that the SBE would be moving forward with the Review Panel hearing that was requested by the charter school on March 12, 2015.

On Tuesday, June 2, 2015, three representatives from the State Board of Education convened to hear the appeal. This panel received information from the Department of Public Instruction and heard from representatives of Dynamic Community 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 revocation of the charter for Dynamic Community Charter School.

Discussion/Comments:

- Prior to making the motion, LFI Committee Chair Rebecca Taylor stated that this decision is a hard one because the school serves exceptional children students, and displacing students is always a huge concern. Chair Taylor shared that the Board has heard from many families and teachers, noting that there were great intentions, and she believed many children were happy at Dynamic Community Charter. However, the State Board of Education is sworn to uphold law, according to Chair Taylor. She stated that after receiving, hearing and considering all evidence presented by Dynamic Community Charter School and the NC Department of Public Instruction, the Review Panel did determine there was evidence to support the decision of the Charter School Advisory Board and the State Board of Education to initiate revocation. She made the motion below.
- Following the vote, Chairman Cobey acknowledged that this has been a difficult decision for all Board members. On behalf of the State Board of Education, Chairman Cobey stated that “Our hearts go out to the children and their parents. Board members did hear your concerns on multiple occasions and appreciated the letters and one video. We do care about these children and all children, but as Ms. Taylor said, the State Board is sworn to uphold the law, and as facts and situations come to our attention, we must uphold that law. To the extent we can, we wish everyone well as you go forward. We want that to be heard and hope that the State Board is not viewed as a bunch of heartless people.”
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to accept the recommendation of the Appeal Review Panel to revoke the charter for Dynamic Community Charter School. (See Attachment LFI 4)

ACTION ON FIRST READING

LFI 5 – Request for One-Year Delay for Ignite Innovation Academy

Policy Implications: General Statute §115C-218, 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)

Description:

In January 2015, the State Board of Education granted final approval to 11 charter applicants that are permitted to open in August 2015. One of those applicants was Ignite Innovation Academy. The proposal, for Pitt County, plans to open a K-5 school initially and expand one grade per year until the school a full K-8 school serving almost 500 students. The school's mission is "to ignite a passion within all students to learn, lead, and grow so that they will become resilient, engaged citizens in a future-focused society." The school will use a technology-enhanced teaching and learning model that focuses upon hands-on, competency-based learning outcomes.

The nonprofit board that oversees the school has notified the Office of Charter Schools regarding unexpected delays in their acquisition and renovation of their proposed facility due to local zoning issues. Their letter, which is included as an attachment, outlines the situation they currently face. They thank the Office of Charter Schools for all of the support during the Ready to Open process.

Thus, the nonprofit is requesting that the State Board of Education grant them a one-year delay in opening the charter school. The Office of Charter Schools supports this recommendation with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board provides monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.
3. A Certificate of Occupancy for Education use is presented to the Office of Charter Schools no later than July 1, 2016. If that document is not presented, then the remainder of the charter term is null and void meaning that the new application must be completed in future application rounds.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay by the Ignite Innovation Academy with the above conditions.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to accept the recommendation from the Office of Charter Schools to approve the one-year delay for Ignite Innovation Academy with the conditions stipulated in the Executive Summary. (See Attachment LFI 5)

NEW BUSINESS

Under New Business, LFI Committee Chair Rebecca Taylor reported that the LFI Committee received a status update on the progress of the two recently approved virtual charter schools from Mr. Philip Price (Chief Financial Officer, Financial and Business Services). She noted that it appears both applicants have received more than 1,500 applications, and both will have a facility in Durham. More information

will be provided at the Board's August meeting, and the Board will hear regular status updates from the two organizations and the Department in the future.

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

ACTION

TCP 1 – Revisions to Teacher Evaluation Policy

Policy Implications: General Statute §115C-333.1(b), 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, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Dr. Thomas Tomberlin (Director, District Human Resources Support)

Description:

Teachers in North Carolina are evaluated on six standards, one of which includes the teacher's contribution to the academic success of students. Currently, local school systems may seek a waiver from the State Board that allows teachers whose Standard 6 measure is determined by NC Final Exams, Analysis of Student Work, and CTE in middle grades to have their Standard 6 metric represented instead by school wide growth or through a process developed locally. In recent discussions, the Board has discussed the elimination of the schoolwide growth option. The attached provides a draft of a policy that would require either a state model or a local model for the determination of student growth.

Recommendation(s):

This item is being presented for Action by the SBE.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine suggested to delay action of this item. She asked permission of the Chairman to revisit and further vet the concept of this policy. She stated that, in general, it is important that we know about the quality of every classroom teacher in the state who holds a license, and this policy begins to address that issue. She suggested that this item come back to the Board in early fall.
- Chairman Cobey asked if there were any objections to remove this item from the agenda. There were no objections.
- There was no further discussion.

This item was presented for Discussion in May and presented for Action during the June 2015 State Board meeting. The item was removed from the agenda and no action was taken.

DISCUSSION**TCP 2 – New Licensure Areas for Institutions of Higher Education Programs: Blue Print****Approvals**

Policy Implications: SBE Policy #TCP-B-003

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

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

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She reported that there are several universities (Appalachian State University, Catawba, Elon, Fayetteville State, Gardner Webb, Methodist, North Carolina Central and Queens University) that have presented their Blueprints for programs leading to licensure.
- There was no further discussion.

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

DISCUSSION**TCP 3 – Career and Technical Education Licensure Requirements**

Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

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

Recommendation(s):

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

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine noted a thorough presentation of this item during the TCP Committee meeting on Wednesday.
- There was no further discussion.

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

NEW BUSINESS

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a Governor's Teacher Network presentation from Ms. Ashley Matson (Charlotte Mecklenburg Schools) on strategies for teaching ESL students. She encouraged Board members to talk about this work and encourage school systems to contact Ms. Matson about providing workshops.

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

ACTION ON FIRST READING

TCS 1 – Approval of Grant – Fresh Fruit and Vegetable Program Awarded to NCDPI from USDA

Policy Implications: SBE Policy #TCS-O-001, Grant

SBE Strategic Plan:

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

Objective 4: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Deputy Chief Financial Officer, Safe and Healthy Schools Support Division), and Dr. Lynn Harvey (Section Chief, School Nutrition Services Section)

Description:

The North Carolina Department of Public Instruction has been awarded USDA's Fresh Fruit and Vegetable Program (FFVP) for the period of 2015-16. The program will provide \$4,342,818.00 to the School Nutrition Services Section to be distributed among 196 elementary schools throughout the state. The primary goal of the USDA FFVP is to create healthier school environments by providing healthier food choices. To achieve this goal, the FFVP offers school districts the opportunity to expand the variety of fruits and vegetables children experience, increase children's overall fruit and vegetable consumption, and make a difference in children's diets to impact their present and future health.

Section 19 of the National School Lunch Act requires that schools with the highest percentage of students eligible for free- and reduced-price meals or highest identified student percentage (ISP) as defined by the Community Eligibility Provision (CEP) be given *priority* for participation in the FFVP. These are the key selection criterion, which ensure the program benefits low-income children that generally have fewer opportunities to consume fresh fruit and vegetables on a regular basis. The State Agency is required to identify eligible schools and encourage them to apply. To be selected for the FFVP, a school must (1) be an elementary school, (2) represent the highest percentage of students certified for free- and reduced-price meal benefits or ISP, (3) be currently approved to participate in the National School Lunch Program, and (4) complete an annual two-part application (consisting of Part I-School Profile and Part II – School Proposal).

Applications must be ranked from highest to lowest free- and reduced-price eligibility. Schools with the highest percentage of free and reduced-price eligible students must be selected (in order of their rank) unless one of the following conditions exists (1) school fails to meet the deadline for application completion, (2) school does *not* have the documented support of its administration, (3) school district has outstanding corrective action from any School Nutrition Program review conducted *prior* to July 1, 2013, (4) State Agency has concerns with the school's administration of another School Nutrition Program, (5) State Agency has documentation the school cannot properly operate the FFVP, despite previous support from the State Agency, and (6) applying school does not have a current NC food handling permit and/or current food safety inspection, or the school is under current disciplinary action for non-compliance.

A total of 221 applications were received. The 196 schools selected for the 2015-16 school year and the 25 schools that were not selected are attached. The amount distributed to each school will be based on the school's actual enrollment.

Principals, teachers, and school nutrition personnel in participating schools will be encouraged to promote fresh fruits and vegetables to students throughout the academic day. The fruits and vegetables purchased with these funds must be in addition to those served as part of the school breakfast and lunch programs. Fresh produce will be available to students in a variety of locations on the school campus; some schools will provide a basket of fruits and vegetables to students as they come into their

classrooms in the mornings; other schools will locate fresh fruit and vegetable kiosks in the corridors to enable students to grab a quick and healthy snack between classes. Ideally, the more students are exposed to fruits and vegetables, the more they will begin to choose them over less nutritious snack foods.

Recommendations:

It is recommended that the State Board of Education approve the distribution of these funds to the 196 schools selected for participation in the Fresh Fruit & Vegetable program for the 2015-16 school year.

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 the distribution of funds to the 196 schools selected for participation in the Fresh Fruit & Vegetable Program for the 2015-16 school year as presented. (See Attachment TCS 1)

DISCUSSION

TCS 2 – Update to Policy – Governing School Bus Passengers

Policy Implications: SBE Policy #TCS-H-006

SBE Strategic Plan:

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

Objective 1: Create and maintain a safe and respectful school environment.

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

Description:

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

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

The revised policy requires LEAs to make sure that school bus drivers use a hand signal to indicate to students when it is safe to cross the bus. This accomplishes two primary objectives. First, it empowers the only school system employee on the scene (the school bus driver) with helping to make sure it is safe for students to step into the roadway. Second – and perhaps even more important – it requires students to stop and think (by looking at the school bus driver) before they step into an active roadway. This is consistent with federal Commercial Driver’s License (CDL) requirements and the National School Transportation Specifications and Procedures.

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

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

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Greg Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. This policy governs school bus passengers. The policy change will require that school bus drivers use a hand signal to indicate to students when it is safe to cross the road, and will require that training be documented and explicitly states that training is to be provided to all students.
- There was no further discussion.

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

UPDATE ON CONTRACTS

(See Attachment in book)

TCS Committee Chair Greg Alcorn encouraged Board members to review the contracts listed for information in the Board book.

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

DISCUSSION**HRS 1 – Concussion Safety Requirements for Interscholastic Athletic Competition**

Policy Implications: General Statute §115C-12 (23), SBE Policy #HRS-D-003

SBE Strategic Plan:

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

Objective 5.2: Promote healthy active lifestyle for students.

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

Description:

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

Recommendations:

State Board of Education members are requested to review and discuss the amendments to the existing policy.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item over several months. This policy will come back for Action in July.
- There was no further discussion.

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

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

ACTION**GCS 1 – Revisions to Annual Performance Standards Under the READY Accountability Model**

Policy Implications: SBE Policy #GCS-C-021, APA#16NCAC 6G.0312, No Child Left Behind (NCLB)

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

- Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
- Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.
- Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

Description:

SBE Policy #GCS-C-021 is revised to include changes to the READY Accountability Model to meet the requirements for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver that was approved by the U. S. Department of Education on March 31, 2015.

The participation requirement has two changes:

- (1) For The ACT, the All Students subgroup is the only subgroup that will be held accountable to the three years of consequences. This is warranted because ACT allows only two administration days for The ACT, an initial and a make-up, directly impacting a school's ability to meet the required 95% participation target. The participation for the other subgroups will be reported, but consequences will not be applied if a school does not meet the required 95% participation rate.
- (2) The consequence for a school not meeting the 95% participation rate for any subgroup for a third consecutive year is changed from adding non-proficient scores to the Annual Measurable Objectives (AMOs) to identifying the school as a Focus school. This consequence highlights the need for assistance in meeting the 95% participation but does not convolute the AMO reports with non-proficient scores. Schools identified as a Focus school because of not meeting participation will include steps to improve participation in their School Improvement Plans.

Additionally, as required by the ESEA Flexibility Waiver, schools that earn an "A" designation as determined by the School Performance Grades (G.S. §115C-83.15) and do not have significant achievement and/or graduation gaps will be designated as an "A+" school. This is to comply with the Flexibility Waiver requirement that schools with significant achievement and/or graduation gaps cannot have the highest designation in a state's accountability system. Significant achievement and graduation gaps are defined as in-school gaps that are above the three-year state average when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup.

It is requested that these changes are effective with the 2014-15 accountability reports.

Recommendations:

The Department recommends that the amendments to SBE Policy #GCS-C-021 be approved.

Discussion/Comments:

- GCS Committee Chair Eric Davis explained that the State Board received a recommendation from staff related to amendments of this policy in May. He noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.

- There was no further discussion.

Upon motion by Mr. Eric Davis and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the amendments to SBE Policy #GCS-C-021 as recommended. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – TPS Publishing’s Textbook Surety Bond Extension Request

Policy Implications: General Statute §115C-85-102, SBE Policy #GCS-H-004, GCS-H-006

SBE Strategic Plan:

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

Objective 5: Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education.

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

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Dr. Sarah McManus (Director, Instructional Content)

Description:

TPS Publishing has requested a 14-day extension to the June 12, 2015, deadline to submit a surety bond and contract documents for the 2015 Science Adoption. TPS Publishing is a British-owned company and the company has reported that they have been unable to get a surety bond from a U.S. bank. According to TPS Publishing, they have found a bank in the U.K. that is willing to issue the bond as long as the owner appears in person. The owner is scheduled to appear on June 6. However, the internal bond process at the bank is not scheduled to be completed until after June 12 and time is needed to ensure the documents are received by DPI.

Recommendations:

Based upon legal consultation, the Department recommends that the State Board of Education approve TPS Publishing’s request to extend the deadline to submit the surety bond and contract documents to June 26, 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.

Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve TPS Publishing’s request to extend the deadline to submit the surety bond and contract documents to June 26, 2015. (See Attachment GCS 2)

DISCUSSION**GCS 3 – NC Department of Public Instruction’s Proof of Concept Study****Policy Implications:** N/A**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**Objective 1.2:** Graduate students prepared for postsecondary education.**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)**Description:**

As a follow-up to the discussion on assessment models at the State Board of Education Planning Meeting, the Department of Public Instruction is presenting a proposed proof of concept study for the 2015–16 school year. The study will provide data on the feasibility of administering interim assessments rather than one end-of-grade summative assessment. The design optimizes the availability of student-level data throughout the school year so teachers will have valid information to adjust instruction for the purpose of increasing student achievement. Also included in the presentation will be information on a high school assessment model.

Both models will be presented to the Board on Wednesday, providing an opportunity for discussion and input.

Recommendations:

It is recommended that the SBE discuss and provide input on the proposed models.

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday, stating that this item parallels with the Task Force on Summative Assessments.
- There was no further discussion.

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

DISCUSSION**GCS 4 – Policies Governing Services for Children with Disabilities****Policy Implications:** SBE Policy #GCS-D-000**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**Objective 1:** Increase the cohort graduation rate**Objective 2:** Graduate students prepared for postsecondary education

Objective 4: Reduce the percentage of students needing remediation in postsecondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William J. Hussey (Director, Exceptional Children Division) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)

Description:

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

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

North Carolina has intentionally paired the RtI-based approach to evaluation and identification of students with SLD with a multi-tiered system of support (MTSS), defined as a framework that promotes school improvement through engaging, research-based academic and behavioral practices. RtI, as an approach to a comprehensive evaluation for identification of students with SLD, provides a consistent methodology for evaluating the effectiveness and success of a multi-tiered system of support, as well as measuring a student's response to the instruction and intervention received. Both share the common element of data-based problem solving to inform instruction and intervention. In an RtI-based approach to a comprehensive evaluation, a multi-tiered system of support is critical in ensuring that a lack of appropriate instruction is not a determinant factor for a student's low achievement and insufficient response to instruction and intervention. Consistent with the State Board of Education's goal that every student in the North Carolina Public School System graduates from high school prepared for work, further education and citizenship, the proposed policy changes will effectively support our highest percentage of students identified for special education and related services.

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

Recommendations:

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

Discussion/Comments:

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

This item is presented for Discussion during the June State Board of Education meeting and will return for Action at a later time. (See Attachment GCS 4)

DISCUSSION

GCS 5 – Replacement of Compliance Commission Member

Policy Implications: SBE Policy #TCS-B-000

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

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

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

Description:

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. There is currently one vacancy on the Commission. Attached is the current list of Commission members. The name and resume of the proposed new member will be provided at the June meeting.

Recommendations:

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

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 June State Board of Education meeting and will return for Action in July 2015. (See Attachment GCS 5)

DISCUSSION**GCS 6 – Governor’s School Board of Governors Recommendations**

Policy Implications: SBE Policy #GCS-D-009

SBE Strategic Plan:

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

Objective 1.2: Graduate students prepared for postsecondary education.

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

Description:

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

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

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

Ms. Tanya Byrd-Robinson is completing her first three-year term and is eligible to be appointed to a second term. The State Board of Education has recommended Mount Airy City Schools’ Superintendent Gregory Little to fill the vacancy of Superintendent.

Recommendations:

The State Board of Education was asked to submit five nominations (one each from Districts 2, 4, 5, 7 and 8), each for a three-year term. The State Board of Education submitted Mount Airy City Schools' Superintendent Gregory Little for consideration and it is recommended that Ms. Byrd-Robinson be appointed to a second three-year term, beginning July 1, 2015.

The State Board of Education is asked to approve the recommendation of Dr. Gregory Little and Ms. Tanya Byrd-Robinson and submit nominations for the remaining vacancies.

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 June State Board of Education meeting and will return for Action in July 2015. (See Attachment GCS 6)

DISCUSSION**GCS 7 – Course for Credit Update**

Policy Implications: SBE Policy #GCS-M-001

SBE Strategic Plan:

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

Goal 1.2: Every student has a personalized education.

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

Description:

As North Carolina public schools continue to personalize education more each day, it is necessary to develop policies to support those efforts. As some students need less time to learn specific content, other students may need more to learn and master content. Supporting students with quality options to continue to learn course content if they fail a course in the initial time allotted, are key to developing graduates who are prepared for work, further education, and citizenship.

The changes presented in this Course for Credit policy revision are intended to simplify the previous existing Credit Recovery and Repeating a Course for Credit sections, develop new practices around grades and assessments to be more student-centered and offer a new option for students who fail a course to earn credit, Continuing Course for Credit.

The primary changes include:

- Adding an option for Continuing a Course for Credit where students receive an “Incomplete” at the end of the initial course, which will be replaced with a grade when the course is completed.

- Having students take the associated EOC, if available, at the end of the completed course. This newer score will better reflect a student's level of learning.
- Replacing the previous failing grade with the newly earned grade after completing the course content. This replaced grade will better reflect a student's level of learning than a P/F grade.
- Simplifying the language to better communicate the options for students who fail a course and support local decision-making.

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

Recommendations:

The State Board of Education is asked to review the attached information and provide input.

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 June State Board of Education meeting and will return for Action at a later time. (See Attachment GCS 7)

DISCUSSION

GCS 8 – State Advisory Council on Indian Education Membership Recommendations

Policy Implications: General Statute §115C-210.1, SBE Policy #TCS-B-001, APA#16NCAC 6G.0312, No Child Left Behind (NCLB)

SBE Strategic Plan:

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

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

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

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

Objective 1: Develop and support highly effective teachers.

Objective 2: Develop and support highly effective principals.

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

Objective 1: Create and maintain a safe and respectful school environment.

Objective 2: Promote healthy, active lifestyles for students.

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school.

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

Description:

The North Carolina General Assembly in 1988 passed House Bill 2560 that established a 15-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to effectively meet the needs of Indian students; advocate meaningful programs designed to reduce and eventually eliminate low achievement among American Indian students; prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and upon request, advise the State Board of Education on any other aspect of Indian education.

Nominees to the Council are submitted by their respective tribal organizations to the chairman of the North Carolina Commission of Indian Affairs who then submits recommendations to the State Board of Education for appointment. The North Carolina Commission on Indian Affairs recommends two educators and eight parents to serve staggered two-year terms but not more than two consecutive terms. The remaining members serve unspecified terms at the discretion of their appointing authorities. The Council shall consist of 15 members, as follows:

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

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

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

Recommendations:

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

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 June State Board of Education meeting and will return for Action in July 2015. (See Attachment GCS 8)

DISCUSSION**GCS 9 – Graduation Requirements Updates**

Policy Implications: SBE Policy #GCS-N-004

SBE Strategic Plan:

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

Goal 2: Every student has a personalized education.

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

Description:

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

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

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

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

Recommendations:

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

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.
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This item is presented for Discussion during the June State Board of Education meeting and will return for Action at a later time. (See Attachment GCS 9)

CHAIRMAN'S REMARKS

Under the Chairman Remarks, Chairman Cobey reminded Board members and the audience that the July State Board meeting will be a conference call meeting on Thursday, July 9. The time will be set in the next week or so, and Board members will receive an email with the specific details. The Board will then return to Raleigh on August 5 and 6 for its regular two-day meeting schedule.

NEW BUSINESS

- **Presentation From The North Carolina High School Athletic Association**
 - ❖ **Mr. Davis Whitfield (Commissioner, NCHSAA)**

Chairman Cobey introduced Commissioner Davis Whitfield to provide an overview of the North Carolina High School Athletic Association (NCHSAA). As he approached the podium, the Chairman announced that Commissioner Davis has resigned, effective July 1, and will become the Chief Operating Officer of the National Federation of State High School Associations in Indianapolis, which is the parent organization of the 50 state associations, plus the District of Columbia. Chairman Cobey expressed congratulations on behalf of the State Board of Education.

Commissioner Whitfield prefaced his presentation by sharing a brief video (sound worked, graphics did not) to demonstrate the core values of the NCHSAA.

Using a PowerPoint presentation, Commissioner Whitfield reviewed the mission of the NCHSAA and provided an informative historical overview of the NCHSAA, dating back to 1912. In 1952, the State Board of Education adopted “Regulations Governing Athletics in the Public Schools.” The State Board of Education recognized three athletic entities: NCHSAA, NCHSAC (African-American -1967), and WNCHSAA (Piedmont and Western NC -1977). Dr. Craig Phillips, Superintendent of Public Instruction (1968-88) began the discussion of combining the three associations into one cohesive association to govern high school sports. In 1977, the NCHSAA became the entity to govern high school athletics in the State of North Carolina. “Regulations Governing Athletics in the Public Schools” were incorporated into NCHSAA Handbook. State Board of Education policy mandates: Age (students cannot participate as a 19-year old), Residence (eligible where parents or legal custodian resides), Academics (provide proof of passed minimum load), Amateur Rule, and Eight Semesters (eight consecutive semesters of eligibility, providing under age rule). In 2013, the NCHSAA turned 100.

In addition, Commissioner Whitfield spoke briefly about how NCHSAA is governed internally. The Board of Directors, comprised of superintendents, principals, athletic directors, coaches, and affiliate members from NCCA, NCADA, DPI, NCSBA and regional supervisors, serve four-year terms.

Commissioner Whitfield introduced Ms. Que Tucker who has been named the Interim Commissioner. The divisions include: Governance, Compliance, and Eligibility; Sports and Championships; Officiating; Media Relations and Special Programs; Business Office; and Marketing, Development and Branding. The Commissioner also reviewed the NCHSAA’s Strategic Plan, which is comprised of five pillars: Education and Development; Policy and Procedures; Communication and Public Relations; Safety and Well-Being of Student Athletes; and Budget, Funding and Revenue. In addition, Commissioner Whitfield spoke briefly about the role of athletics in our state and shared data related to student grade-point average, attendance, dropout rates, graduation rates, and cost, which is 1% to 3% of the overall budget.

Challenges include eligibility issues on a daily basis. Other issues relate to realignment of conferences.

In closing comments, Commissioner Whitfield stated that the mission of athletics is vital to the educational mission of our state, vital to preparing students for life, and vital to developing productive citizens and tomorrow’s leaders.

Board member Wayne McDevitt explained that Board member Patricia Willoughby had to leave the meeting, but requested that, on her behalf, he thank Commissioner Whitfield for his willingness to embrace the concussion policy. Mr. McDevitt also requested a copy of the PowerPoint presentation. The request was noted.

After making brief comments about the importance of high school athletics, Chairman Cobey stated that the Board would like an annual presentation to keep the State Board updated on key issues. The request was noted.

Chairman Cobey noted that Mr. Burt Jenkins (Consultant, NCDPI) serves on the NCHSAA Board, Dr. Ellen Essick (Chief Consultant, Healthy Schools) serves on the Sports Medicine Advisory Committee, and, Vice Chairman A.L. Collins serves on the Alignment Committee.

Approval of the 2016 SBE Meeting Schedule

Chairman Cobey directed Board members to the proposed 2016 State Board of Education meeting schedule (available on eBoard), and asked for a motion to approve the schedule.

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the 2016 State Board of Education Meeting Schedule as presented.

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 Ms. Rebecca Taylor and seconded by Mr. Greg Alcorn, Board members voted unanimously to adjourn the June 4, 2015, meeting of the State Board of Education.