

**Minutes of the
North Carolina State Board of Education
East Carolina University
Murphy Center ▪ Dowdy-Ficklin Stadium
Greenville, NC 27858
May 6, 2015**

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

William Cobey, Chairman	Wayne McDevitt
A.L. “Buddy” Collins, Vice Chairman	Olivia Oxendine
Janet Cowell, State Treasurer	Rebecca Taylor
Eric C. Davis	Patricia Willoughby
Reginald Kenan	Dan Forest (via conference call)

Also present were:

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

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the May 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 the Board was having a one-day meeting this month in the Murphy Center at Dowdy-Ficklin Stadium at East Carolina University (ECU), in Greenville, NC. He explained further that the Board is meeting on Wednesday rather than Thursday by a vote in April to suspend the Rules of Procedure. Chairman Cobey noted that the Board arrived in Greenville at lunchtime on Monday. He expressed appreciation to East Carolina University Chancellor Dr. Steve Ballard and Provost Dr. Ron Mitchelson, and their many staff members for being extremely accommodating hosts since Monday afternoon when the Board began its semi-annual Planning and Work Session.

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.

Pledge of Allegiance

Board member Rebecca Taylor was recognized to lead the Board with the Pledge of Allegiance.

➤ Welcoming Remarks:

❖ Dr. Ethan Lenker (Superintendent, Pitt County Schools)

At the request of Chairman Cobey, Board member Rebecca Taylor introduced Superintendent Ethan Lenker for opening remarks.

On behalf of Pitt County Schools and the Northeast District, Superintendent Ethan Lenker welcomed the State Board of Education, State Superintendent Atkinson and others to Pitt County and the Northeast Region. He prefaced his remarks by speaking about the opportunities that Pitt County Schools is afforded in the use of East Carolina University's (ECU's) facilities for various events. Dr. Lenker spoke briefly about the collaboration that occurs within the Northeast Region LEAs, citing a Digital Literacy grant that was awarded to the Northeast Region as a whole. He introduced Ms. Cheryl Olmsted (Assistant Superintendent for Educational Program Services), Dr. Delilah Jackson (Assistant Superintendent for Human Resources), and Ms. Lisa Tate (Director of K-5 Education). Dr. Lenker then spoke briefly about Pitt County Schools' efforts to build partnerships and relationships with a variety of entities to provide opportunities for their students. He also shared that Pitt County has the only chapter of Parents for Public School Education in North Carolina, noting the presence of the chapter's president, Ms. Cathy Herring, in the audience. He explained that the Parents for Public School Education chapter advocates for public schools by leading tours and having critical conversations with parents and the business community to demonstrate what is really occurring in Pitt County public schools. In addition, Dr. Lenker elaborated about the partnerships between Pitt County Schools and ECU and Pitt Community College. He explained that Pitt County's first early college program will begin this fall with Pitt Community College. Two hundred-fifty students applied for 75 spots, which incited conversations about starting another early college program with ECU. Dr. Lenker also spoke about a host of opportunities provided to Pitt County School students such as its own virtual academy, middle school STEM labs, a dual-language immersion class, innovation labs for art classes, a robotics team, etc. In closing comments, Dr. Lenker introduced the new North Carolina Principal of the Year, Mr. Steve Lassiter (Principal, Pactolus School – K-8) of Pitt County Schools.

Following Dr. Lenker's remarks, and on behalf of the State Board, Board member Rebecca Taylor presented Dr. Lenker with a token of appreciation from the State Board of Education.

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 explained that he approved two changes to the agenda, which will be part of the motion. The late additions include: TCP 5 – Revisions to Teacher Education Policy and GCS 5 – Waivers for Career and Technical Education Exams. He noted that the materials have been posted on eBoard. The Chairman asked if there were any other 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 May 6, 2015, as revised.

Discussion/Comments:

- There was no further discussion.

Upon motion made by State Treasurer Janet Cowell, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the State Board of Education meeting agenda for May 6, 2015, as revised.

Approval of Minutes

Chairman Cobey asked for a motion to approve the minutes from the April 1-2, 2015, State Board of Education meeting.

Discussion/Comments:

- There was no discussion.

Mr. Reginald Kenan made a motion to approve the minutes of the April 1-2, 2015, State Board meeting. Seconded by Mr. Eric Davis, the Board voted unanimously to approve the minutes as presented.

ACTION AND DISCUSSION AGENDA

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

Noting the absence of TCS Chair Greg Alcorn, Chairman Cobey recognized Vice Chairman A.L. Collins to facilitate the TCS Action and Discussion Agenda.

ACTION ON FIRST READING**TCS 1 – Approval of Grants**

Policy Implications: SBE Policy #TCS-O-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. Ben Matthews (Deputy Chief Financial Officer, Safe and Healthy Schools Support Division), Dr. Lynn Harvey (Section Chief, School Nutrition Services Section), Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning), and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics Section)

Description:

The grants listed below are being submitted for approval. Please see attachments for the description of the grants.

- Attachment 1 – School Nutrition Equipment Assistance Grant
- Attachment 2 – Mathematics Science Partnership Grant

Recommendation(s):

It is recommended that the State Board of Education approve the grants.

Discussion/Comments:

- Vice Chairman A.L. Collins recognized Dr. Ben Matthews to present the School Nutrition Equipment Assistance Grant.
- Dr. Matthews shared that the Department was awarded this USDA one-time federal grant funding (\$1.75 million) to provide financial assistance to qualifying School Food Authorities (SFAs = public, charter, non-public and residential child care institutions) participating in the National School Lunch Program to purchase additional commercial school nutrition equipment. The goal is to improve food safety and quality, increase energy efficiency, increase student participation, improve nutrition integrity and/or allow for the adoption of innovative meal service strategies. Dr. Matthews further explained that DPI added the requirement of applicants expanding on the goals by describing how the grant would better equip the SFA to use locally-grown fresh fruits and vegetables in the nutrition program.
- Vice Chairman Collins recognized Dr. Jennifer Curtis to present the Mathematics Science Partnership Grant.
- Using a PowerPoint presentation, Dr. Curtis provided an overview of the ESEA Title II, Part B, Math-Science Partnership Grants, which are provided on a competitive basis to LEAs with demonstrated need in mathematics and science. She shared that North Carolina receives over \$4.2 million annually for these grants. The funds are awarded to partnerships between LEAs and North Carolina Institutions of Higher Education (IHE) for professional development in math and science. The grants are given for one year, with the possibility of renewal for two subsequent years, according to Dr. Curtis.
- Dr. Curtis explained that currently there are 14 active projects with four completing their third and final year of funding, and 10 completing their first year and are listed on the continuation of funding for approval for second and third years. Of the 14 active grants, 688 math and science teachers from 66 LEAs are participating, and nine IHEs are involved as partners. The IHEs include: East Carolina University, Fayetteville State University, High Point University, Johnson C. Smith, Meredith College, NC State University, UNC Charlotte, UNC Pembroke, and UNC Wilmington.
- Dr. Curtis shared that the 2015-16 projects recommended for funding include six new grants and continuation of the 10 existing grants. The six new grants involve 750 teachers from 28 LEAs (funding at \$2,347 per teacher). The following IHEs are involved as partners with these new grants: Elizabeth State

University, NC State University, Appalachian State University, Vance-Granville Community College, UNC Wilmington, Meredith College, and Wake Forest University.

- Dr. Curtis explained that the Department will release a new RFP after receiving a new cycle of funds on July 1. She explained further that the funding cycle was disrupted a few years ago due to the federal shut-down, and, therefore, an interim RFP will bring us in line. According to Dr. Curtis, those LEAs not funded in this cycle will be encouraged to revise their grant proposals and reapply during the next cycle.
- There was no further discussion.

Upon motion by Vice Chairman A.L. Collins, and seconded by State Treasurer Janet Cowell the State Board of Education voted unanimously to approve the School Nutrition Equipment Assistance Grant as presented. (See Attachment TCS 1)

Upon motion by Vice Chairman A.L. Collins, and seconded by Mr. Wayne McDevitt the State Board of Education voted unanimously to approve the Mathematics Science Partnership Grant as presented. (See Attachment TCS 1)

DISCUSSION

TCS 2 – Governor’s School Board of Governors

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 2: Graduate students prepared for postsecondary education

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

Description:

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

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

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

Ms. Tanya Byrd-Robinson is completing her first three-year term and is eligible to be appointed to a second term.

Recommendation(s):

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

Discussion/Comments:

- Vice Chairman Collins reminded Board members that there are several vacancies on the North Carolina's Governor's School Board. Board members are asked to recommend five nominees, noting specific categories to be filled. He shared that Mr. Greg Little (Superintendent, Mt. Airy City Schools) is being nominated from the Piedmont/Triad District, noting that this nomination will satisfy the superintendent's vacancy.
- There was no further discussion.

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

UPDATE ON CONTRACTS

Vice Chairman A.L. Collins encouraged Board members to review the contracts located in their Board books, noting that Mr. Price will address any questions.

**21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Dr. Olivia Oxendine, Chair)**

ACTION ON FIRST READING

TCP 1 – Financial Incentives for the State and Regional Teachers of the Year

Policy Implications: SBE Policy #TCP-E-000

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Lynne Johnson (Director, Educator Effectiveness)

Description:

The regional teacher of the year candidates receive a one-time stipend for recognition of service. As a result of the budget review process, the stipend for each regional teacher of the year is \$2,500 and the state teacher of the year receives \$5,000. The state teacher of the year serves as the NC Ambassador for Education while on sabbatical from the classroom for one year. During this time, the state teacher of the year is paid for twelve (12) months of employment at a rate of six (6) percent above his/her salary. Effective with the fiscal year 2015-16,

upon returning to the classroom after his/her year as North Carolina teacher of the year, the teacher will retain the six (6) percent salary increase above the base pay.

Recommendation(s):

It is recommended that the State Board of Education approve the revision for incentive funding.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Lynne Johnson to present this item.
- Dr. Johnson prefaced the overview of this item by referring Board members to Attachment 1, which shows the proposed policy changes for the Board's consideration.
- Dr. Johnson explained that after studying the salary schedule during the budget review process, the Department finds it necessary to make changes to the policy. Inadequate state funding is creating a shortfall in the financial incentives paid to the regional teachers of the year (TOY) and the NC TOY. This policy amendment asks the Board to approve reducing the regional award winner's incentives from \$5,000.00 to \$2,500.00 and to reduce the incentive to the state winner from \$7,500.00 to \$5,000.00. She explained further that the proposal includes that the state TOY will be paid for 12 months of employment at a rate of 6% on top of his/her salary, effective with the 2015-16 school year. Following the year of service as ambassador, the TOY would keep the 6% salary increase as long as he/she remains in the classroom or in a school/LEA-level instructional or teacher leadership role.
- A brief discussion ensued about the reason for this proposal and the possibility of shifting funds. Dr. Johnson explained that the proposed change is necessary due to budget shortfalls due to inadequate state funding. She explained further that the salary is covered at the state level; the private-sector sponsor does not cover this benefit. The TOY program costs approximately \$100,000.00 in total once all stipends, travel, and the national conference fees are paid, according to Dr. Johnson.
- While acknowledging the realities of the budget, Board member Patricia Willoughby stated that it is a shame that we cannot continue to honor the TOYs in an appropriate way. She also noted the value that they bring to the Board table and across the state as ambassadors as we are trying to recruit teachers into the profession.
- State Superintendent Atkinson stated that the Department does not want to make this recommendation, but on the other hand, must face the reality of the Department's budget. Dr. Atkinson suggested that DPI and the State Board collaborate to find someone in business and industry willing to help make this a more valuable incentive for future teachers.
- Teacher of the Year Advisor Karyn Dickerson shared that she does not want anyone to overlook the opportunity for the regional TOYs to attend the national conference and the benefit gained from that professional development opportunity. She explained that this is such a great opportunity that so few educators get to experience due to the cost of not only the conference, but the cost of paying for a substitute teacher, travel, etc.
- TCP Chair Oxendine concurred with all of the comments made, noting that the Board should be very aggressive going forward to find some ways through partnerships, foundations, philanthropy, etc., to, at the very least, bear the cost of the national conference and other professional development opportunities.
- Dr. Johnson shared that this was a very painful conversation among DPI leaders. She explained that when she first joined the Department, this initiative was nine months without a sponsor prior to the Burroughs Wellcome Fund agreeing to become a sponsor, and along with the assistant director, she spent a year approaching businesses and advocating for a partnership. According to Dr. Johnson, the Department is open to having additional sponsors; however, she noted that it is challenging within the parameters with which businesses may offer sponsorship.

- Noting that since this is a general budget item, Vice Chairman Collins made the motion below.
- In response to Board member Wayne McDevitt's request for clarification about an effective date, Dr. Rebecca Garland clarified that this change does not affect the current Teacher of the Year and Regional Teachers of the Year. The policy change is for those yet to be named, according to Dr. Garland.
- Dr. Johnson added that the process begins in August, which is why this item was brought forth as an Action on First Read item.
- Chairman Cobey asked Dr. Atkinson to speak to how this could be addressed in a broader context. Dr. Atkinson elaborated that the Department does not anticipate that the General Assembly will return the \$600,000.00 cut from the budget during its last session. Therefore, as a precaution of what may happen in this coming year, it is within the context of the resources we have for the operations of the Department of Public Instruction. Dr. Atkinson explained that for years when there was not a sponsor the Department has willingly used its operating funds to support the TOYs because of the importance of valuing our teachers. However, the Department is now faced with uncertainty when it comes to the operating budget.
- Chairman Cobey suggested that this discussion be continued on a conference call between now and July. Noting that there will be cuts to the budget moving forward by the General Assembly, the Chairman stated that he would like to see specific cuts to the operating budget that would have to be made in order to keep this funding constant.
- Dr. Atkinson asked Board members to let her know if they are aware of any companies that may be willing to help support the TOYs, stating that the Department will happily do those follow-ups. Board member McDevitt agreed that since this is a high priority all Board members should help to find those partners.
- Teacher of the Year James Ford stated that he would not pretend to have a solution to the budget constraints, but wanted to go on record as saying that the Teacher of the Year Program is something that the State of North Carolina does exceptionally well, and at the very least, we need to keep this as a shining light to encourage and attract other people into the profession.
- There was no further discussion.

Upon motion by Vice Chairman A.L. Collins, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to delay action on this item for further vetting. (See Attachment TCP 1)

DISCUSSION

TCP 2 – 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) and Dr. Thomas Tomberlin Director, District Human Resources Support)

Description:

In response to recent legislative changes related to North Carolina 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. The staff developed these revisions in collaboration with an advisory committee of Human Resource (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).

Recommendation(s):

The North Carolina Department of Public Instruction recommends State Board of Education approval of changes and updates to the Employment and Benefits Manual.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine recognized Dr. Tom Tomberlin to lead this discussion.
- Dr. Tomberlin shared that the Employment and Benefits Manual changes are in response to legislative changes that occurred during the 2014 legislative session. The changes address amendments regarding substitute employees, eligibility and rate of earnings, use of annual and vacation leave, transfer of leave, and purposes for use of sick leave.
- There was no further discussion.

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

DISCUSSION (LATE ITEM)

TCP 5 – Revision to Teacher Evaluation Policy

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

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

Description:

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 school wide growth option. The attachment 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):

It is recommended that the State Board of Education discuss the elimination of the school wide growth option for determining student growth.

Discussion/Comments:

- TCP Committee Chair Olivia Oxendine explained that this late item is a discussion item this month and the Board had a thorough discussion on Tuesday about this proposed policy, which included a presentation of analyses on the effect of extracting Wake County (a large LEA) from the model. After many discussions via conference call, the TCP Committee has made the decision to improve and strengthen the policy, according to Chair Oxendine. She added that moving forward LEAs that seek a waiver will have to design an alternative system. Chair Oxendine recognized Dr. Rebecca Garland to lead this discussion.
- Dr. Garland explained that this initial draft of the policy eliminates the waiver that allows a school-wide growth metric to be used, and school systems would either follow the state model or would be able to develop their own local model by which they would document student growth. She added that if an LEA decides to develop a local model, they would not have to develop one in every single content area. They would be able to participate in the state models they choose to participate in or work regionally to develop a model in a particular content area. The second revision in the policy clarifies what the sanctions are, according to Dr. Garland. She explained that this fall there will be a cohort of teachers who will have three years of data (teachers with EOGs, EOCs, and final exams), which will provide the first effectiveness status report. Dr. Atkinson noted that the teachers will either be effective, highly effective or in need of improvement, and we have never clarified to this point what happens if a teacher is in need of improvement after three years of data. Therefore, the proposed policy clearly states what the sanction will be – that the teacher will have a directed growth plan in coordination with the school administrator outlining ways and strategies to improve growth in their classroom. Dr. Garland added that it is also clear that a teacher will not be terminated based on Standard 6 alone. She said this may relieve angst among teachers that Standard 6 by itself is not a reason for termination of employment. In addition, the policy clarifies that when a teacher is moved from a Professional License I to a Professional License II, we are looking at Standards 1-5 and any other data available at the school, noting that principals collect a variety of data in addition to what is on the teacher evaluation instrument. (They may have growth data or other observable data that is not necessarily classroom data.) This will make it clear that Standard 6 is not officially part of the decision to move a teacher from Professional I to Professional II License. If a school system wants to develop a local assessment, the Accountability Division has developed a chart to provide requirements for locally-developed assessments to measure educator effectiveness. Dr. Garland stated that all of this is dependent on what happens with House Bill 248. In addition, the policy also clarifies that there will be some teachers for whom growth is very difficult to determine and those teachers will simply get “not available” instead of school-wide growth. The department does not want to see any teacher’s evaluation negatively impacted because of using school-wide data as an individual metric.
- In response to Chairman Cobey’s question, a brief clarifying discussion occurred about waivers for special situations.
- Based on Tuesday’s discussion when staff said the legal staff had not looked over this policy yet, Vice Chairman A.L. Collins asked if the term “directed growth plan” was in policy or statute. According to Dr. Garland, if you look at Standards 1-5, one of the requirements is to have a directed growth plan.
- Mr. Collins asked if a directed growth plan is something that would subject the teachers to due process rights. Dr. Garland said that the attorneys would have to concur that this would have to be not one of those growth plans that escalate to action. She reiterated that the policy would clarify that a teacher would not be terminated based on Standard 6 alone. He asked how it would effect a teacher from moving from one pay step to the next. Dr. Garland shared that, as written, the current policy does not keep a teacher from moving from one pay step to the next.

- Chair Oxendine asked Dr. Garland to address some of the issues raised by Vice Chairman Collins in the proposed policy prior to the next Board meeting. She explained that this is part of the teacher evaluation process; therefore, many of these issues are addressed in the manual for teacher evaluations.
- Dr. Johnson elaborated on the various levels of the plans. She explained that the first plan is a monitored plan developed in collaboration between the teacher and principal. In the current process, if a teacher has a summative rating below proficient, a discussion occurs, and the teacher has a year to improve. The second plan is a directive plan used when a teacher receives either developing or not demonstrated and is given a year to make adjustments. She added that the purpose of the monitored and directive plan are to allow a teacher time to work with their peers, take courses, model, and observe to make very targeted and specific changes to their instructional practice (reviewed continuously throughout the year). Chair Oxendine directed Dr. Johnson to ensure that the purpose is made very clear with principals.
- Dr. Atkinson suggested that staff go back to current policy and highlight the areas for which Mr. Collins expressed concern. If the Board feels that those areas are not adequately addressed, then staff could bring that information back to the State Board at the next meeting.
- In addition, Dr. Atkinson shared that she met with four groups of superintendents related to this subject and, as a whole, the superintendents have been supportive of having the flexibility to do a systemwide final exam. Based on those conversations with superintendents, she shared that they asked for a way to put Standard 6 in perspective for teachers, and this policy change is a step in that direction.
- In closing comments, Chair Oxendine stated that the next month will be spent refining and addressing the issues raised during this discussion today.
- There was no further discussion.

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

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

DISCUSSION

LFI 1 – NC Charter Schools Advisory Board Charter Recommendations

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 2: Every Student has a personalized education.

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

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

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 NC Charter Schools Advisory Board 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 CSAB 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.

Recommendation(s):

It is recommended that the State Board of Education adopt the charter application recommendations as presented from the NC Charter Schools Advisory Board.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor provided a brief overview of the review process of 40 initial applications. Of the 40, seven were deemed incomplete. And 26 applicants were invited for interviews by the Charter School Advisory Board (CSAB) after evaluation by staff and external evaluators. The interview process allowed applicants to answer questions and concerns and address deficiencies. During this process two applicant groups withdrew their applications. A total of 18 applicants are recommended for approval, according to Chair Taylor. She added that the CSAB voted unanimously for 11 of the applicant groups, and the remaining seven had a mixed vote. In the spirit of transparency, Chair Taylor asked Dr. Joel Medley to address individually each school that did not receive a CSAB unanimous vote.
- Prior to providing individual applicant information, Dr. Medley directed Board members to Attachment 5 on eBoard, which is a map that provides a snapshot of where the charter schools are located across the state, noting the heaviest concentration in Wake (20+) and Charlotte-Mecklenburg (30+).
- As it relates to Capital City Charter High School, which would be located in Wake County, Dr. Medley shared that the CSAB has recommended a delayed decision until January 2016. Dr. Medley explained that multiple concerns were raised, and the CSAB did not want them to have to pay another application fee and go through the application process, and it is not clear if they would open in 2016. He stated that the rationale behind the recommendation from the CSAB focused on the board's partnership with the same management organization that will be opening two schools in the same area. The concerns raised were about capacity because the management company had two schools that were slated to open this year, but only one was able to do so due to facility issues. There were other questions regarding data specifically for North Carolina, according to Dr. Medley.
- Other applications that did not receive unanimous votes included:
 - Cape Fear Preparatory Academy (New Hanover County) received a 6-4 vote. Dr. Medley shared that there were concerns about the management company that this organization wanted to pair with

because it would be new to North Carolina and opening multiple schools at the same time. One of the larger concerns that arose from this discussion was the management company's performance in Florida and other states. Dr. Medley explained that two schools affiliated with the management company closed their doors in September 2014 in their first year of operation. Another school affiliated with the management company closed its doors in 2013 after four years of operation due to governance and financial issues. In their minutes, the CSAB indicate that the applicant would be better off without the management company; however, the application moved forward with a vote of 6-4.

- Charlotte Classical School (Mecklenburg County) received a vote of 6-5. Dr. Medley explained that the concern of the CSAB could be rooted in the fact that during the conversation about the education plan, one of the Advisory Board members noted that they were half way through the interview and they had not addressed any information related to classical education. There were also concerns that the board was putting a lot of programs in place without uniformity. Dr. Medley shared that Charlotte Classical School came before the CSAB last year, but did not move forward. In addition, concern was raised that information presented in the application was not presented during the interview that could have benefited the applicant.
- Town Center Charter High School (Gaston County) received a vote of 6-5. Dr. Medley reported that the CSAB had some of the same concerns that led the CSAB to table action on Capital City Charter High School because it is affiliated with the same management company. He reiterated the CSAB's concerns about the supervision of all of those schools, stating that the CSAB wrestled with the capacity issue since two schools were closed last year and one in the previous year under its supervision. The CSAB was also concern about seeing data about this program's success here in North Carolina, according to Dr. Medley.
- Mallard Creek STEM Academy (Mecklenburg County) received a vote of 8-3. The CSAB had concerns related to enrollment and the number of charter schools in the Mecklenburg County area.
- Dr. Medley pointed out that the Leadership Academy for Young Women has partnered with UNC Wilmington and is the first single-gender charter school in North Carolina fully devoted to serving young women.
- Chair Taylor encouraged Board members to read the CSAB minutes that are included on eBoard prior to the June State Board meeting in order to gain a better understanding of the reasons for the split votes highlighted by Dr. Medley. For a deeper dive, she suggested that Board members should also refer to the rubric included on eBoard.
- In response to Board member Wayne McDevitt's question about the discrepancies in the vote totals, Dr. Medley explained that in some cases members abstained or recused themselves, and in other situations, the full complement of CSAB members were not present for the vote.
- Board member McDevitt also encouraged Board members to read the applications, which are also available on eBoard.
- In response to Board member McDevitt's question about the timeline for action, Dr. Medley explained that the State Board will ultimately adopt or reject the recommendations of the CSAB in June 2015.
- There was no further discussion.

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

DISCUSSION**LFI 2 – Request for Charter Amendment for Torchlight Academy Charter School****Policy Implications:** General Statute §115C-238, 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) and Dr. Joel Medley (Director, Office of Charter Schools)**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 recognized Dr. Joel Medley to lead this discussion.
- Dr. Medley reminded Board members that Torchlight Academy Charter School (Wake County) appeared before the State Board of Education and was granted a 10-year charter renewal in 2014. Dr. Medley stated that this school has come a long way under its leadership team.
- Dr. Medley explained that Torchlight Academy is requesting approval to enter into an agreement with a newly formed education management organization (EMO). This new management organization is headed by the existing leader of the charter school, and the Torchlight board did not investigate other EMOs. Dr. Medley reminded Board members that any charter amendment is required to come before the State Board for approval if it is related to a management company. He referenced a precedent adopted by the State Board in 2013 when a similar situation occurred for a charter school in Greensboro. The charter board did look at other management companies but believed the continuity they had with the current members would be beneficial.
- Dr. Medley reviewed the proposed stipulations (included under the description section of the Executive Summary) if the State Board agrees with this charter amendment.
- Chair Taylor asked Dr. Medley to elaborate on his comment that Torchlight Academy has come a long way. In response, Dr. Medley shared that in the early 2000s, Torchlight Academy was known by a different name (Southeast Raleigh Charter) and came very close to losing its charter. He explained that the charter board went through changes, brought in the current administrative team, and the school has steadily made progress each year. In the past, this school has received short-term charter renewals, but this year, the CSAB, through a unanimous vote, approved a 10-year renewal, which was adopted by the State Board of Education.
- There was no further discussion.

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

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

Policy Implications: General Statute §115C-238, 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) and Dr. Joel Medley (Director, Office of Charter Schools)

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 recognized Dr. Joel Medley to lead this discussion.
- Dr. Medley explained that a few years ago, this school received State Board approval to locate its school temporarily in the Asheboro City Schools' district, rather than in Randolph County, the county of its application location. The school's facility in Randolph County is now complete and will be occupied this fall; however, the school is asking to retain its middle school in the Asheboro district until additional Randolph County facilities are completed overtime.
- In response to Chair Taylor's question about the timeline for completion, Dr. Medley explained that they currently have three years left on their current lease and want to be able to finish that lease agreement.
- There was no further discussion.

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

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

ACTION**GCS 1 – Global Ready District Designation and Rubric**

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

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

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

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic & Digital Learning) and Ms. Helga Fasciano (Special Assistant for Global Education)

Description:

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

One opportunity coming out of the Global Education Task Force work was the creation of criteria and a process for the Global Ready District Designation. From the Final Report, refer to 4.2 – Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives, and addresses, at the least, the following:

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

Recommendation(s):

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

Discussion/Comments:

- GCS Committee Chair Eric Davis noted a thorough discussion of this item during the GCS Committee meeting in April.
- Board member Wayne McDevitt shared that this item is a result of the Task Force on Global Education work to produce globally competitive students. This is in concert with the Global-Ready designation for schools previously approved by the State Board.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the Global-Ready District Designation and Rubric as presented. (See Attachment GCS 1)

At the request of Chairman Cobey, GCS Committee Chair Eric Davis skipped ahead to GCS 5.

ACTION ON FIRST READING (LATE ITEM)

GCS 5 – Waivers for Career and Technical Education (CTE) Exams

Policy Implications: General Statute §115C-174.12(4), House Bill 230

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

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

Description:

For the 2014-15 school year only, House Bill 230 allows local boards of education to apply for a waiver from the requirements of G.S. §115C-174.12(4), which limit the administration of final exams (i.e., all end-of-course, end-of-grade, NC Final Exams, Career and Technical Education State Assessments, and teacher-made final exams) for year-long courses to the final ten (10) instructional days of the school year and the final five (5) instructional days of the semester for semester courses. Local boards must apply for these waivers to the State Board of Education (SBE) by September 1, 2014. Per House Bill 230, the State Board of Education (SBE) shall grant waivers for up to five additional days in order to allow the administration of final exams for year-long courses within the final fifteen (15) instructional days of the school year and for semester courses within the final ten (10) instructional days of the semester. The department recommended waiver requests submitted to the SBE by the local boards of education by September 1, 2014, and the SBE approved those waivers for the 2014-15 school year in September 2014.

On April 27, 2015, Thinkgate LLC, that provided the system for CTE final exams, closed for business. The change in testing procedures will likely require additional days for testing in order to meet the number of accommodated administrations. The department is recommending waiver requests to allow ALL LEAs and charter schools to take advantage of the additional test days given the changing circumstances.

Recommendation(s):

The Department is asking for the Board to approve waivers for CTE testing for all LEAs and charter schools.

Discussion/Comments:

- GCS Committee Chair Eric Davis prefaced the motion below by explaining that this item is for Action on First Reading and recognized State Superintendent June Atkinson to provide background for this late item.
- Dr. Atkinson explained that North Carolina's Career and Technical Education Division's long-time partner, Thinkgate LLC, that provided the system for CTE final exams, closed for business on April 27, 2015. As a result, we are unable in every LEA to administer the online assessments for the Career and Technical Education courses. That means that some of the schools will have to resort to paper and pencil exams, according to Dr. Atkinson. The Department is asking that the State Board approve this item on First Reading, so LEAs and schools have the flexibility to move as rapidly as possible to another platform in order to continue the online testing that has been a part of Career and Technical Education for many years.

- Board member Wayne McDevitt encouraged the Department to ensure communication efforts with LEAs so there is a clear understanding of the process. Dr. Atkinson noted that currently what is available in Home Base does not give all of the functions available in the past, and staff members are working diligently to provide that same level of functionality.
- 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 grant waivers for CTE testing for all LEAs and charter schools. (See Attachment GCS 5)

ACTION ON FIRST READING

GCS 2 – Revised Schedule for the 2015 Science Textbook Adoption Process

Policy Implications: General Statute §115C-85 – 102; State Board Policy #GCS-H-000, GCS-H-001, GCS-H-002, GCS-H-003, 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 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 2.2: Increase the number of teachers and students using digital learning tools.

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

Description:

Dr. Dan Novey, Chairperson of the North Carolina Textbook Commission and Mr. Charles Gaffigan, Vice Chairperson, will present a list of recommendations for science instructional materials to be adopted by the North Carolina State Board of Education.

Recommendation(s):

State Board of Education members are asked to approve the list of science textbooks recommended by the Textbook Commission.

Discussion/Comments:

- GCS Committee Chair Eric Davis recognized Dr. Sarah McManus to present this item.
- Dr. McManus prefaced her comments by introducing Dr. Dan Novey (Chairperson, Textbook Adoption Commission and Superintendent of Carteret County Schools). Dr. McManus reminded the Board that in November the Board approved the timeline for the 2015 adoption process for science. In addition, the Board approved the invitations to submit bids for that adoption, which was sent to publishers. In March, the publishers submitted their bids, which were originally due in February, but the Board approved an amended timeline due to inclement weather. The Department contracted with 124 educators (Textbook Advisors) to serve as content experts to evaluate the submitted textbooks for adherence to the evaluation criteria. Dr. McManus explained that the Textbook Commissioners then evaluated each textbook that was submitted and also discussed each submission with the Textbook Advisors. She recognized Dr. Novey for a synopsis of the report.

- Dr. Novey prefaced his comments by explaining that as chair of the Textbook Commission he is proud of the Textbook Commissioners and Textbook Advisors who worked diligently under a tight timeline to bring forth these recommended science textbooks for approval.
- Dr. Novey referenced the summary of recommended items as well as a summary of items not recommended included in Attachment 1 on eBoard. Of the textbooks submitted, 132 are recommended and 27 are not recommended. Dr. Novey explained that the Textbook Commission follows the rules for review and ensures that every opportunity is provided for publishers to present further materials and rationale during the review process in order to provide the very best recommendation for the State Board's consideration.
- Dr. Novey shared that 13 publishers submitted materials. Of the 13 publishers, 10 had one or more submissions on the recommended list, and seven publishers had one or more titles on the not recommended list.
- He also spoke briefly about the Teacher Advisors who rose to the task during the school year, which is a difficult time to be out of their classrooms for several days, but dug in and provided great insight based on the *North Carolina Standard Course of Study* for the Commissioners. One hundred and seven titles were recommended in Round 1 and 25 in the reconsideration process, according to Dr. Novey.
- In addition, Dr. Novey shared that detailed reporting comments from the Teacher Advisors and Commissioners are included in the materials located on eBoard. He stated that this will also help publishers to improve their future offerings. Dr. Novey shared one comment about one of the entries: "This is the answer to digital learning. 100% of the standards are met. It may miss a little bit on waste water, but it is great and reaches our ELL students and also is great for our Exceptional Children students. It is what digital learning is all about."
- Dr. Novey stated that he hopes to have enough resources to purchase some of these resources, noting that in Carteret County last year, they had \$125,139.00 to spend on textbooks (\$14 per student). Since 2008-09, funding at the state level has dropped 71 percent for textbooks and 51 percent for instructional items. He requested that the State Board encourage legislators to increase funding for textbooks and instructional resources for students.
- In closing comments, Dr. Novey shared that, in light of the timeline, the Commission voted and recommends that this process be moved to the summertime so that teachers are not anxious about being out of their classrooms.
- Board member Olivia Oxendine commended Dr. Novey, the Textbook Commissioners and Teacher Advisors for their hard work. To his point about the teachers who participated in the review process, Dr. Oxendine stated that she hopes they will benefit from their work and have textbooks in their classrooms next year.
- In response to Dr. Oxendine's question, a brief discussion ensued about the Science Essential Standards, specifically that the titles must meet 80 percent of the North Carolina Science Essential Standards before they can be recommended to the State Board of Education for adoption.
- After commending the Textbook Commission and Advisors for their work, Board member Wayne McDevitt also thanked Dr. Novey for elevating the issue of funding. For a historical perspective, he noted that North Carolina maxed out at approximately \$80.00 per student and is now funded at \$14.00 per student.
- In closing comments, Chair Davis expressed appreciation to Dr. Novey and all of the Commissioners for their service.
- Chairman Cobey noted that the State Board requested a substantial increase in the area of instructional supplies and textbooks. He shared the Board's commitment toward working to making that request a reality.
- Chairman Cobey recognized Ms. Betsy West (Assistant Executive Director, State Board of Education Office) to conduct the roll call for the vote, which is required.

- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the list of science textbooks recommended by the Textbook Commission as presented. A roll call vote was taken. The following members voted approval: Chairman Bill Cobey, Vice Chairman A.L. Collins, State Treasurer Janet Cowell, Ms. Rebecca Taylor, Mr. Reginald Kenan, Dr. Olivia Oxendine, Mr. Wayne McDevitt, Ms. Patricia Willoughby, and Mr. Eric Davis. The following members were absent: Lt. Governor Dan Forest, Mr. Kevin Howell, and Mr. Gregory Alcorn (See Attachment GCS 2)

DISCUSSION

GCS 3 – 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) 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.

Recommendation(s):

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

Discussion/Comments:

- GCS Committee Chair Eric Davis recognized Dr. Tammy Howard to lead the discussion of this item.
- Dr. Howard prefaced this discussion by explaining that on March 31, 2015, the U.S. Department of Education (USED) granted approval of the Department’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver request. She explained that as part of that agreement this item requests permission to amend the existing policy on the READY Accountability Model to incorporate some of the inclusions of the approved flexibility waiver. Two of the revisions are related to participation rates, according to Dr. Howard. She explained that per No Child Left Behind (NCLB) and the flexibility waiver, schools are required to assess at least 95% of their students. As part of the flexibility waiver, North Carolina requested to amend that requirement for the ACT, noting that the ACT has two administration dates only, whereas with other assessments we are able to have makeup sessions throughout the testing window. She stated that with the ACT, schools had difficulty meeting that 95% participation rate having only two days to administer the test. She shared that the USED was amenable to that request and granted approval in the flexibility waiver. The Department received much input from LEAs about the difficulty of meeting the required 95% participation target for the ACT. Dr. Howard stated that it is important to note that the All Students subgroup is the only subgroup that will be held accountable to the three years of consequences.
- Dr. Howard reported that the second change related to participation going back to the initial waiver, where there are consequences for a school not meeting the 95% participation rate for any subgroup. She explained that the third consecutive year of consequence as originally written would have reverted and occurred this year for schools, noting the negative effect on schools. Instead, included in the flexibility waiver, North Carolina would identify those schools that have missed participation for any subgroup for the third year as a Focus School because of not meeting participation and will include steps to improve participation in their School Improvement Plans. Dr. Howard spoke briefly about what this does for the District and School Transformation Division to provide resources and attention needed to improve and help those Focus Schools meet the 95% participation rates.
- Vice Chairman Collins thanked the Department for responding to the ACT issue, which is something the LEAs have been concerned about with respect to administration of tests. He stated that his problem is with the inflexibility of ACT as our vendor, specifically during inclement weather. Mr. Collins stated that if we are going to continue conducting business with ACT, the company needs to be more compliant with North Carolina rather than us having to go to USED for waivers. He suggested that North Carolina communicate with ACT that this is not the way we want to do business in the future.

- Board member Olivia Oxendine stated that she would be interested in knowing the number of schools that are in the classification of “Focus” due to low-participation rates and that relationship to the School Performance Grade of the school. In response, Dr. Howard shared that based on the schools that missed participation for Year 1 and Year 2, potentially there would be 370 schools in that situation. Of those 370 schools, 164 are related to the ACT. Dr. Howard explained that she did not have the information related to the School Performance Grades readily available, but she would provide that information to Board members.
- In response to Vice Chairman Collins’ concerns about ACT’s inflexibility, State Superintendent Atkinson explained that last year the Department negotiated with ACT for a third administration day. Dr. Howard added that, based on our experience last year, the Department negotiated with ACT to require a weather policy so that there is a set protocol for the future when weather impacts the administration. Dr. Howard also added that there is still much work to be done in this area. She noted that the USED was amazed that ACT was not more responsive to North Carolina.
- Returning to the presentation, Dr. Howard shared that the final change to the policy is related to the Designation and School Performance Grades. She explained that, as required by the ESEA Flexibility Waiver, schools that earn an “A” designation as determined by the School Performance Grades and do not have significant achievement and/or graduation gaps will be designated an “A+” school. According to Dr. Howard, 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. She explained that to address this issue, the choice was to lower a letter grade from and an “A” to a “B”. But rather than do that, once we have identified our “A” schools as specified in General Statute, we would look at the significant gaps. Those schools that have significant gaps would retain their “A”, and rather than penalizing a school without significant gaps, they would be designated an “A+” school. This was also amenable by USED, according to Dr. Howard.
- There was no further discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 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 1.1: 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 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, Exceptional Children Division)

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 ten-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 students intellectual ability to their achievement level, is not an appropriate practice in the evaluation and identification of children with SLD and is not supported by the findings of the SLD Task Force.

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

North Carolina has intentionally paired the RtI-based approach to evaluation and identification of students with SLD with a multi-tiered system of support (MTSS), defined as a framework, which 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 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.

Recommendation(s):

The State Board of Education is asked to review the proposed changes to Policies at the May meeting and approve the changes at the June meeting.

Discussion/Comments:

- GCS Committee Chair Eric Davis recognized Mr. Bill Hussey and Ms. Lynne Loeser to lead the discussion of this item.

- Mr. Hussey explained that the Department has been working on these proposed amendments for more than a year to meet the specific requirements of the federal government, noting that the public comments about this issue and the Department's responses to each of the comments are available on eBoard under Attachment 3. In addition, Mr. Hussey drew attention to the White Paper, which was distributed to Board members at their places.
- Mr. Hussey noted that this has been a real change to consider, which the Department has considered from all angles, acknowledging the importance of addressing the issues. He explained that the policy has been in place since 1975, and the Exceptional Division staff members feel that these changes will have a positive impact on the students in our schools.
- Mr. Hussey recognized Ms. Lynne Loeser to highlight the process and the research behind the proposed changes.
- Using a PowerPoint presentation, Ms. Loeser set the context by providing quick facts about who these policies impact. She shared that 4.8% of all students have a learning disability, and 41% of all students in special education have a learning disability. Of those students, 80% have a learning disability in the area of reading, and 78% of these students spend 80% or more of their day in general education classrooms. It is widely understood and widely accepted that students with learning disabilities have unexpected underachievement, and there is a neurological basis for their difficulties with learning, according to Ms. Loeser.
- Ms. Loeser explained that current North Carolina policies allow three different pathways to determine eligibility – the discrepancy model, measuring the student's response to scientific research-based instruction, and an alternative to the discrepancy approach.
- Ms. Loeser reported that, after a 10-month intensive study, the Students with Learning Disabilities (SLD) Task Force (composed of stakeholders and practitioners from across the state) 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 consistent with current research and can no longer be supported. Therefore, the Exceptional Children Division is proposing one pathway: The use of a student's response to high quality instruction and scientific research-based intervention as a component of a comprehensive evaluation.
- Ms. Loeser explained that the 2004 amendments to The Individuals with Disabilities Act provides the state with criteria for determining that a student has a disability. She explained further that within this provision states may no longer require the use of a discrepancy model, states must allow the use of a process based on the child's response to scientific research-based intervention (RtI) and states may allow the use of other alternative research-based procedures. Ms. Loeser shared that these changes were a direct result of the following findings of the President's Commission on Special Education and the LD Summit:
 - IQ-discrepancy constitutes a "wait to fail" model
 - IQ is not a good predictor of which students will respond to and benefit from scientific research-based intervention
 - Over identification of students who were not disabled, but were termed "instructional casualties"
 - G. Reid Lyon (National Institute of Child and Human Development) suggested that "learning disabilities have become the sociological sponge to wipe up the spills of general education."
 - Over-representation of students from culturally and linguistically diverse backgrounds
- Ms. Loeser explained that it is important to note that since the passing of IDEA 2004, North Carolina has allowed and supported LEAs in the use of Responsiveness to Instruction (RtI) for identifying students with specific learning disabilities. With these changes, North Carolina will shift from viewing a specific learning disability with unexpected underachievement levels relative to their intellectual ability to the promise of a

student's response or lack of response to high-quality core instruction and robust intervention as the best evidence of an SLD.

- To ensure improved decision making for SLD eligibility, Ms. Loeser explained that the use of an RtI-based approach must be implemented within a Multi-tiered System of Support (MTSS) that promotes positive, academic and behavioral outcomes for all students. She added that North Carolina has intentionally paired the implementation of MTSS with the proposed changes to the policy.
- The findings of the SLD Task Force and a listing of the members of the task force are included in the White Paper distributed at the beginning of the presentation. She stated that the SLD Task Force was guided by the conviction that they have the knowledge and skills to ensure that students with learning disabilities learn and achieve at high levels.
- She stated that an advantage of this RtI approach is that problem solving and intervention precede evaluation. This information informs evaluation as well as instruction and intervention.
- Ms. Loeser elaborated on the three primary catalysts for changing the policy that include: early intervention, focus on instruction and intervention, and increased accuracy in eligibility decisions.
- After reporting that Cleveland County currently uses RtI to identify students with learning disabilities and is actively installing RtI in their middle schools, Ms. Loeser shared a short video interview with Dr. Nellie Aspel (Director, Exceptional Children Programs, Cleveland County Schools).
- In summary, Ms. Loeser explained that the two proposed changes are in alignment with the amendments of IDEA 2004. The Department's position is that the use of a discrepancy between a student's intellectual ability and academic achievement is not a valid practice for the identification of SLD. She stated that research has been very clear in this conclusion. In addition, the use of a pattern of strengths and weaknesses was researched extensively by the SLD Task Force. She shared that the research indicates that it does not inform instructional decisions and does not lend accuracy for the identification of students with learning disabilities.
- Ms. Loeser added that the Department will be developing guidance and training on the appropriate use of cognitive practices and diagnostic assessments to support LEAs in making decisions for instructional planning and eligibility decisions.
- In an RtI-based system of evaluation, the essential components of MTSS provide the assurance that students have been provided appropriate instruction. MTSS also provides assurance that students are provided timely and appropriate intervention, and that students' progress is closely monitored. North Carolina is the only state implementing MTSS and eliminating ability achievement discrepancy simultaneously because of this belief, according to Ms. Loeser. She highlighted the timeline for these changes, noting that the timeline for implementation parallels the full implementation of MTSS over the next five years.
- Referring to the shifts, Teacher of the Year Advisor Karyn Dickerson asked what percentage of students traditionally were identified using the discrepancy model and identification of patterns' model. Ms. Loeser could not cite the specific percentage but did say that we have 130 to 140 North Carolina schools that use RtI as their sole method of identification within the context of comprehensive evaluation, and three LEAs use RtI-based identification across their school system.
- Speaking as a parent of an exceptional child who had to fight for services throughout his child's K-12 career, Vice Chairman Collins applauded this change because in his opinion this is definitely one of the tools that can help identify children at earlier grade levels. However, Mr. Collins expressed concern about the resources available to regular education teachers to be able to provide the interventions necessary – specifically noting the challenge of providing enough training and resources for implementation.
- Board member Rebecca Taylor stated that this is a huge mind shift for not only herself but also others who have provided feedback to her. In response to her request, Ms. Loeser shared that the three LEAs who have implemented RtI throughout their school systems are Alamance-Burlington Schools, Cleveland County

Schools, and New Hanover County Schools. Ms. Taylor encouraged her fellow board members to reach out to these school systems that are already implementing the model full scale. After making several comments, Ms. Taylor shared that she has a lot of questions about the details and requested a meeting with Ms. Loeser and Mr. Hussey for a deeper dive. The request was noted.

- Board member Olivia Oxendine stated that research has all sorts of connotations. She added that if she was a parent of a child, she would drill down into technical issues related to the research. Dr. Oxendine applauded the model, which she believes will have wholesale benefits across a school.
- In response to Dr. Oxendine's question, Ms. Loeser stated that this model should not add additional paperwork for teachers. She clarified that the research interventions are currently in IDEA and are a requirement no matter the method used by a school.
- Mr. Hussey shared that, as of last Thursday, a large stakeholder community has been working on the IEP paperwork, and there will be a reduction in that paperwork as a result of that group's work.
- Ms. Taylor acknowledged the differences between a student who is underperforming and a student with a learning disability, and she wants to be cautious about not throwing all of these students in the same bucket. A brief discussion ensued.
- Chair Davis asked if any assessments had been completed to understand the resources required in addition to what the LEAs already have available. Ms. Loeser explained that this is being partnered with MTSS and with initial implementation, a readiness assessment was done with schools across the state to help determine their readiness for MTSS. In response to Mr. Davis's question about what that assessment revealed, Ms. Loeser stated that she would have to share that information with the Board following the meeting since she did not have that information readily available. Mr. Davis noted that earlier conversations highlighted choices that diminish the budget for public education so he was concerned about the unintended financial consequences and resources not being available. In response to Mr. Davis's concerns and speaking from experience, Mr. Hussey spoke about the direct cost of resources and what happens related to teacher participation (Mr. Hussey came from one of the LEAs that implemented an MTSS). He stated that while it takes a little more time to train individuals, it doesn't require additional revenue beyond what the LEAs already have in place. Ms. Loeser added that one of the reasons that IDEA 2004 included that states must not require the use of a discrepancy model was because of the concern by numerous groups including the President's Commission on Special Education over the number of students identified with learning disabilities that truly were not children with learning disabilities, but rather instructional casualties. She added that our goal is to be more efficient in meeting the needs of students and to be more prepared to respond to their needs versus the number of students identified in the past that did not have a learning disability.
- There was no further discussion.

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

Prior to moving to the consent agenda, Chairman Cobey announced that Board member Eric Davis has agreed to serve as Vice Chair of the TCP Committee.

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 four 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 TCS 3, TCP 3, TCP 4, and LFI 4.

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

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

CONSENT**TCS 3 – LEA-Wide Weather-Related Calendar Waiver Request**

Policy Implications: General Statute §115C-84.2, SBE Policy #TCS-V-000

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

Presenter(s): Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Mr. Andrew Cox (Section Chief, School Financial Reporting)

Description:

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. In May 2011, the State Board of Education changed the calendar waiver policy to allow LEAs to choose between two different 10-year periods (the last 10 years or the last nine years plus days missed during the current school year) to determine eligibility for a weather-related waiver. This waiver is only for the opening date of the school year.

LEAs who receive a waiver may have the first instructional day no earlier than the closest Monday to August 19; all other provisions related to the school calendar law apply.

For school year 2015-16, 12 LEAs received approval for waivers during the November 2014 State Board of Education meeting using the last 10 years of data to determine their eligibility.

One LEA (Clay County) chose the alternate 10-year period (last nine years plus days missed during the current year), which now allows them to qualify under SBE Policy #TCS-V-000 and has submitted a waiver request for consideration.

Recommendation(s):

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

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

CONSENT

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

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

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

The following LEA and charter schools have submitted requests for local flexibility from the ASW process: Charter Day School, Columbus Charter Schools, Dillard Academy and Nash-Rocky Mount Public Schools.

Recommendation(s):

The NCDPI recommends for the approval of these waivers by the SBE.

CONSENT

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

Policy Implications: SBE Policy #TCP-C-006

SBE Strategic Plan:

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

Objective 3.1: Develop and support highly effective teachers.

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

Description:

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

The following LEA and charter schools have submitted requests for local flexibility from the NCFE/CTE assessment process: Three NC Final Exam/middle-school CTE waivers: Charter Day Schools, Columbus Charter Schools and Wake County Schools.

Recommendation(s):

The North Carolina Department of Public Instruction recommends SBE approval.

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

CONSENT**LFI 4 – NC Charter School Amendment for VERITAS Community School**

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

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

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

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

Description:

State Board of Education policy #TCS-U-014 provided existing charter schools a framework for which to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. This proposed amendment – becoming part of TEAM CFA – has been historically brought before the State Board and that same process is being followed here.

VERITAS Community School, located in Charlotte, NC, will open as a charter school in fall 2015. The school is requesting to modify the school's name. These changes are due to the potential for partnering with the Challenge foundation Academy. By entering into this agreement, VERITAS would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. The school's full name would then become VERITAS Community School: A Challenge Foundation Academy.

The Nonprofit board of VERITAS Community School unanimously voted in support of an affiliation with TEAM CFA pending approval by the State Board of Education. This partnership will allow the school to receive assistance with implementation of the Core Knowledge curriculum as well as marketing and technology training.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this requested amendment to change the name of VERITAS Community School.

STATE SUPERINTENDENT'S REPORT**Burroughs Wellcome Fund Teacher of the Year****Ashe County Teacher Named 2015 NC Teacher of the Year**

Ashe County High School English teacher Keana Triplett has been named the 2015 Burroughs Wellcome Fund North Carolina Teacher of the Year. The Ashe County Public Schools' teacher succeeds James E. Ford, a World History teacher at Garinger High School (Charlotte-Mecklenburg Schools).

In accepting the award, Triplett said she wants her greatest contribution as an educator to be "showing students they are loved, valued and worthy." She said, "Outstanding teachers know their students. They understand how each student learns and responds appropriately. They set high expectations then provide challenging, rigorous and relevant learning activities so students are engaged learners - not apathetic learners."

Triplett has spent her entire teaching career at Ashe County High School. Since 2005, she has taught 9th, 10th and 12th grade English. She is chair of Ashe County High School's Writing Committee and a member of the school's Literacy Committee. She also is a Senior Conference Presenter for the Appalachian Community of Educators Society, a Teaching Fellows Advisory Council member for Appalachian Educators and a Cooperating Teacher for Appalachian State University student teachers.

She is the North Carolina Region 7 Teacher of the Year for 2014-15, and Ashe County Schools' Teacher of the Year as well as Ashe County High School Teacher of the Year for 2014-15. A North Carolina Teaching Fellows graduate, Triplett earned a bachelor's degree in Secondary English Education in 2005 and a master's degree in Educational Technology in December 2012 both from Appalachian State University. In 2014, she achieved National Board Certification in English/Language Arts.

As Burroughs Wellcome Fund North Carolina Teacher of the Year, Triplett will spend the next school year traveling the state as an ambassador for the teaching profession.

She also will serve as an advisor to the State Board of Education for two years and as a board member for the NC Public School Forum for one year.

The other regional finalists were

- Region 1: Jami Dickerson (Eastern Elementary, Pitt County Schools);
- Region 2: Joshua Gaskill (Pamlico County High, Pamlico County Schools);
- Region 3: Jeremy Tucker (James B. Hunt High, Wilson County Schools);
- Region 4: Mariel Barker Sellars (East Columbus High, Columbus County Schools);
- Region 5: JoAnna Massoth (Chatham Middle, Chatham County Schools);
- Region 6: Jennifer Whitley (Forest Hills High, Union County Schools);
- Region 8: Randy Pressley (Tuscola High, Haywood County Schools); and
- Charter Schools: Elizabeth Padgett (Lake Norman Charter, Mecklenburg County).

Dr. Atkinson expressed appreciation to Teacher of the Year James Ford for his representation over this past year as North Carolina's TOY ambassador.

NC Educator Equity Plan

NC Required to Submit Proposal for Equitable Access to Educators

North Carolina must submit to the U.S. Department of Education (USED) a plan for equitable student access to excellent educators by June 1.

- A meeting of external stakeholders was convened April 13 at the NC School Boards Association headquarters to receive input on the state's equity plan.
- The State Board of Education was briefed at its December 2014 meeting about the equity plan requirement.
- Attachment one is the template the NC Department of Public Instruction (NCDPI) is using to develop the plan.

NC Virtual Public School Featured

Online Coursetaking in Blended Model Evolves for Special Needs Students

Education Week describes North Carolina Virtual Public School as the standard setter in the evolution of online courses adapted for special needs students.

In its April 1 edition, *Education Week* discusses the challenge of adapting curriculum for special needs students and the work involved in developing an effective approach.

The article

- Features Lindsey L. Taylor's classroom at Ashbrook High School in Gastonia, NC, where students take applied science, introduction to math and algebra courses developed by the state's public school;
- Notes that Skip Stahl, senior policy analyst for the Wakefield, Ma-based Center for Applied Special Technology, describes NCVPS as creating a gold standard unlikely to be replicated by for-profit companies. Special education represents the largest course enrollment for NCVPS with 8,100 enrollments in the current semester.

Superintendent's Principal Advisory Council Meets

The Superintendent's Principal Advisory Council met April 28 in Raleigh. Agenda topics included

- Discussion of A-F school grades
- Presentation of online professional development modules
- Use of Standard 6 student growth data in educator evaluation, and
- Feedback on a proposed new accountability testing model

Superintendents' Regional Small Group Meetings

Regional Meetings Held in Four of Eight Regions

Superintendents met regionally in small groups in Wilkesboro, Charlotte, Winston-Salem and Goldsboro during April.

Discussion topics included

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

Regional small group meetings are scheduled in Carthage, Raleigh and Williamston in May.

Special Recognitions

Spirit of Community Awards Go to Two NC Students

North Carolina's top two youth volunteers have been selected in the 20th annual Prudential Spirit of Community Awards program

- Davis Dawson (Junior, Jay M. Robinson High School, Cabarrus County Schools) raised more than \$35,000 and led the efforts of over 200 volunteers to build a new house for a single mother and her four children through Habitat for Humanity.
- Samuel Park (Seventh Grader, Harris Road Middle School, Cabarrus County Schools) operates a video transfer service to raise funds for orphans in Kenya and Uganda, and delivers e-book "libraries" to orphanages, schools and youth centers in those countries.

As State Honorees, Davis and Samuel each will receive \$1,000.00, an engraved silver medallion and an all-expense-paid trip in early May to Washington, D.C., where they will join the top two honorees from each of the other states and the District of Columbia for four days of national recognition events. During the trip, 10 students will be named America's top youth volunteers of 2015.

Distinguished Finalists

The program judges also recognized six other North Carolina students as Distinguished Finalists for their impressive community service activities. Each will receive an engraved bronze medallion. North Carolina's Distinguished Finalists for 2015 are

- Anna Chesson (Junior, Riverside High School, Martin County Schools) helped to create and implement a peer tutoring project at her school that has successfully involved a total of 70 students who received regular study help from their peers.
- Jeffrey Friday (Senior, Forestview High School, Gaston County Schools) created "Let's Play Soccer," a summer weekend soccer camp for children with developmental disabilities, who learned the fundamentals of the game from Jeffrey and other teen soccer players who served as volunteers.
- Madison Howell (Senior, East Forsyth High School, Winston-Salem/Forsyth County Schools) created and presented healthy nutrition and cooking classes for kids in grades K-12 enrolled in the "Kids' Café" food assistance program at the Second Harvest Food Bank, and also wrote and printed a cookbook in both English and Spanish that 250 participants took home to share with their families.
- Kaitlyn Karcher (Senior, Smoky Mountain High School, Jackson County Schools) founded "Generation to Generation," an entertainment therapy program that schedules talented young musicians to conduct regular performances for patients of three area nursing homes.
- Megan Maness (Senior, Northern Guilford High School, Guilford County Schools) organized and implemented a health and nutrition workshop for children at a local preschool to encourage healthy eating habits.
- Lauren Matlosz (Junior, High Point Fine Arts Academy) wrote and produced "Umbrella Upcycle," a website intended to educate people about the dangers of throwing away broken umbrellas, which take 1,000 years to biodegrade, and the benefit to finding creative ways to recycle and upcycle them.

Dr. Atkinson expressed appreciation to her Special Assistant Monique Wertis for her coordination of this work at the state level.

New Additions Join DPI Team

- Kathy Cooper - Accountant – Monitoring and Compliance
- Andrea Faulkner – Education Test/Accountability Consultant – Accountability Services
- Andria Garner – Accounting Technician – School Business
- Silvia Liboon - Accountant – School Business/Allotment
- Brian Stephens – Technology Support Analyst – NC Virtual Public Schools
- Christina Tuton – School Educator I – Office of Early Learning
- Joshua Griffin - Education Test/Accountability Consultant – Accountability Services

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- UNC-TV Black Issues Forum, Research Triangle Park, NC
- Council of Chief State School Officers Education Information Management Advisory Council Workgroup Meeting, Research Triangle Park, NC
- U.S. Department of Education On-site Monitoring Review of North Carolina’s 21st Century Learning Centers, Raleigh, NC
- Park Scholarship Program meeting, NC State University, Raleigh, NC
- “NC in Dialogue: Our State, Our Future” Conference, Western Carolina University, Cullowhee, NC
- Division 1A NC Retired School Professionals Education Forum, Blue Ridge Community College, Henderson, NC
- Northwest Region Education Service Alliance Superintendents’ Council, Wilkesboro, NC
- Southwest Education Alliance Regional Small Group Superintendents’ Meeting, Charlotte, NC
- Teacher Focus Group on Testing Proposal, Weddington Middle School, Matthews, NC
- Piedmont Triad Education Consortium Regional Small Group Superintendents’ Meeting, Wake Forest University, Winston-Salem, NC
- NCPTA Parent Education Conference, Raleigh, NC
- Delta Kappa Gamma Society International Eta State Founders Award Presentation (Recipient), Chapel Hill, NC
- Delta Kappa Gamma Retired Educators, Henderson, NC
- Southeast Education Alliance Regional Small Group Superintendents’ Meeting, Goldsboro, NC
- North Carolina Council on the Holocaust Recognition of the US Army’s Liberation of the Dachau Concentration Camp in Nazi Germany, Raleigh, NC
- Education Partners Collaboration Meeting, Raleigh, NC
- Wells Fargo Principal of the Year Banquet, Cary, NC

RttT Monthly Report of Activities Completed

- Assembled list of LEA/school-based stories to illustrate the impact of RttT funding at the local level; began writing of these vignettes
- Began testing and preparing for scheduled April 24 upgrade to the next release of Schoolnet (version 16.3)
- Added 200+ additional instructional materials into the Classrooms Module within Schoolnet
- Received more than 1,000 completed Analysis of Student Work (ASW) Reviewer applications; priority deadline for applications is 5:00 pm on May 1
- 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; data from the pilot will be collected, analyzed, and presented to the State Board of Education in the fall
- Assisted Pathway I Governor's Teacher Network (GTN) participants with completion of final deliverables that include development of a WIKI and related presentation materials; Reviewed GTN Pathway II curriculum resource projects and provided feedback to each participant as they prepare final deliverables
- Completed final preparations for the GTN Research Symposium to be conducted in collaboration with the North Carolina Center for the Advancement of Teaching (NCCAT) May 1-3
- Registered 5,920 participants in professional development courses, with 3,243 earning completed course credit(s) as of April 23
- 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
- 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
Planned for the administration of a new NCVPS student perception survey; data will be analyzed over the next few weeks to better understand the areas of success and improvement for the RttT-funded STEM courses
- Awarded the Learning Management System (LMS) contract to Instructure; worked with the first round of LEAs to plan integration and deployment activities
- Continued preparing NC Virtual Public School migration strategy so the new LMS can be used in the next academic year
- Supported LEAs in filing E-Rate Form 471s to ensure matching funding is available from the FCC for local wireless deployments; these forms certify the actual cost to deploy a wireless network in these schools, and these cost figures will be the basis for RttT funding to support local deployments

Legislative Update

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

Ms. Beaulieu drew attention to a summary posted on eBoard that provides the 2015 relevant bills listing. For visual effect, Ms. Beaulieu presented Exhibit A, which consisted of two very large notebooks containing all of the 353 education-related bills that the Department has been tracking this session. She stated that on Monday, the Board should have received the 43-page document of the state education statutory responsibilities with citations for many of the statutes within G.S. §115C, noting that every member of the General Assembly will also receive a copy. Ms. Beaulieu also provided a one-page reference chart of a quartet of bills taken up in the House last week. The bills include: HB 660 – Digital Learning, HB 661 – Teacher Recruitment and Scholarships, HB 662 – The North Carolina Elevating Educators Act of 2015 and HB 902 – Transforming Principal Preparation. She stated that these are the education bills that have received a great deal of attention over the past few weeks and are ones to watch. Ms. Beaulieu highlighted the current status of those bills.

CHAIRMAN'S REMARKS

Chairman Cobey thanked Board members, advisors, and staff for their participation and work to prepare both for the planning and work session and Board meeting. He expressed gratitude to Ms. Betsy West (Assistant Executive Director, State Board Office) for her coordination and attention to detail, and to Mr. Martez Hill (Executive Director, State Board Office) for his work on the agenda.

The Chairman also expressed special thanks to East Carolina University and Pitt County schools for ensuring that this week went smoothly and that of the Board's needs were met.

Chairman Cobey noted that the next meeting will be held in Raleigh on June 3 and 4, 2015.

NEW BUSINESS

No new business was brought before the Board.

OLD BUSINESS

No old business was brought before the Board.

Board member Wayne McDevitt thanked Chairman Cobey for his vision and for moving from region to region for these planning and work sessions.

Vice Chairman A.L. Collins acknowledged Ms. Caroline Doherty (Member, Pitt County Board of Education) who was present in the audience and who was in attendance throughout most of the Board's planning and work session.

ADJOURNMENT

Indicating no other business in Open Session, Chairman Cobey requested a motion to convene in Closed Session. He noted for the audience that immediately following adjournment of the Board's Closed Session, the Board will adjourn its Open Session.

Upon motion made by Mr. A.L. Collins and seconded by Dr. Olivia Oxendine, 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 and State Board of Education*
- (2) TPS Publishing v. NC State Board of Education*
- (3) R.S. v. Woods Charter, et al.*

Chairman Cobey requested a motion to adjourn the May 6, 2015, State Board of Education meeting.

Upon motion made by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to adjourn the May 6, 2015, State Board of Education meeting.