Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC  27601-2825  
November 2, 2011

The North Carolina State Board of Education met after the Board Committees concluded their work and the following members were present:

William Harrison, Chairman  
Wayne McDevitt, Vice Chair  
Melissa Bartlett  
Christine Greene  
Shirley Harris  
Kevin Howell  
Reginald Kenan  
John Tate  
Patricia Willoughby  
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent  
Bill Tatum, Local Board Member Advisor  
Don Martin, Superintendent Advisor  
Rob Jackson, Principal of the Year Advisor  
Jennifer Facciolini, Teacher of the Year Advisor  
Tyronna Hooker, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

Chairman William Harrison called the Wednesday session of the November State Board of Education meeting to order and declared the Board in official session. Prior to reading the ethics statement, Chairman Harrison shared that the Board had just completed its Committee meetings for the day and will hold the official State Board meeting on Thursday morning, at which time the Board will vote on Action items.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison 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.

Closed Session

Chairman Harrison asked for a motion to convene in closed session.
Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to convene in closed session to consult with their attorneys on attorney-client privilege matters and to preserve their attorney-client privilege; and to consider the handling of the cases of Hoke County v. NC State Board of Education; Erin Michelle Crawford Ligler v. DPI (11EDC0800); Claude Byron Jones v. DPI (11EDC08261); and Justyn Phelps v. DPI (11EDC8259).

With no other business on the agenda, Chairman Harrison requested a motion to adjourn.

Upon motion made by Ms. Patricia Willoughby and seconded by Ms. Melissa Bartlett, the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 3, at 9:00 a.m.
CALL TO ORDER AND INTRODUCTION

Chairman William Harrison called the Thursday session of the November State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics. Chairman Harrison noted the absence of both student advisors. He shared that Mr. DeLoatch was involved in the inductions for the National Technical Honor Society at his school and Ms. Phillips was on her way to her step-brother’s basic training graduation in Paris Island, South Carolina.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.
Board Member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Harrison asked for a motion to approve the minutes of the October 5-6, 2011, State Board meetings.

Discussion/Comments:
- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the October 5-6, 2011, meetings. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION – PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

- **2011 Finalists – Secondary Mathematics**
  - Mr. Jesse Blevins (Fred T. Foard High School, Newton-Conover Schools)
  - Ms. Jennifer Riordan (Mount Pleasant Middle School, Cabarrus County Schools)
  - Ms. Nancy Trollinger, West McDowell Junior High, McDowell County Schools
- **2011 Finalists – Secondary Science**
  - Mr. James Butler, Croatan High School, Carteret County Schools
  - Mr. Eric Grunden, Raleigh Charter High School, Wake County
  - Ms. Heather Soja, Asheboro High School, Asheboro City Schools
- **2010 Awardees – Elementary Mathematics**
  - Ms. Amanda Northrup, Riverbend Elementary School, Haywood County
- **2010 Awardees – Elementary Science**
  - Ms. Zebetta King, Swift Creek Elementary School, Wake County

Chairman Harrison noted that the Presidential Awards for Excellence in Mathematics and Science Teaching is the highest recognition that a kindergarten through 12th grade mathematics or science teacher may receive for outstanding teaching in the United States. Enacted by Congress in 1983, this program authorizes the President to bestow up to 108 awards each year. More than 4,100 teachers have been recognized for their contributions to the classroom and their profession. The National Science Foundation administers the awards program on behalf of the White House Office of Science and Technology Policy. In addition to honoring individual achievement, the goal of the program is to expand and exemplify the definition of excellent science and math teaching. He noted that the 2011 awards are for teachers in grades 7-12 and the 2010 winners are for grades K-6. The award alternates between elementary (even years) and secondary (odd years). Winners receive $10,000 from the National Science Foundation, to be used at the winner’s discretion. They also receive an all-expenses paid four-day awards ceremony and educational trip to Washington, DC, that includes some time with the President of the United States. The awardees and finalists were presented with a plaque of recognition from the State Board. The presentations were photographed.
KEY INITIATIVES REPORTS AND DISCUSSION

- Career and College Ready, Set, Go/Race to the Top Update – Mr. Adam Levinson (Director, Policy and Strategic Planning)

Mr. Levinson provided the November 2011 Status Report on Career and College Ready, Set, Go/Race to the Top Update. He noted that Superintendent Atkinson provided a detailed monthly report of all of the work across the initiatives in her Superintendent’s Report. The main objective of this presentation is to highlight one significant Race to the Top effort. Mr. Levinson reported that approximately 800 teachers were convened in Chapel Hill last week for a four-day session to kick off the work to establish standard measures of student learning in the non-tested areas. The measures are to be used in documenting teacher effectiveness. The convocation was led by the Educator Recruitment and Development team, coordinated by Ms. Jennifer Preston (Race to the Top Project Coordinator), and the entire effort was dependent on contributions from every department in the agency. During the four-day work session, the teachers were asked to provide input on how they would measure student attainment of the learning standards in their content areas. Mr. Levinson also spoke briefly about the Race to the Top communications efforts. He stressed that the Race to the Top section is moving forward very purposefully, concretely, but very deliberately and cautiously in order to ensure success. He requested that the Board help carry that message forward to inform the general public and others. In response to Vice Chair McDevitt’s query, Mr. Levinson stated that while the process was adapted this year, they are still on target to have measures of student learning in all of the non-tested areas in place by the 2012-13 school year as written in the initial plan. Board member Harris asked about the process for receiving more formal recommendations from the workgroups. Mr. Levinson explained that this is the kickoff of a year-long cycle of generating ideas, but staff could provide updates to keep the Board informed. Chairman Harrison asked Mr. Levinson to work with Mrs. Harris to schedule this item on the TCP Committee for a comprehensive overview of work done to date as well as planned activities for the future.

STATE SUPERINTENDENT’S REPORT

NCDPI All-Agency Meeting

NCDPI staff gathered on October 10 for the annual All-Agency meeting to receive key information about work underway in the Department and to learn about the READY work that will brand our activities in supporting effective teachers, learning and achievement and change in public schools. A special highlight of the day was the opportunity to recognize nearly 150 co-workers who have reached service milestones over the past year and to present excellence awards. And the winners are:

- Mike Martin, policy and strategic planning analyst on the Race to the Top team, received the State Superintendent’s Award for his dedication to excellence, service, innovation and integrity. The co-worker who nominated Mike for this honor noted Mike’s personal standards for excellence, his dedication to continually articulate the connections of NCDPI’s work to what happens in classrooms statewide, and his considerable skills in visually organizing complex information.

- Donna Brown, section chief, Federal Program Monitoring, received the Performance Excellence Award for the quality of her work, for her integrity and dedication to service and for her efforts
in solving problems. Some of Donna’s achievements include developing cross-program monitoring protocols and procedures for federal programs, creating the vision and goals for a Title I Teacher Leadership Academy and providing leadership for developing and implementing a Consolidated Federal Data Collection System and for the development and implementation for Comprehensive Continuous Improvement Plan tools for all local education agencies.

The Team Excellence Award was presented to the Wake/Charlotte-Mecklenburg Integration Team in NC WISE. This team was responsible for bringing both Wake and Charlotte-Mecklenburg school districts fully into NC WISE after many years of operating their own “hybrid” models. Because these districts had each evolved their own versions of NC WISE over a number of years, there were many innovations and specialty solutions that had to be handled carefully and in partnership with the leadership and technical staff in each school district. The work of this team demanded an unusual level of team camaraderie, partnership building with both school district teams, and a dedication to excellence above the usual standard for customer service. Team members for this cross-agency group are: Doris Kitts, Karl Pond, Manish Parekh, Pat Navolio, Paul Iadonisi, Ratna Ambati, Rodney McLaurin, Rosalyn Galloway, Sandi Hunnicut, Sid Perry, Terra Dominguez, Leonard Melfi, Will White, Yolanda Wilson, Wendy Jones, Eva Higgins, Sue Ann Stilnaker, Diane Parsons, Sandra Johnson, Andrew Cox, Rosalyn Galloway, Rhonda Strickland, Jeff Baxley, Angela Pope, Joan Baldasaro, Skip Neal, Jim Rhew, Sandra Jones, Lillie Ebron, Christopher Evans.

State Superintendent’s Principals Advisory Council

On October 28, the State Superintendent’s Principals Advisory Council met to address three major topics and to provide input into the process
- Teacher effectiveness model
- Accountability model and ACT administration
- College and Career Promise roll-out

Graduation Achievement Awards

On October 11, ten North Carolina school districts and 32 high schools were honored for having the highest four-year cohort graduation rates in the state in the 2010-11 school year. This is the fourth year that this special awards ceremony has been held to highlight the importance of high school graduation for all students and to congratulate districts and schools with high rates.

<table>
<thead>
<tr>
<th>Top Ten School Districts</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elkin City Schools</td>
<td>91.7%</td>
</tr>
<tr>
<td>Mooresville City Schools</td>
<td>91.1%</td>
</tr>
<tr>
<td>Camden County Schools</td>
<td>90.7%</td>
</tr>
<tr>
<td>Dare County Schools</td>
<td>90.1%</td>
</tr>
<tr>
<td>Union County Public Schools</td>
<td>89.1%</td>
</tr>
<tr>
<td>Chapel Hill-Carrboro Schools</td>
<td>88.3%</td>
</tr>
<tr>
<td>Watauga County Schools</td>
<td>87.4%</td>
</tr>
<tr>
<td>School</td>
<td>Percent</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Polk County Schools</td>
<td>87.2%</td>
</tr>
<tr>
<td>Catawba County Schools</td>
<td>86.2%</td>
</tr>
<tr>
<td>Cherokee County Schools</td>
<td>86.1%</td>
</tr>
</tbody>
</table>

### Highest Graduation Rate by Size

**Number of Students in Cohort:** Large = Greater than 2000; Medium = 1000-1999; Small = less than 1000

<table>
<thead>
<tr>
<th>Size</th>
<th>Location</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>Union County Public Schools</td>
<td>89.1%</td>
</tr>
<tr>
<td>Medium</td>
<td>Catawba County Schools</td>
<td>86.2%</td>
</tr>
<tr>
<td>Small</td>
<td>Elkin City Schools</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

### Top Two Schools by 9th Grade Cohort Size

<table>
<thead>
<tr>
<th>Cohort Size</th>
<th>School</th>
<th>Location</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-99 COHORT</td>
<td>Hillside New Tech High School</td>
<td>Durham Public Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Surry Early College High School Design</td>
<td>Surry County Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td>100-199 Cohort</td>
<td>Central Academy of Technology</td>
<td>Union Co. Public Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Highland School of Technology</td>
<td>Gaston County Schools</td>
<td>99.2%</td>
</tr>
<tr>
<td>200-299 Cohort</td>
<td>Weddington High School</td>
<td>Union Co. Public Schools</td>
<td>98.1%</td>
</tr>
<tr>
<td></td>
<td>Cox Mill High School</td>
<td>Cabarrus County Schools</td>
<td>97.6%</td>
</tr>
<tr>
<td>300-399 Cohort</td>
<td>Marvin Ridge High School</td>
<td>Union Co. Public Schools</td>
<td>99.3%</td>
</tr>
<tr>
<td></td>
<td>Southwest Guilford High School</td>
<td>Guilford County Schools</td>
<td>92.7%</td>
</tr>
<tr>
<td>400-499 Cohort</td>
<td>Northwest Guilford High School</td>
<td>Guilford County Schools</td>
<td>94.5%</td>
</tr>
<tr>
<td></td>
<td>Lake Norman High School</td>
<td>Iredell-Statesville Schools</td>
<td>94.0%</td>
</tr>
<tr>
<td>500+ Cohort</td>
<td>Green Hope High School</td>
<td>Wake County Schools</td>
<td>95.2%</td>
</tr>
<tr>
<td></td>
<td>Panther Creek High School</td>
<td>Wake County Schools</td>
<td>93.4%</td>
</tr>
</tbody>
</table>
NAEP Scores
Superintendent Atkinson provided a brief overview of some of the data from the 2011 National Assessment of Educational Program (NAEP) results which were just released. North Carolina fourth and eighth grade students are performing at the national average or better, according to results. The NAEP is now required of every state and is often referred to as the nation's Report Card. Dr. Atkinson shared that North Carolina's reading scores show North Carolina fourth grade students earning an average score of 221 while the nation is at 220. At eighth grade, North Carolina's average score is 263, and the nation's average is 264. In reading, North Carolina's average score is not considered to be statistically different from the national scores, according to the NCES. In mathematics, North Carolina fourth graders posted an average score of 245 as compared to the national average of 240. For eighth graders, the average mathematics score was 286, while the national average was 283. In mathematics,
North Carolina's average score is considered to be statistically higher than the national scores, according to NCES. Dr. Atkinson stated that according to the report data, it was interesting to note that in grade four, students whose teachers have master’s degrees had consistently higher scores than their peers whose teachers have bachelor’s degrees only. She encouraged Board members to review the rich data available online from the NAEP assessment. A brief discussion ensued about the reading performance results.

**Superintendents’ Quarterly Meeting**

The October 18, 2011 Superintendents’ Quarterly Meeting was devoted to the following topics.

- Making changes when change is hard (Dan Heath, author of *Switch*)
- Connecting with public about education (Dr. Tiffany Manuel, The Frameworks Institute)
- Career and College Promise
- LEA Technology Planning
- NCVPS Policy and Standards for Providing Online Courses
- Teacher Effectiveness
- RttT Evaluation

As a follow up to the meeting, a Superintendents’ Ad Hoc committee will meet to further discuss key policy recommendations and initiatives around teacher effectiveness and accountability models.

**Turnaround Schools Recognition Luncheon**

As a part of the Superintendents’ Quarterly Meeting, fourteen North Carolina high schools were recognized at a luncheon ceremony for having at least 80 percent of students' end-of-course test scores at or above proficient. What makes these schools' student performance so special is that five years ago they were among the state's 66 lowest-performing high schools.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LEA</th>
<th>% TEST SCORES AT OR ABOVE PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry Academy of Technology</td>
<td>Mecklenburg County Schools</td>
<td>94.7%</td>
</tr>
<tr>
<td>Harding University High</td>
<td>Mecklenburg County Schools</td>
<td>94.5%</td>
</tr>
<tr>
<td>Middle College at Bennett</td>
<td>Guilford County Schools</td>
<td>90.0%</td>
</tr>
<tr>
<td>Jones Senior High Jones</td>
<td>Jones County Schools</td>
<td>88.7%</td>
</tr>
<tr>
<td>North Gaston High</td>
<td>Gaston County Schools</td>
<td>86.6%</td>
</tr>
<tr>
<td>Middle College at NC A&amp;T</td>
<td>Guilford County Schools</td>
<td>83.7%</td>
</tr>
<tr>
<td>Beddingfield High</td>
<td>Wilson County</td>
<td>82.3%</td>
</tr>
</tbody>
</table>
### Recent Activities of the State Superintendent

- **Delivered remarks/keynote address at**
  - JOBS Commission
  - NC Environmental Education Conference
  - NC Child Nutrition Conference
  - Alamance Citizens for Education Recognition
  - SW RESA Superintendents Council
  - NC Mentoring Summit
  - Task Force on Global Education
  - Rocky Mt./Nash NCAE Meeting

- **Attended**
  - Cary Magazine Women of Western Wake Awards
  - Building Cultures of Innovation Education Conference
  - US Secretary of Education Arne Duncan Wake Tech Visit

- **School visits**
  - Centennial Middle School, Student@Work Celebration
  - Green Hope High, Wake County, Graduation Achievement Award
  - Panther Creek High, Wake County, Graduation Achievement Award
  - Western Union Elementary, Union County, Royal Readers Program
  - Washington Montessori School, Guilford County, Read for Record

### Schools

<table>
<thead>
<tr>
<th>School</th>
<th>County</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine Forest High</td>
<td>Cumberland County</td>
<td>82.1%</td>
</tr>
<tr>
<td>North Brunswick High</td>
<td>Brunswick County</td>
<td>81.6%</td>
</tr>
<tr>
<td>Bunn High</td>
<td>Franklin County</td>
<td>81.3%</td>
</tr>
<tr>
<td>E.E. Smith High</td>
<td>Cumberland County</td>
<td>81.1%</td>
</tr>
<tr>
<td>Franklinton High</td>
<td>Franklin County</td>
<td>81.0%</td>
</tr>
<tr>
<td>Richmond Senior High</td>
<td>Richmond County</td>
<td>80.9%</td>
</tr>
<tr>
<td>South Creek High</td>
<td>Martin County</td>
<td>80.7%</td>
</tr>
</tbody>
</table>
RttT Monthly Highlights of Activities Completed

RttT Management:

- Continued developing and processing with USED amendments to State Detailed Scope of Work (DSW) and budget to submit to USED; began developing amendment to “true up” DSW and budget
- Continued approval of LEA/Charter School DSW submitted on 8/3; continued posting Local Education Agency (LEA)/Charter School approved, fully completed DSWs to the website (127 posted as of 10/28)
- Worked to finalize RttT Annual Performance Report based on feedback from USED
- Continued planning for building a cadre of teacher and principal ambassadors in each school to help communicate the reasons and mechanisms for the changes under way in curriculum, accountability and educator evaluation; participants will include at least one teacher per school, each school principal and superintendent
  - Continued preparations for the regional meetings for statewide rollout of the new accountability program; meeting dates and locations finalized for 3/12
  - Continued developing promotional materials for use at the statewide regional meetings and toolkits to distribute at the meetings to be completed by 2/12
- Continued creating parent resource podcasts about new standards, new student assessments and new accountability model to distribute online and via social media fall of 2011 along with an online guide for parents to be posted by 12/31/2011
- Continued distributing RttT Weekly Update to more than 1,000 LEA and charter officials involved with Race to the Top

Standards & Assessments:

Standards

- Continued development of Unpacking Social Studies elective courses; delayed due to contractual approval, 2/29/12 is the new date for completion
- Released Developing Local Curricula module
- Continued working on Graphic Organizer tool; plan to post drafts of Graphic Organizer tool on website for external feedback by 12/11 to be completed 2/12; delayed from original due date to allow for preparation of summer institute, reduction in consultants, and more comprehensive approach to development
- Planned structure of template for classroom assessment exemplars based upon Standards of Quality; exemplars to be completed by 5/12; delayed due to more time needed for comprehensive approach
- Refined the Revised Bloom’s Taxonomy (RBT) module
- Continued design discussion for data literacy guide; see Data Systems to Improve Instruction section below
- Developed and posted Professional Development (PD) Map (ongoing updates as needed)
- Continued Common Core and Essential Standards training for Principals and Assistant Principals; see also Great Teachers and Principals section below
- Conducted Common Core and Essential Standards training for Institutes of Higher Education (IHEs); see also Great Teachers and Principals section below
- Continued work to embed content classroom examples and video vignettes within NC FALCON to be completed 5/12
• Continued curriculum and instruction content-specific "live chats" to provide support and fidelity checks to district-teams, Educator Recruitment and Development (ERD), and DST (held quarterly)

Assessments
• Provided additional resources for LEAs/charters through the online assessment website
• Continued with communication efforts around new state assessments and Smarter Balance Assessment Consortium (SBAC) assessments

Data Systems to Improve Instruction:
• Continued Instructional Improvement System (IIS) workgroup meetings
• Completed, with planning vendor, draft Business Requirement and Technical Requirements documents
• Continued work with planning vendor to develop Request for Proposal (RFP), and Comprehensive Plan (completed by 12/1; RFP release delayed to garner additional feedback and take into account Student Information System replacement, ensure alignment with the various national standards initiatives, and to consider how the IIS will work with the Shared Learning Infrastructure (SLI) system architecture)
• Continued work on “Vision, Goals, and Objectives,” “A Day in the Life,” “Roles Matrix” and “Web” documents; documents to be finalized by 12/31
• Continued development of the master project plan document
• Drafted preliminary IIS staffing plan and organization chart
• Continued meeting with other RttT states to determine what collaboration will be beneficial
• Continued engaging stakeholders through presentations, focus groups, and advisory groups
• Met with SLI staff to initiate discussions on how NC might use the SLI system and if so, how it would interface with the IIS and/or affect the IIS scope of work and timelines
• Developed plan for the creation of an IIS Stakeholder Advisory Committee and IIS User Groups to have focused ongoing feedback and guidance from LEA and school staff; membership for each will be established by 11/9

Great Teachers & Principals:
• Continued drafting working paper to guide conversations with IHE partners regarding how to improve educator pipeline for high-need content and specialty area; (to be posted by 11/15)
• Began holding teacher work group meetings (approximately 800 educators) to create measures of student learning for untested courses
• Executed contract with WestEd and began working to select student academic growth model
• Continued Northeast RLA Cohort 1 school year administrative internships (through 6/30/12)
• Continued training for Northeast RLA Cohort 2 participants (through 6/30/12)
• Continued Piedmont-Triad RLA Cohort 1 participant administrative internships (through 6/30/12)
• Continued Sandhills RLA Cohort 1 participant clinical residencies (through 6/30/12)
• Continued to work through selection process for NC Teacher Corps positions
• Continued ongoing Teach For America support for corps members as they enter classrooms (support to occur throughout Corps member’s two-year commitment; through 6/30/13)
• Continued New Teacher Induction Program in four regions with first cohort
• Received re-negotiated bids for strategic staffing assistance and began review process; will select vendor by 11/1
• Established classification-specific oversight committees and began work on new evaluation instruments for media specialists, instructional technologists, school counselors, speech pathologists, social workers, and psychologists
• Continued compiling teacher and administrator effectiveness data to be linked to NC School Report Cards (original October release date was delayed to allow for more data analysis by school districts; new release date planned for 1/12)
• Continued consultation by technology team (within Professional Development Initiative (PDI) with Project Coordinators on module development and PD System requirements
• Continued fidelity support meetings across the state with local RttT Leadership Teams in collaboration with Regional Education Service Alliances (RESA) partners to ensure consistent and deliberate PD action planning
• Continued administrator (principal and assistant principal) trainings by PD leads across the state to ensure consistency with the implementation of Common Core and Essential Standards (see also Standards and Assessments section)
• Completed PD Leads’ and Curriculum and Instruction consultants’ training of IHEs across the state to ensure consistency with the IHEs’ implementation of Common Core and Essential Standards
• Posted entire PD Calendar on Accountability and Curriculum Reform Effort (ACRE) and PD website for public access
• Began planning for development of Phase II modules: Data Literacy, Common Core State Standards ELA: Content Area Literacy, Effective Use of Learning Progressions, Embracing the Change: Embedding Digital Literacy in the Content Area (tentative titles; to be completed by 6/12)

**NC Virtual Public Schools:**
• Continued determining professional development needs for project-based learning, STEM, mobile teaching and learning, and blended teaching for all of the online and face-to-face teachers
• Continued development of a STEM online teacher orientation and a face-to-face teacher orientation based on PD needs for teachers. This will include synchronous and asynchronous instruction. Preliminary professional development workshops were held in 8/11 and will be ongoing through the entire project
• Continued development of a course template and outline based on "chunking of material" into project-based modules to align with the current Standard Course of Study and Common Core standards
• Continued to develop a promotion and marketing strategy for the RttT Blended STEM process for community, parents, students, and staffs to be completed by 1/12
• Continued development, design, and modification of virtual STEM core math and science courses that provide access and targeted instruction to at-risk student populations for the purposes of credit attainment towards graduation. Plan to release final course materials for Earth/Environmental Science, Integrated Math I, and Forensics by fall 2012
• Continued research of blended resources and training appropriate for support of teachers and students in using the devices for STEM courses. These resources will help train teachers on effective teaching and learning strategies for the devices; to be completed by 12/31
- Continued developing professional development modules and training sessions for lead teachers, face-to-face teachers and district teams
- Continued working to post an Invitation for Bid (IFB) for devices; plan to post in 12/11
- Continued writing criteria for the Mobile Web Application/Application development RFP; plan to post RFP in 1/12

**Turning Around the Lowest-Achieving Schools:**
- Completed the unpacking of a Comprehensive Needs Assessment report at Charles W. McCrary Elementary School in Asheboro City Schools
- Completed Comprehensive Needs Assessments at:
  - Thomasville City district office
  - Deep Branch Elementary, Fairgrove Middle, Gilbert Carroll Middle, Lumberton Junior High, Magnolia Elementary, Rex-Rennert Elementary, Littlefield Middle, St. Paul Middle, WH Knuckles Elementary, Fairmont High School, Long Branch Elementary, Lumberton Senior High, Pembroke Middle, and Fairmont Middle in Robeson County
- Held monthly District Transformation Coaches meeting, School Transformation Coaches meeting, as well as Instructional Coaches meeting
- Identified interim support for selected schools/districts until hiring process is complete for permanent position
- Continued PD and coaching for currently served schools/districts
- Commenced planning for December Professional Development for School Leaders Session #3 for all Principal in T.A.L.A.S Session #3

**NC Education Cloud:**
- Continued to work with IIS planning process
- Aggregated all the surveys and began in-depth analysis
- Continued meetings of the Consortium/Cooperative Purchasing LEA Advisory Working Group, Data Collection and Analysis Working Group, Identity and Access Management Working Group and the Shared Services Advisory Committee
- Held first meeting of the Instructional Content Learning Systems Working Group
- Collaborated with the Consortium Buying Working Group to identify and address any needed E-rate strategies related to NC Education Cloud in order to be ready for fall E-rate applications
- Held Cloud Team Execution Kickoff to Initiate Actions supporting the approved Cloud Plan

**Science, Technology, Engineering & Math (STEM):**
- Began providing support for the development of the Northeast Regional School of Biotechnology and Agriscience for five districts: Washington, Tyrell, Martin, Pitt and Beaufort; the State Board of Education endorsed the school in October (New Schools Project- NSP)
- Continued planning to host a national STEM conference to be held April 16-18, 2012; the call for proposals was issued in October (NSP)
- Met with ten affinity network school systems to discuss their STEM implementation plan (NSP)
- Conducted the following professional development in October: (NSP)
  - Peer School Reviews for five schools (Teachers in each school host a Peer review; Portfolio managers, principals and teachers are responsible for the reviews- NSP)
Study visits – one at Wayne and one at Caldwell (Portfolio managers, principals and teachers are responsible for the visits; STEM schools visit each in a “shadowing” capacity to see other school operations- NSP)

A Common Practices Symposium for STEM schools – 75 participants (NSP)

Continued Instructional and Leadership coaching and portfolio management for the 18 RttT schools – 15 affinity schools and three anchor schools (NSP)

Presented STEM Strategic Plan and STEM Network to stakeholders throughout the month of October to:

JOBS Commission, Joint Legislative Oversight, Governor’s Innovation Council, NCDPI Leadership and other policy leaders,

More than 20 school systems in the NC STEM Community Collaborative (NC STEM)

Developed two of four STEM community engagement modules to use as a self-assessment evaluation tool for the schools to evaluate their community involvement (NC STEM)

Continued to develop a STEM web portal for resources and technical assistance (NC STEM)

Participated in Johnson C. Smith University STEM Conference focusing on outreach, support and the underserved, especially females, minorities and economically disadvantaged

Began planning a state STEM conference with NC Association for Biomedical Research

Submitted final draft of Statewide STEM Strategic Plan to State Board of Education for the November meeting. Plan was endorsed by Lieutenant Governor’s JOBS Commission in October

Revised STEM Attributes and Implementation Rubric to be used with STEM Schools and Future-Ready STEM Schools/ Programs of Achievement as part of the State STEM Strategic Plan

**Evaluation:**

**Cross-Cutting Evaluation Elements**

- Shared and discussed “lessons learned” from the Omnibus Teacher and Principal Survey with members of the Race to the Top Evaluation Consortium in preparation for next survey administration in Spring 2012

- Continued data analysis of survey

- Completed Classroom Assessment Scoring System (CLASS) reliability testing for 30+ classroom observers; Staff continued to take reliability tests for CLASS observation tool

- Began classroom observations

- Continued Working (Carolina Institute for Public Policy- CIPP- data administrator) with NCDPI on data needs for fall analyses

**Teacher and Leader Effectiveness**

- Continued literature review

- Continued to use historical data to compare different Value-Added Models (VAMs) of teacher effectiveness to share with NCDPI Teacher Effectiveness Workgroup; Designed interview questions

- Received Institutional Review Board (IRB) approval for classroom observations and interviews

- Contacted superintendents, RttT coordinators, and principals to request participation in classroom observations and interviews
Distribution of Teachers and Leaders

Baseline Teacher Quality Analysis
- Continued work on report; due fall 2011
- Continued work on VAM to be used to produce a baseline estimate of teacher quality distribution for the initial Teacher Quality Analysis report

Regional Leadership Academies
- Visited each of the RLAs at least once in the last month
- Designed a Qualtrics-based fellow update for updating basic RLA fellow data – for rollout in the next two months (will ultimately be completed twice per year)
- Drafted cost effectiveness framework and report

Teach For America (TFA)/NC Teacher Corps (NCTC)
Securely downloaded and stored historical data on past and current TFA Corps Members
Contacted 4 TFA “pod” locations for 2011-12
Secured IRB approval for focus group protocols, survey items, and NCTC recruitment protocols

Induction Program for Novice Teachers
- Finalized recruitment of 30 treatment and 30 control schools
- Submitted and gained approval for IRB modification
- Began CLASS observations for both treatment and control schools

Strategic Staffing/Incentives
- Secured IRB approval for all evaluation activities related to this initiative
- Began the process of coding final LEA detailed scopes of work, to determine if the team’s original list of RttT-funded local strategic staffing plans remained accurate

NCVPS
- Secured IRB approval for all non-student-related protocols
- Conducted formal observations of all fall 2011 course development professional development (online and face-to-face)
- Secured two course content reviewers and began discussions with potential Grand Challenges content reviewers
- Met with STEM evaluation team to discuss possible overlaps and parallels in our two evaluation projects

Professional Development
- Staff formed two workgroups for fall 2011 work:
  - LEA/School Site Visit Prep Team – This Team:
    - Created a standards-based rubric for reviewing online modules and resources
    - Developed teacher and district staff surveys
    - Began creating teacher and district staff focus group protocols
    - Defined CLASS observation protocols
Finalized a process for contacting and scheduling visits
- Observed regional PD sessions using the RttT PD observation protocols
- Revised existing evaluation plan to reflect inclusion of Distinguished Leaders in Practice and Online Learning Opportunities and Resources
  - Report-Writing Team
    - Worked on analysis and interpretation of omnibus survey items, Regional Institute Survey, informal interviews, NCDPI C&I, Regional PD Leads, Instructional Technology focus groups, observations, and staff reflections

**District and School Transformation (DST) Including STEM Schools**

**DST**
- Completed draft of qualitative and quantitative assessment of pre-RttT DST, and submitted to NCDPI for review
- Developed preliminary Year 2 Scope of Work plan
- Began IRB modification process

**STEM**
- Observed New Principal Institute and New Teacher Institute
- Held focus group with NSP staff
- Continued analyzing PD observations and teacher evaluations
- Delivered draft baseline report on characteristics of existing STEM schools to NCDPI

**Local Spending**
- Began developing online survey for school finance officers (SFOs) and interview questions for sample of SFOs
- Worked on pre-RttT assessment of school funding in NC as a baseline

**LIEUTENANT GOVERNOR’S REPORT**

Lt. Governor Walter Dalton provided an update on the eLearning Commission’s work to further maximize virtual learning for students of all ages. He prefaced the update by sharing a copy of a letter from Governor Perdue directing the State Board to review and implement the recommendations approved by the eLearning Commission. Lt. Governor Dalton also directed Board members to the handout, located at their places in a black folder, and provided a comprehensive review of the 2011 recommendations from the eLearning Commission. The first recommendation speaks to the transition to digital resources and devices in conjunction with the transition to the Common Core Standards in English and mathematics. The second recommendation is related to transitioning LEA infrastructure to a cloud-centric IT Enterprise model. Lt. Governor Dalton noted that the recommendations also charge the State Board to report back to the Governor and eLearning Commission if legislation changes are required.

Chairman Harrison asked that Mr. Neill Kimrey, Mr. Phil Emer and others come back in December to provide greater detail on the work of the NCEdCloud, and to discuss possible legislative implications. Superintendent Atkinson noted that the recommendations from the eLearning Commission align to the
work of the NCEdCloud, the Technology Plans, Race to the Top, the Instructional Improvement System and the digital resources the Department is trying to develop to be available open source to all teachers and students in the state. Chairman Harrison agreed that we have a great plan in place to transform the work we are doing.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

INFORMATION AGENDA

LEADERSHIP FOR INNOVATION
(Ms. Melissa Bartlett, Chair, and Ms. Christine Greene, Vice Chair)

INFORMATION
LFI 4 – Duplin County Schools District-Wide Early College High School Model
Policy Implications: N/A

Presenter(s): Mr. Rob Hines (Director, LEA Projects), Dr. Anthony Habit (President, NC New Schools Project), and Ms. Dana Wallace (Vice President for School Development, NC New Schools Project)

Description:
The Duplin County School system seeks to establish the first district-wide early college model in North Carolina. The initiative will extract the lessons learned from existing early college high schools and use these best practices in designing and implementing a comprehensive approach to high school education that aligns resources and expectations, and that will translate into every child in the school system graduating prepared for college and work.

Much work lies ahead as Duplin County Schools expand early college to all of its students. Partnering with the North Carolina New Schools Project and the NC State Board of Education, Duplin County Schools must ensure the readiness of the community, staff, and business and higher education partners to support and sustain the new model. Serving all students in early college high schools must be paired with a belief that all students, when given the opportunity and support, are capable of success in a culture of rigorous academics, and can graduate college and career ready. Further, because the intent of this expansion is to change simultaneously middle and elementary schools to prepare all students to be successful, whole-district transformation challenges related to instruction, organization and support must be addressed. Key among these challenges will be improving the opportunities students experience Pre-K through 8th grade in the areas of literacy and mathematics. Because of the scope of the work that such a transformation entails, it is anticipated that the conversion to the new model will require the energies of multiple partners to address, in particular, issues of policy and funding.

Recommendations:
N/A

Discussion/Comments:
- Board member Reginald Kenan recused himself from discussion and voting on this item.
• LFI Committee Chair Melissa Bartlett directed Board members to the materials for LFI 4 located in their Board books. She recognized Mr. Hines, Dr. Habit and Ms. Wallace to provide the report.

• Dr. Habit prefaced this presentation by introducing Dr. Austin Obasohan (Superintendent, Duplin County Schools) and Dr. Lawrence Rouse (President, James Sprunt Community College). He publicly expressed appreciation to partner with them in this work to expand early college to all of its students. Dr. Habit stated that the intent of this presentation is to endorse a pilot for transformation that includes early childhood through higher education, and the formation of a leadership team with a unified effort of support of this initiative from the university system, community college system, the Department of Public Instruction, and the State Board of Education. He spoke briefly about the goals, funding and policy requirements, strategies for a K-12 initiative focused on high rigor if balanced against a focus on high support for all students, and key themes including the creation of a college-ready culture.

• In addition, Dr. Habit shared that in Oct. 2010, Jobs for the Future (one of the national partners) issued a white paper around the findings about what works in early colleges (scalable strategies) around the country and mentioned North Carolina. He noted that in February 2011, he visited Hildalgo, Texas, along with members of DPI’s staff, to study their early college program as they have begun to scale successful early college strategies in a tight relationship with the university system, community college system and K-12 system. The trip was used as a springboard for conversation on how to have a new relationship, aligned and integrated going forward.

• Dr. Habit recognized Dr. Obasohan to talk about what is happening in Duplin County.

• Dr. Obasohan prefaced his comments by recognizing members of the Duplin County Board of Education, the County Commissioner’s Chairperson and Duplin County central office staff members who were present in the audience. Dr. Obasohan shared his vision for the early college initiative going forward noting that all students should have the opportunity and be prepared for career, college and success in life. Dr. Obasohan also provided a comprehensive overview of the collaborative and ongoing efforts occurring in Duplin County.

• At this time, Dr. Rouse provided comments about the partnership and expressed appreciation of the State Board’s support.

• Chairman Harrison spoke briefly about the success of early colleges including high expectations, rigor and a strong support system. He stated that Duplin County’s district-wide model will not allow early childhood students not to get off to a good start, and he asked for a motion to formally endorse the work occurring in Duplin County.

• Vice Chair McDevitt shared that in Greene County, the LEA makes formal announcements of students who go to an Early College in the same way that a top 100 athlete in America is celebrated.

• Board members and advisors applauded Duplin County Schools for its work to transform their entire system in partnership with the entire community. Others involved and present in the audience were asked to stand and be recognized.

• Following the vote, Board member Kenan stated that in all the years he has served as a local school board member in Duplin County, he has never witnessed such excitement and true educational change as with this initiative.

• There was no further discussion.
Upon motion by Ms. Christine Greene, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to endorse the Duplin County Schools District-wide Early College High School Model. As a Duplin County Schools’ local board member, Mr. Reginald Kenan recused himself from the vote. (See Attachment LFI 4)

CONSENT AGENDA

Chairman Harrison 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. Consent items will be adopted as a whole.

Chairman Harrison noted that there were four items for consideration and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve GCS 4 – Title III AMAO Status Report for 2010-11; TCP 2 – National Staff Development Council Professional Development Standards; TCP 3 – Recommendation of Qualifying Praxis II Test Scores for Reading Specialist (0301/5301) and Audiology (0341/5341); and TCS 7 – Procedure for Submitting Rules to the North Carolina State Board of Education.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve GCS 4 – Title III AMAO Status Report for 2010-11; TCP 2 – National Staff Development Council Professional Development Standards; TCP 3 – Recommendations of Qualifying Praxis II Test Scores for Reading Specialist (0301/5301) and Audiology (0341/5341); and TCS 7 – Procedure for Submitting Rules to the North Carolina State Board of Education. (See Attachments GCS 4, TCP 2, TCP 3, and TCS 7)

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair)

CONSENT
GCS 4 – Title III AMAO Status Report for 2010-11
Policy Implications: SBE Policy # GCS-A-012; No Child Left Behind (NCLB)

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Andrew Cox (Section Chief, School Reporting, School Business Services)

Description:
As a part of the No Child Left Behind Act (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs). The three objectives are:

1) the percent of students who demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test;
2) an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state identified English language proficiency test. Effective with the 2008-09 school year and beyond, students must meet the Comprehensive Objective Composite (COC) as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state’s annual English language proficiency test, and

3) percent of students in the LEP subgroup meeting its AYP targets.

LEAs that do not meet their AMAO targets two years in a row will be required to develop a detailed improvement plan as required by NCLB. Attached is information regarding 2010–11 Title III LEA subgrantee status.

Recommendations:
It is recommended that the State Board of Education approve the report as written.

21st CENTURY PROFESSIONALS
(Ms. Shirley Harris, Chair, and Mr. John Tate, Vice Chair)

CONSENT
TCP 2 – National Staff Development Council Professional Development Standards
Policy Implications: Race to the Top; Great Teachers and Leaders, Section D

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Lynne Johnson (Director, Education Recruitment and Development)

Description: The National Staff Development Council has shifted in focus and message from one of development to one of learning. This council, now called Learning Forward, has revised standards for professional learning. This shift includes a systems approach and focuses upon collaborative processes. The former twelve standards are revised and now include seven standards. Ms. Stephanie Hirsch, (Executive Director of Learning Forward) requests that State Boards recognize and endorse these changes.

Recommendations:
It is recommended that the North Carolina State Board of Education endorse the revised seven standards for statewide consistency of professional development implementation.

CONSENT
TCP 3 – Recommendations of Qualifying Praxis II Test Scores for Reading Specialist (0301/5301) and Audiology (0341/5341)
Policy Implications: SBE Policy # TCP-A-003

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)
Description:
In August and September, 2011 the Educational Testing Service (ETS) convened content-specific, non-overlapping expert panels to conduct standard setting studies for the Praxis II Reading Specialist (0301/5301) and Audiology (0341/5341) tests. For each study, panelists from across North Carolina and the nation reviewed regenerated tests in their content areas, and completed the standard setting process for the purpose of recommending qualifying scores to the departments of education in participating states.

Initially in the regeneration process, and prior to the standard setting studies, expert committees updated exam content based upon national standards, research in the field, and practice and curriculum analyses in the area. New qualifying scaled scores for each updated Praxis II exam are considered the equivalent of the current cut scores. Each test remains appropriate for assessment of individuals seeking a North Carolina educator's license in the specified areas.

The updated Audiology test will be administered beginning November 2011 and Reading will follow in the fall of 2012. Computer delivery versions of each test may begin concurrent with paper-pencil editions or later in the testing year, at the discretion of ETS. The final administration of the old Audiology test occurred in July 2011. Final administrations of the current Reading exam will occur during the summer of 2012.

Recommendations:
It is recommendation that the State Board of Education approve the recommended qualifying Praxis II score of: a) 164 for Praxis II Reading Specialist test 0301/5301 (paper-pencil based and computer delivery tests respectively) and b) 170 for Praxis II Audiology test 0341/5341.

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

CONSENT
TCS 7 – Procedure for Submitting Rules to the North Carolina State Board of Education
Policy Implications: General Statute §150B; SBE Policy #TCS-C-024, TCS-C-025

Presenter(s): Ms. Katie Cornetto (Staff Attorney, NC State Board of Education)

Description:
During the 2011 legislative session, the North Carolina General Assembly passed Session Law 2011-398 (see attached) amending G.S. 150B-18, the agency’s exercise of authority to adopt a rule. TCS-C-024 outlines the procedures for submitting rules and policies to the NC State Board of Education in compliance with S.L. 2011-398. TCS-C-025 outlines the procedures for submitting rules to the NC Office of Administrative Hearings in compliance with S.L. 2011-398.

Recommendations:
State Board of Education members are asked to approve TCS-C-024 and TCS-C-025.
ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair)

ACTION ON FIRST READING
GCS 1 – HB22 Dropout Recovery Pilot Program Approvals
Policy Implications: Session Law 2011-259

Presenter(s): Mr. Rob Hines (Director, LEA Projects)

Description:
During the 2011 legislative session, the North Carolina General Assembly passed Session Law 2011-259, directing the State Board of Education (SBE) to establish a Dropout Recovery Pilot Program to be implemented in New Hanover County and three additional North Carolina school districts to be identified by the SBE. The purpose of the pilot program is to provide flexible scheduling, blended learning environments, and individualized, self-paced learning options that will re-engage high school dropouts and increase graduation rates in the pilot districts. The pilot program requires interested local boards of education to partner with a non-profit or for-profit entity. The education partner shall provide educational services and programming; the local board of education shall provide program funding in accordance with Session Law 2011-259. The legislation requires the State Board of Education to approve education partners prior to admitting districts to the pilot program. Applications were received from several local boards of education and evaluated by the same team that developed the Dropout Recovery Pilot application. This team included representatives from the Office of the State Board of Education, Office of the State Superintendent, Financial and Business Services, and Academic Services.

The Department of Public Instruction recommends that the State Board of Education approve Dropout Recovery Pilot applications and programs as described in Attachment 1.

Recommendations:
The Department of Public Instruction recommends that the State Board of Education approve Dropout Recovery Pilot applications and programs as described in Attachment 1.

Discussion/Comments:
- GCS Committee Chair Patricia Willoughby noted that action on this item will be postponed until the December Board meeting.
- There was no further discussion.

DISCUSSION
GCS 2 – North Carolina Extended Content Standards for Social Studies, K-8
Policy Implications: SBE Policy # GCS-F-003
Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:
The Exceptional Children Division, in collaboration with the K-12 Curriculum and Instruction Division, has developed the Extended Essential Standards for K-8 Social Studies. These Standards are the result of analysis of current research and state standards. The Standards are presented by content area and grade level.

The Standards also comply with the No Child Left Behind Act (NCLB, 2001) and the Individuals with Disabilities Education Improvement Act (IDEA, 2004), which permit states to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. The North Carolina Extended Standards were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant disabilities, is uniform with content standards and clarifying objectives for students without disabilities.

Recommendations:
State Board of Education members are requested to discuss, review and provide feedback on the new Extended Content Standards for K-8 Social Studies.

Discussion/Comments:
- GCS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the GCS Committee meeting on Wednesday, and will come back to the Board in December for action.
- There was no further discussion.

This item is presented for discussion in November 2011 and proposed for action in December 2011. (See Attachment GCS 2)

DISCUSSION
GCS 3 – North Carolina’s Proposed New Accountability Model (2013) - Update
Policy Implications: SBE’s “Framework for Change”

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

Description:
The Department of Public Instruction established the Accountability and Curriculum Reform Effort (ACRE) to develop and implement a response to the Framework for Change adopted by the State Board of Education (SBE). In the Framework for Change (June 5, 2008), the SBE directed the Department to examine the K-8 accountability model with a 21st century focus and to develop a new high school accountability model (p. 5, items 6 and 7).

Recommendations:
The SBE is asked to provide additional input to the NCDPI on the new accountability model.
Discussion/Comments:
- GCS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. She reminded Board members that the final feedback, questions, and comments are requested prior to the December Board meeting in order for staff to incorporate information into the model.
- There was no further discussion.

This item is presented for discussion in November 2011 and proposed for action in December 2011. (See Attachment GCS 3)

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

ACTION
TCP 1 – Credits Required for the Renewal of a Standard Professional 2 License
Policy Implications: Session Law 2011-145, Sec. 7.13A; SBE Policy # TCP-A-005; APA # 16 NCAC 6C.307

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director, Education Recruitment and Development) and Dr. Elizabeth Colbert (Professional Development Lead Consultant, Educator Recruitment and Development)

Description:
During its 2011 session, the General Assembly reduced the number of renewal credits required for a teacher to renew a Standard Professional 2 license. The number of renewal credits was reduced from 15 to 7.5. At the August meeting, the State Board requested a task force to consider options for renewal credits. This discussion item provides the recommendations of the task force regarding TCP-A-005, the policy on renewal requirements. The task force recommends one (1) renewal credit for literacy, one (1) renewal credit in the academic subject area, and 5.5 general credit (not to include years of experience) at the discretion of the LEA if employed. In addition, teachers who complete National Board Certification may earn all of the 7.5 credits for the National Board Certification work. Those who are in the ten-year National Board renewal cycle may earn two (2) credits (one for content and one for literacy).

Principals and assistant principals earn three (3) credits focused on the standards for school executives in instructional human resources and managerial leadership. The remaining 4.5 credits may be general credit.

Recommendations:
It is recommended that the State Board of Education approve the proposed policy revisions for TCP-A-005.

Discussion/Comments:
- TCP Committee Chair Shirley Harris noted that this item is in response to legislation reducing the number of renewal credits required for a teacher to renew a Standard Professional 2 license from 15 to 7.5. She stated that this item has been thoroughly discussed over several
months and received good input from stakeholders. Chair Harris also directed Board members to their black notebooks for a revised copy of the policy. She noted that one clarification was made (bottom of pg. 4) in response to questions during Wednesday’s TCP Committee meeting about non-LEA employees who are renewing their certificate. She explained that the Licensure Section shall determine if the credits meet the criteria as outlined.

- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve the SBE Policy #TCP-A-005 with revisions, as presented. (See Attachment TCP 1)

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

ACTION
TCS 1 – Race to the Top Bonus Payments to Certified Personnel in Persistently Low-Performing Schools
Policy Implications: Race to the Top (RttT) Implementation

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:
The Race to the Top grant provides both a recruitment incentive and an achievement-based compensation model for teachers and principals in the state’s 118 lowestAchieving schools. The Board approved the recruitment incentive in January 2011. This policy defines the achievement bonuses to be paid for the achievement in the 2010-2011 school year. Bonuses will be provided to all certified personnel in the 118 persistently low-performing schools which achieve a higher than expected growth.

The attached document lists the 118 persistently low-performing schools. The 118 schools include 111 schools in the bottom 5% and 9 schools in the graduation rate list. Two schools (Hickory Career and Arts Magnet and Atkins Academic and Technology High School) are actually contained on both lists, resulting in a net count of 118 schools.

Recommendations:
It is recommended that the Board approve the Race to the Top (RttT) bonus compensation to certified personnel in the 118 persistently low-performing schools listed.

Discussion/Comments:
- There was no discussion.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Race to the Top (RttT) bonus compensation to certified personnel in the 118 persistently low-performing schools as presented. (See Attachment TCS 1)
ACTION

TCS 2 – Governor’s School Task Force

Policy Implications: House Bill 200/Section 7.9

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:
The State Board approved the establishment of a task force at the August 2011 SBE meeting to identify a specific proposal to operate some form of Governor’s School during the summer of 2012.

If funds are received through contributions up to a defined level ($500,000) by November 1, this task force recommends to the SBE to, at a minimum, maintain the current Governor’s School program for 300 students on one campus, maintaining a $500 tuition. If the funds are not received by that time, this task force will present additional recommendations at the November SBE meeting. The task force will be meeting on October 26 to discuss the availability of funds and additional recommendations if funds are not available.

A brief biography of the Governor's School Task Force members is attached.

Recommendations:
Based on funds received through contributions by November 1, this task force recommends to the SBE to, at a minimum, maintain the current Governor’s School program for 300 students on one campus, maintaining a $500 tuition. If the funds received are higher or lower than anticipated, this task force will revise its recommendation for SBE consideration.

Discussion/Comments:
- TCS Committee Chair Howell noted thorough discussion of this item over several months. He also thanked Board member Christine Greene for chairing the Task Force.
- Chairman Harrison also expressed appreciation to Mrs. Greene, and asked her to share the Board’s appreciation for their dedication with the Task Force members.
- There was no discussion.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Christine Greene, the Board voted unanimously to adopt the recommendations of the Governor’s School Task Force that the State Board of Education directs the Department of Public Instruction to operate Governor’s School on at least one campus for summer 2012, in a format similar to years past. The State Board also requests that the Governor’s School Foundation continue to obtain such contributions and report back to the Governor’s School Task Force on January 17, 2012. The State Board will discuss options and make final decisions based on this information at its February meeting. (See Attachment TCS 2)
ACTION ON FIRST READING
TCS 3 – Approval of Grant – Impact V Funding, Phase II
Policy Implications: SBE Policy # TCS-O-001; Grant

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mr. Neill Kimrey (Director, Instructional Technology)

Description: The grant listed below is being submitted for approval. Please see attachment for description of grant.
• Attachment 1 – IMPACT V, Phase II

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

Discussion/Comments:
• There was no discussion.

Upon motion by Mr. Kevin Howell, and seconded by Mrs. Christine Greene, the Board voted unanimously to approve the Impact V Funding, Phase II grants as recommended. (See Attachment TCS 3)

ACTION ON FIRST READING
TCS 4 – Conflicts of Interest Policy
Policy Implications: N/A

Presenter(s): Ms. Katie Cornetto (Staff Attorney, State Board of Education)

Description: The State Board of Education has numerous advisory boards, commissions, committees and councils that provide the SBE with information and recommendations regarding SBE actions. The members of these groups should avoid conflicts of interest while serving the SBE in this capacity. The attached internal policy is presented to the NCSBE for approval. Upon approval, the policy will be shared with each advisory group for information.

Recommendations: It is recommended that the State Board adopt the attached policy.

Discussion/Comments:
• TCS Committee Chair Howell directed Board members to the revised policy (printed on yellow paper) containing new language resulting from discussion during the TCS Committee meeting on Wednesday. In the spirit of transparency, this policy is proposed so that all individuals who serve on SBE advisory boards, commissions, committees and councils are aware of the information, according to Chair Howell.
• There was no discussion.
Upon motion by Mr. Kevin Howell, and seconded by Ms. Christine Greene, the Board voted unanimously to adopt the proposed Conflicts of Interest policy as recommended. (See Attachment TCS 4)

DISCUSSION

TCS 5 – Replacement of Compliance Commission Member

Policy Implications: SBE Policy # TCS-B-000

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

Description:
The State Board of Education established the Compliance Commission for Accountability in July 1996. This Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to ABCs issues. In September, one member resigned from the Commission. Attached is the current list of Commission members. The name and resume of the proposed new member will be provided at the November meeting, if available.

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

Discussion/Comments:
• TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
• There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2011 meeting and will return for action at the December meeting. (See Attachment TCS 5)

DISCUSSION

TCS 6 – Council on Educational Services for Exceptional Children

Policy Implications: General Statute § 115C-121; SBE Policy # TCS-B-005; Section 300, 167-300.169 of federal regulations under the Individuals with Disabilities Education Act

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:
The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.
Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

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

There is a vacant appointment that represents parents with children with disabilities. The vacancy is due to the member moving out of state. This appointment expires June 30, 2012. There is also a vacant appointment that represents a general education administrator. The State Board of Education is asked to submit appointment recommendations for two vacancies: one as a parent of children with disabilities and one as a general education administrator. Currently, District 7 and District 4 are not presented on the Council, and the Council is seeking greater gender and race diversity.

**Recommendations:**
The State Board of Education is asked to discuss the Council vacancies and submit appointment recommendations to fill the vacant positions of a parent of a child with disabilities and a general education administrator. The appointment term for the position of parent of children with disabilities is until June 30, 2012; subject to future renewal. The appointment for the general education administrator is July 1, 2011- June 30, 2015.

**Discussion/Comments:**
- TCS Committee Chair Kevin Howell noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2011 meeting and will return for action at the December meeting. (See Attachment TCS 6)

**UPDATE ON CONTRACTS**
(See Attachment in book)
- TCS Committee Chair Kevin Howell encouraged Board members to review the contracts listed for information in the Board book.
LEADERSHIP AND INNOVATION COMMITTEE
(Ms. Melissa Bartlett, Chair, and Ms. Chris Greene, Vice Chair)

ACTION
LFI 1 – Future-Ready STEM High School/Program of Achievement
Policy Implications: Race to the Top (RttT) P:2 STEM

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Rebecca Payne (Director, STEM Education and Leadership)

Description:
In the RttT grant, Competitive Preference Priority Two is an emphasis on Science, Technology, Engineering and Mathematics (STEM). The State agreed to (i) have a high-quality plan to offer a rigorous course of study in STEM, (ii) cooperate with partners including industry experts, postsecondary, and community advocates, and (iii) prepare more students for advanced study and careers in STEM. In North Carolina there are many self-identified STEM schools and programs. To align and support programs and schools and meet the priority in the RttT grant, a State Strategic Plan was developed. Emerging from the Strategic Plan is a need to identify quality STEM schools and programs. A list of STEM Attributes and Student Achievement measures is presented to define Future-Ready STEM High Schools/Programs of Achievement. Schools not yet meeting the Student Achievement measures may meet the STEM Attributes to be recognized as a STEM school/program.

Recommendations:
The State Board of Education is asked to approve the Future-Ready STEM High School/Program of Achievement.

Discussion/Comments:
- LFI Committee Chair Melissa Bartlett noted that this item was changed from action to discussion; however, after conversation during the LFI Committee meeting on Wednesday, the Committee agreed to separate the item into two sections. She directed Board members to the revised material (printed on yellow paper). While the revised material is still marked as a Discussion item, she noted conversation on Wednesday about endorsing the plan today.
- Noting that the Lt. Governor and the JOBS Commission have had conversation about this issue, Chairman Harrison yielded to Lt. Governor Dalton for direction. Lt. Governor Dalton stated that the JOBS Commission has endorsed this planning concept and applauds the work of Superintendent Atkinson who asked the STEM Advisory Panel/JOBS Commission to get involved. Again, last month, the Superintendent presented to the JOBS Commission and they recommend endorsement.
- The Program of Achievement portion of this item will return for action in December, according to Chair Bartlett.
- There was no further discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Mrs. Shirley Harris, the Board voted unanimously to endorse the STEM Education Strategic Plan as recommended. (See Attachment LFI 1)
**ACTION ON FIRST READING**

**LFI 2 – School-Based Calendar Waivers for Educational Purposes**

**Policy Implications:** General Statute § 115C-84.2

**Presenter(s):** Mr. Rob Hines, (Director, LEA Projects, Academic Services and Instructional Support)

**Description:**
School-based calendar waiver requests are submitted for State Board action per G.S. § 115C-84.2. The State Board may waive the specified opening and closing dates for educational purposes that include 1) a specific school to accommodate a special program offered generally to the student body of that school; 2) a school that primarily serves a special population of students; or 3) a defined program within a school. One district, Weldon City Schools, submitted this request for consideration in November 2011. The waiver request is for the 2011-12 school year to address an unintentional misunderstanding regarding the need for a waiver this year.

**Recommendations:**
The State Board is requested to approve the following waiver request recommendations by the Department of Public Instruction.

**Discussion/Comments:**
- There was no further discussion.

**Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the waiver request recommendations as presented by NCDPI staff. (See Attachment LFI 2)**

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**DISCUSSION**

**LFI 3 – Standards for Approval of Online Courses**

**Policy Implications:** Session Law 2011-145 Section 7.22(h)(2); SBE Policy # GCS-M-001

**Presenter(s):** Mr. Ross White (Executive Director, NC Virtual Public School)

**Description:**
Language in Session Law 2011-145 SECTION 7.22 (h).(2) requires local education agencies and charter schools to obtain permission from NCVPS before offering any virtual course for credit other than ones administered through NCVPS. Therefore, it is not legal to offer non-NCVPS courses to any public school student without written permission from NCVPS.

This process clearly defines the scope of online course materials which must be approved by NCVPS, and the standards outlined in this process are taken from iNACOL and SREB, national and regional organizations and leaders for online learning. It is a core belief that high-quality online courses for credit should be teacher-led. Therefore, both the standards for high-quality online courses, as well as high-quality online teaching are included. The evaluation tool for online courses includes several categories for evaluation (content, instructional design, student assessment, technology, course evaluation and
management, and 21st century skills) which follow both iNACOL and SREB categories and are considered standard areas of evaluation for online courses.

**Recommendations:**
It is recommended that the SBE review and advise changes to be presented for Action at the December 2011 SBE meeting.

**Discussion/Comments:**
- LFI Committee Chair Melissa Bartlett noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the November 2011 meeting and will return for action at the December meeting. (See Attachment LFI 3)

**New Business**
LFI Committee Chair Melissa Bartlett provided a brief overview of the following two business items that were presented during the Committee meeting on Wednesday.

- Report from the National Association of Charter School Authorizers
- NCVPS/LEO Director’s Update

**CHAIRMAN’S REMARKS**

**Legislative Update**
Mr. Martez Hill (Executive Director, State Board of Education) reported that Ms. Ann McColl (Legislative Director) is attending a meeting offsite today. According to Mr. Hill, she asked that he provide a copy of the upcoming Legislative meetings and encourage Board members to attend. The Legislature convenes on November 7.

**Announcements/Reminders, and Comments**

**Governor’s School Task Force**
Chairman Harrison thanked Board member Greene for her work with the Task Force and those individuals who have generously donated money in an effort to save one of the state’s valuable student programs that helps in the formation and creation of tomorrow’s leaders and thinkers.

**NC Public Charter Schools Advisory Council**
The Charter Schools Advisory Council met on October 19 for training and to elect its leadership. Board member Bartlett represented the State Board at that initial meeting. Applications will be due to the Office of Charter Schools by November 15. The Advisory Council will review the applications and will make recommendations to the State Board of Education. Board member Greene noted that she heard from some of the Advisory Members concerned that they had not had the opportunity to hear the report on evaluation of charter schools. The concern was so noted.
Chairman Harrison also congratulated Mr. Joel Medley (Director, Office of Charter Schools) for recently being named Tar Heel of the Week.

Student Forum
The Student Forum, planned and conducted by Mr. Montrey DeLoatch (Senior Student Advisor), is scheduled for Wednesday, November 16. Chairman Harrison announced that the date is on his calendar and he encouraged his fellow Board members to attend. The Forum is scheduled for 9:00 a.m. in the media center at Orange High School.

Calendar Waivers
Chairman Harrison reiterated that while the State Board approved a waiver for the five additional days of instruction during this meeting, the State Board of Education is reluctant to give waivers for the five additional days of instruction for the 2012-13 school year.

Regional Academies
Chairman Harrison recognized Board member Tate for an update on the Regional Academies. Mr. Tate reported a lot of collaboration among districts and good progress being made including a second cohort now underway. He also noted that Queens College is preparing a proposal which incorporates a joint venture with their business school and education school focusing on leadership to launch a cohort to join the ranks of the three existing regional academies in the fall 2012. Chairman Harrison encouraged Board members to visit one of the academies.

Meeting Highlights
At this time, Chairman Harrison reminded Board members that in January they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board member Woolard noted the continuation of the Governor’s School; and Board members Tate and Howell noted the Duplin County Schools District-Wide Early College High School Model.

OLD BUSINESS
Mrs. Willoughby reported that in response to HB 1757, the fitness testing guidelines have been published. She stated that while guidelines are available electronically, she had received some requests for paper copies which were available for Board members.

NEW BUSINESS
Task Force on Global Education
Chairman Harrison reported that the Task Force met on October 26. Prior to recognizing Vice Chair McDevitt to provide a report on the results of that meeting, Chairman Harrison recalled that Board members heard on Wednesday that 20 students are taking Advanced Placement (AP) Mandarin Chinese across the state through
NC Virtual Public School; one hundred percent of those students achieved Level V on the AP exam. He stated that we need to ensure that all of our students are in a position to communicate, collaborate and compete on a global level.

Vice Chair McDevitt prefaced this report by recognizing that, in addition to himself, Board members Bartlett, Howell, Tate and Willoughby are all members of the Global Education Task Force. At the October 26 meeting, DPI staff members provided a status update across the state regarding global education. In addition, Mr. John Dornan provided an overview of a number of overseas visits sponsored by the Public School Forum. Mr. Ted Fiske (Professor and Author, Duke University, and former Education Editor of The New York Times) also spoke. According to Vice Chair McDevitt, themes are emerging around curriculum recommendations, languages, enrichment experiences and others; however, the group is still in the listening and discovery period. A complete report is anticipated for the State Board of Education mid 2012 that will include observations, findings and specific recommendations. The next meeting is scheduled for December 13-14, and all Board members are invited to attend.

Chairman Harrison thanked Board member Willoughby, in her role as Director of NC Business Committee for Education (NCBCE), for calling on her members on a regular basis to serve on education task forces on a number of issues including Global Education.

State Treasurer Cowell noted that the pension is close to $20 billion in international investment and the Treasury continues its global reach for state government noting its importance to the economic stability of the funds.

Other
- Superintendent Atkinson directed Board members to a copy of Switch, located at their places, about making change when change is hard. She noted that all LEA superintendents received a copy of this book at the last Superintendents’ Quarterly meeting. Dr. Atkinson encouraged Board members to read the book.

- Vice Chair McDevitt reported that he recently attended the National Association of State Boards of Education meeting in Atlanta with Board member Howell that provided an international perspective. Earlier this week there was a summit on innovation, attended by several Board members which closed with a lot of conversation around the arts and world languages. He also attended his first meeting at the Center for International Understanding, and at noon today he is meeting with the Global Education Network.

- Board member Willoughby reported that the State Board received a new National Association of School Boards of Education (NASBE) grant to continue North Carolina’s work in childhood obesity.

- Board member Tate announced his retirement from Wachovia/Wells Fargo, and publicly thanked the banking institution for allowing him to serve on this Board.
ADJOURNMENT

Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, Board members voted unanimously to adjourn the November 2-3, 2011, meeting of the State Board of Education.