

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
April 30-May 1, 2008**

Education Building, Raleigh	Wednesday, April 30, 2008	Board Room, 1:15 PM
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The North Carolina State Board of Education met and the following members were present:

Howard N. Lee, Chairman	Tom Speed
Wayne McDevitt, Vice Chair	John Tate
Melissa Bartlett	Eulada Watt
Shirley Harris	Patricia Willoughby
Kevin Howell	

Also present were:

June St. Clair Atkinson, State Superintendent	Diana Beasley, Teacher Advisor
Shirley Prince, Superintendent Advisor	Danielle Alston, Senior Student Advisor
Deshera Mack, Principal Advisor	Brandon Young, Junior Student Advisor

CALL TO ORDER AND INTRODUCTION

After extending a warm welcome to all present, Chairman Lee called the Wednesday session of the May State Board of Education meeting to order. He explained that the Board was meeting as a committee of the whole and provided details about the committee structures and the meeting process to the audience.

The Chairman noted that Board Members Richard Moore, Beverly Perdue, and Kathy Taft would not be present today. Local Board Member Advisor Sue Stone and Teacher Advisor James Bell will also be absent today.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Lee 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. No Board members indicated a conflict of interest 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 chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Lee reported that on Tuesday evening, the Board participated in the Teacher of the Year celebration hosted by the program's new corporate sponsor AT&T. Orange County's Cindi Rigsbee is this year's North Carolina Teacher of the Year. Ms. Rigsbee will serve the Board as a Teacher Advisor beginning in August. Chairman Lee announced that AT&T also presented all of the regional winners with I-Phones. Chairman Lee expressed appreciation to staff member Mr. Dan Holloman who has spent

countless hours and effort toward ensuring a wonderful and exciting event to recognize our very best teachers.

In addition to the Teacher of the Year announcement, the State Board presented an inaugural “Friend of Education Award” to the North Carolina Automobile Dealers’ Association (NCADA) for their more than eight-year commitment to the Teacher of the Year Program. In the past, the Teacher of the Year winners were provided a new automobile, thanks to NCADA’s generosity.

The “Friend of Education Award” will be a coveted award given by the State Board of Education to special partners who make significant contributions to the advancement and enhancement of education in North Carolina.

Chairman Lee reported that the State Board would be entertaining guests from China tonight. The delegation from China includes 16 principals who are spending a few days at their partner schools, which are spread from the mountains to the coast of North Carolina. There are also six dignitaries in the delegation, including the Director-General of the Jiangsu Province Education Department. Pending passage of the Memorandum of Understanding by the full Board on Thursday morning, the Board will execute the Memorandum of Understanding between the State Board of Education and the Jiangsu Province, China, at the Friday Institute’s Global Summit. The resolution supports global education and the Chinese Education partnership.

Next, Chairman Lee recognized the following individuals in the audience: Dr. Don Martin, Superintendent, Winston-Salem/Forsyth County; Mr. Bill McNeal, Executive Director, NC Association of School Administrators, and former Wake County Schools’ Superintendent; Mr. Lloyd Thrower, Executive Director, North Carolina Principals & Assistant Principals Association; and Mr. Carr Ipock former Local Board Member Advisor.

ISSUES SESSION

- Accountability and Testing Discussion – Framework for Change: A New Generation of Assessments and Accountability
 - Vice Chairman Wayne McDevitt

Chairman Lee introduced the issues session by explaining that in May 2007, the State Board of Education convened a Blue Ribbon Commission on Testing and Accountability to begin the process of assisting the Board in charting a course to support the future-ready students’ mission and goals of the State Board adopted in 2006. The State Board charged the Commission with conducting a comprehensive review of the current assessment and accountability system and offering recommendations for modifications to the current testing program as well as identifying next steps for meaningful change. The 26-member Commission, chaired by Dr. Sam Houston, was comprised of representatives of education, business and government. In January 2008, the Commission presented a report to the State Board that recommended improvements in the current system of testing and accountability and steps toward a next generation of standards, assessments, and accountability for North Carolina’s public schools. Vice Chairman Wayne McDevitt headed a workgroup of Board members and staff to analyze the findings and recommendations and to prioritize the next steps needed to transform our approach to standards, assessments, and accountability in North Carolina.

At this time, Vice Chairman McDevitt facilitated a comprehensive discussion about the workgroup’s recommendations. The plan of action falls into two categories: 1) immediate improvements and 2) steps to build the next generation of standards, assessments, and accountability. Mr. McDevitt used the “Framework for Change: The Next Generation of Assessments and Accountability,” which provided the

workgroup's draft response to the recommendations of the Blue Ribbon Commission to guide the discussion. Some of the recommendations will be effective with this school year with the majority to be effective in the 2008-09 school year. The Board, as a whole, thoroughly vetted each recommendation below.

Under Immediate Improvements, the State Board of Education directs DPI to take the following actions to modify and improve assessments and accountability.

1. **Release one form of each test on an annual basis.** DPI will release one form of the test for each grade level and subject tested to the school districts and the public to provide transparency on the state's assessment program. (Effective: 2008-09 school year.)

Comments:

- Release subject tests in the summer prior to teachers' curriculum development work in order for them to plan their work accordingly.
- There are three forms of each test used each year. Once a form is released, it will not be used in the future.

2. **Enact a moratorium on the content standards revision/test development cycle.** DPI will suspend the revision cycle of content standards and development of new tests based on the revised standards. As reflected in the next section of this report, DPI is to undertake a comprehensive revision of content standards. (Effective: immediately.)

Comments:

- No comments.

3. **Make results from new tests comparable to prior tests.** When a test is rescaled to meet higher standards, scale scores and proficiency in both the old standards and the new standards are to be provided for a one-year transition period. (Effective: 2008-09 school year.)

Comments:

- An excellent strategy.
- Helps with communication efforts and provides a way to track progress.

4. **Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.** North Carolina will continue to report four-year cohort graduation rates as agreed to in the compact with the National Governors Association. However, if the U.S. Department of Education (USED) grants approval, for AYP purposes, the high school cohort graduate is to be redefined so that it includes students who graduate in five years or less. (Effective: 2007-08 school year.)

Comments:

- Students on the Occupational Course of Study track may need the fifth year to complete the requirements. Under the four-year reporting, LEAs do not receive credit for those students who need the additional year.
- Time is the reason schools would like to have the five-year reporting period. The conversation in GCS committee discussions is that time should not be the determining factor because some students will complete the high school graduation requirements early, but some may take additional time. Therefore, if the five-year reporting period is approved, schools would receive credit for these students.

5. **Count retest scores in performance composites.** Any student who scores at Achievement Level III on a retest of an end-of-grade (EOG) test or end-of-course (EOC) test for grades or courses included in the Student Accountability Standards is to be counted as proficient for the

school's ABCs performance composite and Adequate Yearly Progress (AYP) purposes.
(Effective: 2008-09 school year.)

Comments:

- Because some LEAs still use the SIMS software, the data infrastructure is not in place to implement this item during the 2007-08 school year.
- Another reason that implementation is not practical this school year is that some students have met the student accountability standard using the standard error of measurement. This then brings up an issue with the U.S. Department of Education (USED) as they will not allow the use of a standard error of measurement in conjunction with a confidence interval when calculating adequate yearly progress (AYP).
- This is a request that LEAs have had for some time. In the absence of an information structure that would give us this data, another alternative would be to place the burden on the local school districts to give accurate data to DPI so that it would not be the responsibility of the Department to provide that information.
- The burden is actually on the Department in terms of collection and programming. Dr. Fabrizio stated that it would be a mistake to implement this action step this school year. Implementation this year could mean unmet deadlines, inaccurate data, incorrect designation of schools for ABC status, and unnecessary retesting for many students.
- For LEAs not using NCWISE, how will that affect the implementation next year? If the SBE adopts this recommendation, the Department has one year to resolve the issue as opposed to trying to solve it in the next two months.

6. **Eliminate the redundancy in End-of-Course (EOC) and End-of-Grade (EOG) testing by allowing EOC scores to count as EOG scores in middle grades.** Middle school students who score proficient on an EOC test are to be counted proficient on the comparable EOG test without having to take the EOG (e.g, middle school students taking Algebra I and scoring proficient on the Algebra I EOC are to be counted as proficient on the math EOG. (Effective: 2008-09 school year.)

Comments:

- Middle school students taking the Algebra I EOC, under this recommendation, would not take the 8th grade math EOG.
- For ABCs purposes, would the Algebra I score count for the middle schools as that math score? When calculating the middle school's ABCs for that particular student, we use that student's 8th grade EOG and their Algebra I score for that particular school. When those students then go to high school, we bank and use their Algebra score in calculating the performance composite at the high school level.
- Under this recommendation, middle schools, because they won't have an EOG score, will count their Algebra performance if they score proficient. A paradigm shift must occur to think about performance in math at the 8th grade level.
- The highest achieving students will no longer be taking the EOG, which could indeed cause an adjustment in what the growth expectation for the school would be. That growth could be lowered depending on the average growth for 8th grade math. Therefore, the adjustment would come in expected student growth.
- Growth is calculated for individual students.
- This recommendation would affect any EOC course taken at the middle grades level.

7. **Change the current approach to writing assessment.** To elevate the importance of writing throughout the curriculum, the current 4th, 7th, and 10th grade writing assessments are to be replaced with a K-12 writing assessment system that includes authentic and on-demand writing assignments appropriate at each grade level. The DPI is to provide rubrics for LEAs to use in

assessing these K-12 writing assignments. Writing samples will be housed and scored locally, and DPI staff will conduct random audits to ensure compliance with on-going writing assessments. DPI is to provide training and professional development to educators to ensure fidelity to the writing assessment process at each grade level. (Effective: 2008-09 school year.)

Comments:

- Emphasis was placed on the great amount of committee discussions related to the importance of writing and elevating the importance of writing.
- Ensure that there is no gap in assessing writing.
- In order to produce a high quality document for ongoing writing assessment at all grade levels, a transition writing plan may be needed for next year that might impact grades 4 & 7 where we would be replacing the test. In addition, we would start work on the K-12 comprehensive writing program. Something would be in place to have writing assessments next year.
- It will be necessary to have heavy involvement and guidance with the LEAs about the transition year.
- The Graduation Project rubric was encouraged as a starting place.
- Instead of just saying, “authentic and on-demand writing assignments appropriate at each grade level,” brainstorm the level of documentation so that we end up with the 12th grade paper portion of the Graduation Project as the culminating writing assignment.
- Adoption of this recommendation is necessary to increase the writing skills of students across the state. With NAEP, we are not making the progress that we want to make, especially with students who are higher achievers. This change would give students multiple opportunities to write about topics that interest them.
- The basic tools are ready, but the transition year is necessary for professional development to ensure that all teachers are comfortable with what we are asking them to do.
- Concern was expressed about assurance of equity across the state. Need to determine the auditing procedure whether by LEA, building, sample of school districts, etc. Pull representative samples, and then have writing experts analyze how well those samples are scored compared to preset rubrics. This will help determine which LEAs need additional professional development.
- From an LEA perspective, Dr. Prince stated that if the Department produces a quality system aligned to every grade, the LEAs would embrace it.
- The Department has confidence that this approach, in fact, can elevate student performance in writing across the state.
- Writing must be interdisciplinary across the content areas to include informational writing and technical writing. This will ensure that it is not just the responsibility of one teacher.
- The current instrument does not provide what is needed to improve writing across the state. Local practitioners want ongoing writing assessment information to use to redirect and help students on a continuous basis. The revised writing assessment will combine the end-of-year and ongoing reports that continuously track student progress.
- The recommendation was made to include a formal requirement to revisit what is in the marketplace relative to formal measures.
- Is there room to invite LEA best practices as the product is developed?
- Poor writers are handicapped for life. The message should be that good writing starts in kindergarten.
- Need to empower districts to “grow writers.” This form of assessment will transform the way students write.
- Subjectivity is still involved in the process. LEAs want more authenticity and best interest of the students.

- Students must write across the curriculum and at every grade level, and make certain that everyone understands what needs to be done and what good writing is. Professional development is key.
8. **Replace the current English I EOC with a high school English assessment given in grade 10.** This will be used for ABCs and No Child Left Behind (NCLB) AYP accountability purposes and reflect the communication skills that high school students should have. The assessment is to include performance-based and authentic, real-world tasks. (Effective: 2010-11 school year.)
Comments:
- No comments.
9. **Revamp the current Computer Skills Test to ensure it measures 21st century Information Communication Technology (ICT) literacy.** The current computer skills test is to be reviewed and revised to ensure it measures 21st century, ICT literacy. The testing window for students to take the test is to be expanded to allow administration anytime between the sixth and eighth grades, depending on student readiness. (Effective: 2008-09 school year.)
Comments:
- This test should demonstrate current use of technology and that students understand systems of technology.
 - For NCLB, states are required to have some indicator of students' computer literacy by the end of the 8th grade.
10. **Eliminate the misalignment of assessment for the integrated math courses.** DPI is to develop appropriate EOC assessments for integrated math courses. The assessments are to include performance-based and authentic, real-world tasks. (Effective: Development is to begin in 2008-09 school year. The assessments are to be available for use by the 2010-11 school year.)
Comments:
- There is a lot of field support that we look at having the assessment to model the integrated approach of the instruction and the standards.
11. **Shorten the timeframe for reporting results after new tests are administered.** DPI is to explore options for setting "cut" scores in the most timely manner possible and report to the Board on options. (Effective: Report due by October 2008.)
Comments:
- No comments.

Under the next category (Developing the Next Generation of Standards, Assessments, and Accountability), the State Board of Education directs DPI to begin immediately the development of a detailed implementation plan for the action steps detailed in this section. The plan is to include timelines, resources needed, and strategies involving appropriate stakeholders, including the business community, in the development process. In developing the next generation of standards, assessments, and accountability, DPI is directed to:

- Include the participation of teachers, content specialists, and technical experts in the development of the actual assessments.
- Provide for the development of briefs/guides for each assessment and release of sample questions before new assessments are administered; and
- Provide for the release of at least one form of each assessment on an annual basis.

The comprehensive implementation plan is to be presented to the State Board by October 2008.

1. Overhaul the *Pre-K-12 Standard Course of Study (SCOS)* to focus on essential standards in order to narrow and deepen the state’s curriculum. The DPI is directed to conduct a comprehensive review of the Pre-K-12 content standards.

- articulation of the skills, understandings, and learning experiences critical at each grade level;
- inclusion of the skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project;
- infusion of writing, 21st century content, thinking and learning skills, and life skills’ throughout the content standards; and
- reflection of rigor, relevance, and relationships between and among subject areas.

Upon adoption of the essential standards by the Board, the Department is to develop appropriate curriculum support materials and professional development, utilizing appropriate technological tools for delivery.

Comments:

- Enact a moratorium on content revision and test development.
- A model does not currently exist.
- Look nationally to other experts to inform our ability to do this in a nationally groundbreaking way.
- Prioritize standards of essential understandings; we are also looking at the interrelationship between and among content areas.
- Work with our practitioners, institutions of higher education, other states and international experts.
- Ensure professional diversity at the table.
- Define the need-to-know standards.

2. Develop a next-generation assessment system which includes formative, benchmark and summative assessments based on the new standards. This includes appropriate extensions for students with disabilities. The new assessment must be:

- Aligned with the graduation project;
- Include performance-based, authentic, real-world tasks; and
- Provide diagnostic information to teachers on individual students.

Comments:

- Understand the sequencing that clearly follows after we determine the essential standards.
- Work toward developing the technological infrastructure necessary to have an assessment system simultaneous to the development of the essential standards.

3. Allow LEAs to develop and pilot 21st century assessment models. DPI is to present a plan for approving assessment pilots that allow LEAs to develop alternative approaches to assessment that are consistent with the Board’s 21st century mission and goals.

Comments:

- Flexibility in this area made available to LEAs to include a number of benchmarks.
- Challenge is how to support innovation in districts that might want to pilot the 21st century models.
- Dr. Prince provided an example of those involved in high school redesign trying to implement problem-based learning by envisioning classrooms where problem-based learning is the primary mode of instruction. The current assessment system does not align well to problem-based learning.
- Another example may be that a school district may want to look at an international example of accountability as an innovative approach.

- 4. Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.** The system is to include professional development on the essential standards, diagnostic and formative assessment, and technical assistance on using data to inform instruction. The plan for the professional development system is to include an assessment of resources currently available.

Comments:

 - This recommendation ties to an earlier budget request for data coaches.
- 5. Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats.** This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Comments:

 - Stresses importance of computer skills.
- 6. Examine the K-8 accountability model with a 21st century focus.** This examination should include consideration of whether the model appropriately reflects 21st century skills and understandings and how the model affects school designations and recognition. While additional components may be considered, **the focus must remain on student achievement and academic growth.**

Comments:

 - Not directly a part of the Blue Ribbon Commission's recommendations, however, the workgroup felt it is a part of the high school accountability model in recommendation #7.
- 7. Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for postsecondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. **The focus of the new model must remain on student achievement and academic growth.**

Comments:

 - Need to send a message that what we use as a measure will be recognized by the receiving entity whether it be postsecondary education or the workplace.

In closing, Mr. McDevitt noted that there is tremendous work ahead, which will require a shared vision among all of the stakeholders. This will be a permanent agenda item for the GCS Committee. The Communications Division will create a feedback mechanism on the Department's website for the field to provide input over the next 30 days. The Board anticipates taking action on the Framework at its June meeting.

SPECIAL PRESENTATION

- Healthy Responsible Students
 - Dr. Susan Purser, Superintendent Moore County Schools
 - Dr. Robin Cummings, Cardiologist, on HeartSafe Moore County Project

Dr. Cummings provided a presentation on Sudden Cardiac Arrest (SCA) and the importance of an Automated External Defibrillator (AED) in saving lives. He also provided a demonstration of the AED. Studies show that 75 percent of SCA victims are young and show no prior heart disease. SCA is the leading cause of death among young athletes. Victims of SCA who are brought back to life because of the use of an AED have a 75 percent survival rate.

Dr. Purser spoke about an initiative in Moore County called HeartSafe Moore County which is a group of businesses and community partners who have come together to put AEDs in public areas in Moore County, including schools. Currently, 21 Moore County schools have AEDs.

The cost per AED is approximately \$1,300.00 on state contract. It was estimated that only about one third of the schools in North Carolina currently have an AED. Superintendent Atkinson agreed to survey the LEAs to determine the location and number of defibrillators in North Carolina's schools. Chairman Lee referred this item to the Healthy Responsible Students Committee and the Twenty-first Century Systems Committee to consider actions that the Board might take to encourage the availability of defibrillator's in all schools.

Superintendent Atkinson presented Dr. Cummings and Dr. Purser with SBE mugs.

Chairman Lee then called on the priority chairs to present items in their respective areas for *Action and Discussion*.

COMMITTEE CHAIR REPORTS ON ACTION ON FIRST READING AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS (Ms. Kathy Taft, Chair; Ms. Tricia Willoughby, Vice-Chair)

ACTION ON FIRST READING

GCS 2 – Changes to North Carolina's No Child Left Behind (NCLB) Consolidated State Application Accountability Workbook

Policy Implications: SBE Policy #EEO-I-005; No Child Left Behind (NCLB) Act

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

On February 15, 2008, Superintendent Atkinson and Deputy Superintendent Buxton responded to the US Department of Education (USED) letter to State Superintendents, which laid out the structure for States to propose amendments to their Accountability Workbooks. A copy of the letter is attached, which contains the amendments under consideration. North Carolina anticipates receiving another letter (or other form of communication) from the USED outlining the changes the State Board of Education could make to the State's Accountability Workbook. The SBE will be sent a copy of the Workbook with the appropriate

changes highlighted prior to the next SBE meeting. It is critical that the amended Workbook be submitted to the USED as soon as possible for their final review and approval so that the LEAs can be informed of the rules for calculating AYP prior to their data submissions scheduled for June 30, 2008.

Recommendations:

The changes are presented for action on first reading at the May 2008 SBE meeting.

Discussion/Comments:

- GCS Committee Vice Chair Patricia Willoughby announced that GCS 2 would not be presented for action this month because, to date, an official response has not been received from the U.S. Department of Education (USED).

ACTION ON FIRST READING

GCS 3 – Changes and Clarifications to Policy HSP-A-012, Regarding NCLB Title III Annual Measurable Assessment Objectives

Policy Implications: SBE Policy #HSP-A-01; No Child Left Behind (NCLB) Act, Title III, Part A, Section 3122 (a) (3)

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

NC's Title III Annual Measurable Achievement Objectives (AMAO) criteria, targets and target structures were originally defined in the absence of federal guidance on establishing criteria and targets, as well as empirical data on the performance of the state's LEP students on the current English Language Proficiency (ELP) assessment. Like many states, NC assumed that Title III AMAO 1 & 2 targets needed to reach 100% by the year 2013-14, as is required under Title I AYP. Based on more recent guidance, this is not the case.

Because of the recent changes to the current ELP test and the plan to use a new ELP test in 2008-09, it would be inappropriate to change all AMAO criteria and targets at this time. Based on input from a national expert in the area of English language proficiency assessment, evaluation, and accountability policy/practice, the staff recommends making adjustments to the 2007-08 AMAO 2 criteria and target, and defining AMAO 2 targets annually until ELP testing is stabilized. Revising AMAO 1 criteria and targets is not advised at this time. Readjusting AMAO criteria and targets over the next two years (during and after transition to the new ELP test) based on matched-score, longitudinal data will improve the validity and utility of NC's Title III accountability system.

Note: During the December 2007 SBE meeting, the SBE requested that the sanctions for not meeting the Title III AMAOs be added to the policy for better clarification. These sanctions have been added at this time.

Recommendations:

The Department requests that the State Board of Education approve the changes and clarifications to policy HSP-A-012.

Discussion/Comments:

- There was no discussion.

Education Building, Raleigh	Wednesday, April 30, 2008	Board Room, 1:15 PM
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Action on this item will be taken at the regular business session of the SBE meeting on Thursday, May 1. (See Attachment GCS 3)

DISCUSSION

GCS 4 – Academically or Intellectually Gifted Program Revision Update

Policy Implications: General Statute § 115C-150.5-8, Article 9B

Presenter(s): Dr. Rebecca Garland (Interim Associate Superintendent for Innovation and School Transformation), Ms. Mary N. Watson (Director, Exceptional Children Division), and Dr. Elissa Brown (Consultant, Academically or Intellectually Gifted)

Description:

An action plan with proposed timeline and strategies to address necessary changes to be made in the Academically/Intellectually Gifted program will be presented to the State Board of Education for discussion and input. The action plan is in response to a recent audit by the Office of the State Auditor and addresses the relevant findings. Auditor’s findings were in the areas of program development, program monitoring/evaluation, AIG funding, and parent satisfaction. DPI personnel will seek input from a variety of stakeholder groups such as state advocacy groups, institutions of higher education, administrators of gifted programs, parents, teachers and state school board members.

Recommendations:

It is recommended that the State Board of Education review and discuss the proposed recommendations and provide input.

Discussion/Comments:

- GCS Committee Vice Chair Patricia Willoughby reported that the GCS Committee does not anticipate any policy changes, therefore, this item does not require Board action.
- There was no additional discussion.

This item is presented for discussion only in May. (See Attachment GCS 4)

DISCUSSION

GCS 5 – Discussion of HSP-M-001 Course for Credit Policy

Policy Implications: SBE Policy #HSP-M-001

Presenter(s): Dr. Rebecca Garland (Interim Superintendent for Innovation and School Transformation) and Dr. Bryan Setser (Executive Director, North Carolina Virtual Public School)

Description:

The recommended revision of Policy HSP-M-001 Course for Credit would remove references to seat time for online courses, clarify the expectations for End of Course test administration at the local level, and clarify the requirement for course evaluation when a statewide assessment is not available.

Recommendations:

State Board of Education members are requested to review the policy as written and make any suggested changes.

Discussion/Comments:

- GCS Committee Vice Chair Patricia Willoughby noted that some of the language in SBE Policy #HSP-M-001 needs revision before action in June. The revisions will clarify the policy as it relates to Learn & Earn Online and NC Virtual courses.
- Ms. Willoughby noted that on pg. 2 of the policy, #10 describes the course qualifications required for courses to be eligible for credit.
- There was no additional discussion.

This item is presented for discussion in May and will be presented at the June meeting for action. (See Attachment GCS 5)

DISCUSSION

GCS 6 – Standard Course of Study for English Language Development, K-12

Policy Implications: SBE Policy # HSP-F-013

Presenter(s): Dr. Wandra Polk (Director, Division of Curriculum, Instruction, and Technology) and Mrs. Helga Fasciano (Section Chief, K-12 Programs)

Description:

In December 2007, the State Board of Education approved the revision of the English Language Development Standard Course of Study to align the standards (reading, writing, speaking, and listening) with achievement of the challenging State academic content and student academic achievement standards described in section 111 (b)(1) of No Child Left Behind. The National TESOL (Teachers of English to Students of Other Languages)/WIDA (World Class Instructional Design and Assessment) Standards are recognized as providing guidance to educators as they prepare English Language Learners (ELL) to achieve academic performance standards in all content areas and meet the NCLB requirements. The ELDSCS revisers used the TESOL/WIDA standards in developing content specific objectives. A recommendation has been made for North Carolina to adopt the WIDA Consortium Standards and the ACCESS for ELLs as the state English language proficiency test beginning with the 2008-09 school year.

Recommendations:

The State Board of Education is asked to adopt the TESOL/WIDA Consortium Standards as the North Carolina English Language Development Standard Course of Study Standards.

Discussion/Comments:

- Ms. Melissa Bartlett asked what states with the largest number of ELL students (CA, FL, TX, and NY) are using. Mrs. Helga Fasciano said they would get answers to the question.

This item is presented for discussion in May and will be presented at the June meeting for action. (See Attachment GCS 6)

NEW BUSINESS REPORTS

Under New Business, Ms. Patricia Willoughby provided a brief overview about the following new business items:

- Update on Graduation Project (Effective for every student who entered the ninth grade in the 2006-07 school year.)
- Alternative Math Courses for Select Non-Future-Ready Core Students

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair, and Mr. John Tate, Vice-Chair)**

ACTION ON FIRST READING

TCS 1 – Approval of Grants

Policy Implications: Grants

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services), Ms. Jackie Colbert (State Director, Reading First), Ms. Meta Phelps-Hodges (Section Chief, Reading First) and Dr. Lynn Hoggard (Section Chief, Child Nutrition, School Support Services Division)

Description:

The grants listed below are being submitted for approval of distribution of funds to selected school systems. Please see attachments for description of grants.

- Attachment 1 – 2007-2008 Reading First Grant Allocations
- Attachment 2 – Fresh Fruit and Vegetable Program Awarded to NCDPI from USDA

Recommendations:

It is recommended that the Board approve these grants.

Discussion/Comments:

- TCS Committee Chair Kevin Howell noted that the Reading First allocations total \$22.5 million. The allocation is a \$200,000 base to the Reading First schools plus an algorithm based on average daily membership.
- Mr. Howell also noted that the Fresh Fruit and Vegetable Program provides fresh fruit and vegetable snacks daily, free of charge, to students in LEAs receiving these grants. Grant funds from the U.S. Department of Agriculture total \$1 million.
- There was no additional discussion.

Action on this item will be taken at the regular business session of the SBE meeting on Thursday, May 1. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Legislated One-time Sign-on Bonus for Teachers Paid on Step 0 of the Salary Schedule

Policy Implications: HB 1473 Section 7.1(i)

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services), Mr. Paul LeSieur (Director, School Business Division), and Mrs. Alexis Schauss (Assistant Director, School Business Division)

Description:

House Bill 1473 provides a one-time, lump sum sign-on bonus to teachers paid on Step 0 of the salary schedule for the 2007-2008 school year, payable at the end of the school year. Policy relating to this legislation in the form of a question and answer document will be provided to the local education agencies.

Recommendations:

The Department recommends that the State Board of Education approve the policy relating to the one-time lump sum sign-on bonus of two hundred fifty dollars (\$250.00).

Discussion/Comments:

- There was no discussion.

Action on this item will be taken at the regular business session of the SBE meeting on Thursday, May 1. (See Attachment TCS 2)

UPDATE ON CONTRACTS

(See Attachment in book)

- There was no discussion.

NEW BUSINESS REPORTS

Under New Business, Assistant Director Alexis Schauss directed Board members to their notebooks and provided a brief overview about the *Highlights of the NC Public School Budget – February 2008*.

TCS Committee Chair Kevin Howell provided a brief overview of the following new business items:

- Communications Update
- Legislative Update

**21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris and Ms. Eulada Watt, Co-Chairs)**

DISCUSSION**TCP 2 – School Executive: Principal Evaluation Policies**

Policy Implications: SBE Policy #TCP-C-003, TCP-C -005, and TCP-C-006; APA #16 NCAC 6C.0501; Session Law 2005-179 and Sections 7.28 and 7.29 of the 2005 Budget Bill

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:

In December 2006, the State Board of Education adopted new standards for the evaluation of school executives: principals. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument is presented for approval in June. Related policies that would require school executives be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument are presented for discussion this month.

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of School Executives: Principals.

Discussion/Comments:

- There was no discussion.

This item is presented for discussion in May and will be presented at the June meeting for action. (See Attachment TCP 2)

DISCUSSION**TCP 3 – State Evaluation Committee Program Approval Recommendations**

Policy Implications: SBE Policy #TCP-B-003 and TCP-B-006

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education)

Description:

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Appalachian State University, Brevard College, Catawba College, Chowan University, Mars Hill College, Meredith College, Montreat College, North Carolina Wesleyan College, UNC-Pembroke, and Western Carolina University are attached. In addition, a recommendation for an alternative school executive licensure program is attached.

Recommendations:

It is recommended that the program approval recommendations from the State Evaluation Committee on Teacher Education be approved as presented.

Discussion/Comments:

- TCP Committee Co-Chair Eulada Watt indicated that the recommendations includes a precedent-setting item that includes a proposal for an alternative licensure program for school executives in Charlotte-Mecklenburg Schools in partnership with New Leaders for New Schools. Ms. Watt asked Board members to review carefully the proposal located in their notebooks.
- There was no additional discussion.

This item is presented for discussion in May and will be presented at the June meeting for action. (See Attachment TCP 3)

NEW BUSINESS REPORTS

Under New Business, Ms. Eulada Watt and Ms. Shirley Harris provided a brief overview about the following new business items:

- Update on Training on the School Executive: Principal Evaluation Instrument
- Report on the Pilot of the New Teacher Evaluation Instrument
- Update on the Teacher Working Conditions Survey – 104,249 teacher responses. (Every public school has a 40% response rate, which validates their data.)

LEADERSHIP FOR INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett and Mr. Tom Speed, Co-Chairs)

ACTION ON FIRST READING

LFI 2 – Program Approval Exemption Requests Under the Innovative Education Initiatives Act

Policy Implications: General Statute § 115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656))

Presenter(s): Dr. Rebecca Garland (Interim Associate Superintendent, Innovation and School Transformation)

Description:

Hertford County Early College had a Cooperative Innovation High School Program approved last month, but failed to request an exemption from principal certification requirements. The principal who was hired will not complete coursework for certification until January 2009.

The attachment for this item includes the waivers requested and the rationale for the waiver.

Recommendations:

It is recommended that the SBE approve the recommendations to grant the exemption.

Discussion/Comments:

- There was no discussion.

Action on this item will be taken at the regular business session of the SBE meeting on Thursday, May 1. (See Attachment LFI 2)

NEW BUSINESS REPORTS

Under New Business, LFI Committee Co-Chair Melissa Bartlett provided a brief overview about the following new business items:

- Comprehensive Support
- NC Virtual Public School/Learn and Earn Online (LEO) Director's Report

CLOSED SESSION/ADJOURNMENT

Mr. Wayne McDevitt moved that the Board go into closed session to consult with our attorneys on attorney-client privileged matters and to consider the handling of the following cases: Corporation for Effective School d/b/a Kestrel Heights, Hancock, Fox and Radford. Mr. Tom Speed seconded the motion and the Board voted unanimously to go into closed session.

Mr. Wayne McDevitt moved that the Board adjourn closed session and return to open session. The motion was seconded by Ms. Patricia Willoughby, and the Board voted unanimously to go into open session.

Following closed session and upon motion by Mr. Wayne McDevitt and seconded by Ms. Melissa Bartlett, the Board voted unanimously to recess the State Board meeting until 8:30 a.m. on Thursday, May 1, 2008.

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

Howard N. Lee, Chairman	Tom Speed
Wayne McDevitt, Vice Chair	Kathy Taft
Melissa Bartlett	John Tate
Shirley Harris	Eulada Watt
Kevin Howell	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Deshera Mack, Principal Advisor
Shirley Prince, Superintendent Advisor	Danielle Alston, Senior Student Advisor
Sue Stone, Local Board Member Advisor	Brandon Young, Junior Student Advisor

CALL TO ORDER/INVOCATION

Chairman Lee called the Thursday Board meeting to order and declared the Board in official session. He provided a brief overview of the committee structure and reminded the audience that Board members held their discussions of the agenda items yesterday and that today's agenda includes voting on the Board's action items.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Lee 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. No Board members indicated a conflict of interest 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 Chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Lee recognized Mr. Kevin Howell to lead the Board with the Pledge of Allegiance.

The invocation followed and was presented by Ms. Patricia Willoughby.

MINUTES

Chairman Lee asked for a motion to approve the minutes of the April 2-3, 2008, Board meeting. A motion was made by Ms. Kathy Taft and seconded by Mr. Tom Speed. The Board voted unanimously to approve the minutes for the April 2008, meeting as presented.

GOOD NEWS➤ **Student Month: The Good News About Students**

- Ms. Danielle Alston, Senior SBE Student Advisor
- Mr. Brandon Young, Junior SBE Student Advisor

➤ **Special Guest Students:**

- Ms. Danielle Heider, West Johnston High School, Johnston County Schools
- Mr. John Lyon, Hillside High School, Durham Public Schools
- Ms. Rebekah Jewell, Clayton High School, Johnston County Schools
- Ms. Sarah Brown, Riverside High School, Durham Public Schools
- Ms. Shivani Sud (via video), Jordan High School, Durham Public Schools

Ms. Alston and Mr. Young provided a joint presentation on “The Good News About Students.” In addition, they introduced five special guest students with exemplary academic credentials who then provided insight into what made their public school experiences positive and successful. Presenting were Danielle Heider, John Lyon, Rebekah Jewell, and Sarah Brown. Also presenting by video was Shivani Sud.

Mr. Young and Ms. Alston presented each student with a plaque and a State Board mug. The Board joined each student and their guests for photographs. Chairman Lee noted that this collective group symbolically represents students across North Carolina who can compete anywhere in the world.

SPECIAL PRESENTATION

- Outgoing Senior SBE Student Advisor
 - Ms. Danielle Alston

Chairman Lee invited Ms. Alston forward for a formal presentation in honor of her willingness to be the voice of students and her attention to important issues that impact public education. Mr. Young, Junior Student Advisor presented a plaque to Ms. Alston on behalf of the Board in recognition of her service. Upon graduation in June, Ms. Alston vacates her seat as the Senior Student Advisor. The Board joined Ms. Alston and her guests for a photograph.

CHAIRMAN’S REMARKS

In his remarks, Chairman Lee reminded Board members that in April the Board passed a resolution on global education. The resolution expresses the notion that global education and learning about other cultures is both critical and necessary. It encourages school systems and schools to implement policies and programs that reflect global education initiatives.

As a follow-up to the Global Education Resolution, Vice Chairman McDevitt presented the Memorandum of Understanding (MOU) between Jiangsu Provincial Department of Education and the North Carolina State Board of Education for cooperation in K-12 education to the Board members for their consideration. He noted that the MOU gives guidance and a framework to move forward with this initiative.

Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve the Memorandum of Understanding between the State Board of Education and Jiangsu Province, China.

**Memorandum of Understanding between
Jiangsu Provincial Department of Education and
The North Carolina State Board of Education
for Cooperation in K-12 Education**

The Jiangsu Provincial Department of Education (JPDE) and the North Carolina State Board of Education (SBE) agree to this Memorandum of Understanding (MOU) to develop collaborative programs in K-12 education. This MOU recognizes that

- Both Jiangsu Province and North Carolina are committed to strengthening the global competence of their students;
- Educational collaboration and exchange are effective vehicles for fostering the development of global competence and mutual understanding;
- Eleven partnerships have already been established between schools in Jiangsu Province and in North Carolina, and
- Institutions of higher education in Jiangsu Province and in North Carolina are already collaborating on a variety of projects.

I. Goals

The goals of this MOU are as follows:

- To strengthen knowledge and understanding of each other's countries and cultures among K-12 educational leaders, educators, and students,
- To facilitate the development of programs and activities which will foster mutual understanding, and
- To develop a framework for a sustainable relationship between JPDE and SBE.

II. Activities

JPDE and SBE agree to facilitate and support the eleven middle and high school partnerships already established between schools in Jiangsu Province and in North Carolina. They further agree to encourage the development of additional school partnerships.

Collaboration between JPDE and SBE will focus on the themes of

- Math and science education
- Language education
- Culture and arts education
- Lesson planning and research
- Business climate
- Education as a tool for economic development

Either party may propose additional topics for consideration. JPDE and SBE will jointly determine the appropriate method to address these themes. Activities might include but not be limited to

- Exchanges of teachers and students
- Joint conferences
- Professional development seminars for teachers and principals
- Collaborative classroom and student projects

To the degree possible, technology should be utilized to facilitate dialogue and collaborations.

III. Duration

The duration of this MOU shall be four years from the date of signing and may be renegotiated upon expiration depending on mutual interest. This MOU may be terminated by either party with six months advance written notice.

IV. Framework

JPDE and SBE will serve as coordinating agencies for their respective governments for this MOU. Each will designate an appropriate person to maintain communications.

The Jiangsu Provincial Minister of Education and the Chairman of the State Board of Education or their designees will meet annually alternating between Nanjing and Raleigh to discuss educational issues of mutual interest, evaluate joint activities, and plan for future cooperative programs.

It is mutually understood that financing for any arrangements must be identified by both parties before proposed collaborative activities can be finalized.

All activities must be in accord with the policies, regulations, and laws of the respective countries.

V. Signatures

The participants respectively authorize the following representatives to sign this Memorandum of Understanding.

Signed in Raleigh, North Carolina, USA, on May 1, 2008, in duplicate, in English and Chinese Languages, each version being equally valid.

Li Shikai, Assistant Director-General
Jiangsu Provincial Department

Howard Lee, Chairman
North Carolina State Board of Education

And

June St. Clair Atkinson
Secretary, North Carolina State Board of Education,
and
North Carolina Superintendent of Public Instruction

Upon approval of the Memorandum of Understanding, Chairman Lee noted that the MOU would be signed at 12:45 p.m., immediately following the luncheon today, at the Summit on US/China K-12 Education at NC State University's Friday Institute.

Next, Board members were asked to communicate their intentions for participating in the Summer Conference in Asheville with the Board staff so that arrangements can be made for their accommodations.

Chairman Lee announced that Dr. Rebecca Garland is currently serving in a dual role as the Interim Associate Superintendent for Innovation and School Transformation until a replacement is named for Mr. Robert Logan.

In closing, Chairman Lee noted that a decision has been made to more appropriately handle class-size waiver requests. Without objection from the Board, Chairman Lee announced that he would ask the DPI administration to assume the responsibility of processing waivers and reporting to the Board. Board Member Taft expressed concern about the process and asked to be kept informed about the decisions. There were no objections.

Executive Director's Report

SBE Executive Director Rebecca Garland provided a brief report on legislative activity. She noted that the staff presented the Board's budget to the Joint Legislative Education Oversight Committee (JLEOC). The JLEOC has determined that the future-ready core does allow enough flexibility for students to be able to take as much Career-Technical Education as they desire. She mentioned possible legislation that may be coming out of the General Assembly including support of National Board Certified teachers serving as full-time mentors without losing their bonuses, more connectivity in the classroom, and graduation coaches. Dr. Garland highlighted the draft of the Joint Legislative Commission on Dropout Prevention and High School Graduation and the possibility that the UNC Board of Governors may be requested to study raising the compulsory attendance age from 16 to 17 then to 18. The Joint Legislative Commission on Dropout Prevention and High School Graduation may be reappointed to look at other projects. In addition, the Arts Commission may introduce legislation requiring high school students to take an art course prior to graduation.

The Board office is fully staffed with the addition of Ms. Janice Hedgepath in the administrative assistant's role vacated by Mr. Donald Kerns.

STATE SUPERINTENDENT'S REPORT

Teacher Working Conditions Survey

In the spirit of celebration, Superintendent Atkinson reported the number of respondents (104,249) who completed the Teacher Working Conditions Survey representing 87 percent of all educators and 100 percent of our public schools. Dr. Atkinson noted that this is one of the most ambitious collaborative efforts in the state, involving the Governor, his teacher advisor Ann McArthur, State Board members, DPI leadership, every local superintendent, NCBCE (Patricia Willoughby), NCAE leadership, the NC Professional Teaching Standards Commission (Carolyn McKinney) and teachers statewide. Every public school reached the minimum response rate of 40 percent to have valid data at the school level to use for the next two years in their school improvement plans and as part of the new principal evaluation instrument.

NC State Health Plan STAR Initiative

On April 22, the North Carolina Health Plan launched the “**Staff Together Achieving Results” – or STAR initiative. It is a unique collaboration of six education and health partners from the public and private sectors to North Carolina public schools. STAR focuses on increasing the percentage of school staff members who practice healthy lifestyle behaviors in four areas: tobacco cessation, physical activity, nutrition, and stress management. Baseline screening will take place to evaluate the program after one year. The program is voluntary. A variety of incentives will be explored to determine its impact on participation.**

Seven school systems are participating in the year-long *STAR* pilot.

- Clinton City
- Jackson County
- Macon County
- New Hanover County
- Robeson County
- Vance County
- Warren County

National Teacher Day

National Teacher Day will be observed on May 6. Schools and communities across the nation will join together to spotlight the contributions of public school teachers. The theme for the day is “Great Teachers Make Great Public Schools.” For more information and resources, go to www.nea.org/teacherday.

State Superintendent’s Advisory Council Meetings

The Parents’ and Principals’ Advisory Council Meetings were held on April 16. Agenda items included:

- eBook Project
- Smartphone Project
- EVAAS
- Future-Ready Core Communication Plan

Councils will reconvene in the fall with updated membership. The Teachers’ Advisory Council will meet in the summer.

Recent Activities of the State Superintendent

- Presented remarks or keynote address at the:
 - Ready Schools Radio Interviews
 - 2008 Hispanic Professionals Education Summit
 - Robeson County School Project Graduation Gala
 - Halifax County Education Forum
 - NC School Innovation Leaders Retreat
 - NC Phi Beta Lambda State Conference
 - Professional Educators of North Carolina
 - Warren County Community Engagement Meeting
 - Apex High School National Academy Foundation Celebration
 - Carver High School STEM Academy Assembly
 - NCCAT A. Craig Phillips Scholarship Endowment Ceremony
 - Lee County JobReady Partnership Council Annual Celebration
 - Western Alamance High School National Honor Society Induction
 - Johnston County Schools Annual Flame for Learning Banquet
 - Principals’ Executive Program Cohort Graduation
 - Western Region Association of School Administrators Association Meeting
 - InsideOut Preview in Forsyth and Edgecombe County Schools

InsideOut

Superintendent Atkinson highlighted an initiative called InsideOut, which is part of the DPI’s effort to cut the state’s high school dropout rate. InsideOut is a DVD produced by the Mattie C. Stewart Foundation and has been hailed by members of the U.S. Department of Education as one of the most powerful tools to reduce the nation’s dropout rate. InsideOut is a riveting documentary that exposes the real story about the devastating and lasting effects of dropping out of school told by those who live with the consequences

every day: prison inmates. Dr. Atkinson reported that she, along with Superintendents Craig Witherspoon and Don Martin, has facilitated previews in Forsyth and Edgecombe County Schools, which included partners from the Executive Women's group, the Mattie C. Stewart Foundation, and the Center for Justice, and other community leaders. Dr. Atkinson introduced Ms. Candy Finney, Raleigh Chapter of EWI, who is a promoter of this initiative.

Special Recognition

Superintendent Atkinson gave special recognition to Charlotte-Mecklenburg Schools for their initiative that involves economic development, the motorsports industry, and rigor and relevance for students.

At this time, Dr. Atkinson introduced Charlotte-Mecklenburg Schools' (CMS) Superintendent Dr. Peter Gorman; Ms. Ann Clark, Associate Superintendent; Mr. Jimmy Chancey, Career-Technical Education Director; and Mr. Maurice Greene, Deputy Superintendent and Chief Operating Officer. Dr. Gorman and staff presented a brief overview of their Charlotte Partnership opportunity to create the Academies of Engineering and Motorsports. The partnership includes Union County Schools; Columbia; South Carolina; institutions of higher education, and a number of businesses. The Academies of Engineering focusing on Motorsports aligns with the *CMS Strategic Plan 2010: Education Students to Compete Locally, Nationally and Internationally*. The plan's top goal, high academic achievement, includes teaming with universities, businesses and community leaders to make students competitive for jobs using science and math. The 2008-09 school year is the planning year with the first cohort of students (9th graders) accepted in 2009-10. Each of the CMS delegates were presented an SBE mug from Superintendent Atkinson.

Employee Recognition

Superintendent Atkinson concluded her report by announcing that Dr. Belinda Black was recently named President-Elect of the N.C. Association for Research in Education, and Ms. Rebecca Payne was recently recognized by East Carolina University and the Department of Community Colleges as the Outstanding Alumna 2008. Dr. Black and Ms. Payne were presented SBE mugs by Chairman Lee.

**COMMITTEE CHAIR REPORTS ON ACTION, ACTION ON FIRST READING,
AND DISCUSSION AGENDA**

**GLOBALLY COMPETITIVE STUDENTS
(Ms. Kathy Taft, Chair; Ms. Tricia Willoughby, Vice-Chair)**

ACTION

GCS 1 – Approval of Supplemental Educational Services Providers for 2008-09

Policy Implications: PL107-110, No Child Left Behind

Recommendations:

The State Board is requested to approve the list of providers as submitted.

<p><i>Upon motion by Ms. Kathy Taft, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the list of Supplemental Educational Services Providers as submitted for the 2008-09 school year. (See Attachment GCS 1)</i></p>

ACTION ON FIRST READING

GCS 3 – Changes and Clarifications to Policy HSP-A-012, Regarding NCLB Title III Annual Measurable Assessment Objectives

Policy Implications: SBE Policy #HSP-A-012; NCLB Title III, Part A, Section 3122 (a) (3)

Recommendations:

The Department requests that the State Board of Education approve the changes and clarifications to policy HSP-A-012.

Upon motion by Ms. Kathy Taft, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the changes and clarifications to SBE Policy #HSP-A-012. (See Attachment GCS 3)

**21ST CENTURY PROFESSIONAL COMMITTEE CHAIR REPORT
(Ms. Shirley Harris and Ms. Eulada Watt, Co-Chairs)**

ACTION

TCP 1 – Approval/Adoption of the School Executive: Principal Evaluation Instrument

Policy Implications: SBE Policy #TCP-C-006; Session Law 2005-179 and Sections 7.28 and 7.29 of the 2005 Budget Bill

Recommendations:

It is recommended that the Board approve the proposed new evaluation instrument for School Executives: Principals.

Discussion/Comments:

TCP Committee Co-Chair Eulada Watt directed Board members to their folders containing two inserts with revised language.

Upon motion by Ms. Eulada Watt, and seconded by Mr. John Tate, the Board voted unanimously to approve the proposed new evaluation instrument for School Executives: Principals. (See Attachment TCP 1)

ACTION ON FIRST READING

Closed Session – The Cases Hancock, Fox, and Radford

Policy Implications: SBE Policy # QP-A-006

Recommendations:

It is recommended that the State Board of Education adopt the decisions of the Administrative Law Judge in the cases of Hancock, Fox and Radford as the final decision in each case.

Discussion/Comments:

This item was discussion in closed session.

Upon motion by Ms. Shirley Harris, and seconded by Mr. Tom Speed, the Board voted unanimously to adopt the Administrative Law Judge's decisions in the cases of Hancock, Fox, and Radford as the State Board of Education's final decision in each case.

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair, and Mr. John Tate, Vice-Chair)**

ACTION ON FIRST READING

TCS 1 – Approval of Grants

Policy Implications: Grants

- Attachment 1 – 2007-2008 Reading First Grant Allocations
- Attachment 2 – Fresh Fruit and Vegetable Program Awarded to NCDPI from USDA

Recommendations:

The grants listed below are being submitted for approval of distribution of funds to selected school systems. Please see attachments for description of grants.

Upon motion by Mr. Kevin Howell, and seconded by Ms. Shirley Harris, the Board voted unanimously to approve the distribution of funds to selected school systems as submitted. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Legislated One-time Sign-on Bonus for Teachers Paid on Step 0 of the Salary Schedule

Policy Implications: HB 1473 Section 7.1(i)

Recommendations:

The Department recommends that the State Board of Education approve the policy relating to the one-time lump sum sign-on bonus of two hundred fifty dollars (\$250.00).

Upon motion by Mr. Kevin Howell, and seconded by Mr. John Tate, the Board voted unanimously to approve the policy relating to the one-time lump sum sign-on bonus of two-hundred fifty dollars (\$250.00). (See Attachment TCS 2)

**LEADERSHIP FOR INNOVATION COMMITTEE CHAIR REPORT
(Ms. Melissa Bartlett and Mr. Tom Speed, Co-Chairs)**

ACTION

LFI 1 – Transfer of Charter for Exploris

Policy Implications: General Statute §115C-238-29D(d)

Recommendations:

It is recommended that the SBE approve the charter transfer of Exploris Middle School.

Upon motion by Ms. Melissa Bartlett, and seconded by Mr. Tom Speed, the Board voted unanimously to approve the charter transfer of Exploris Middle School. (See Attachment LFI 1)

ACTION ON FIRST READING

LFI 2 – Program Approval Exemption Requests Under the Innovative Education Initiatives Act

Policy Implications: General Statute § 115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656))

Recommendations:

It is recommended that the SBE approve the recommendations of the staff to grant the exemption under the Innovative Education Initiatives Act.

Upon motion by Ms. Melissa Bartlett, and seconded by Mr. Tom Speed, the Board voted unanimously to approve the recommendations of the staff to grant the exemption under the Innovative Education Initiatives Act. (See Attachment LFI 2)

ACTION ON FIRST READING

Closed Session – The Case of Corporation for Effective Schooling d/b/a Kestrel Heights

Policy Implications: General Statute § 115C-238.29D(d)

Recommendations:

It is recommended that the State Board of Education adopt the decision of the Administrative Law Judge, as amended, as the final decision of the State Board of Education.

Discussion/Comments:

This item was discussion in closed session.

Upon motion by Mr. Tom Speed, and seconded by Ms. Kathy Taft, the Board voted unanimously to adopt the decision of the Administrative Law Judge, as amended, as the final decision of the State Board of Education.

OLD BUSINESS

N/A

NEW BUSINESS

N/A

DEPUTY STATE SUPERINTENDENT'S REPORT

Deputy State Superintendent J.B. Buxton provided an update on the Department's efforts to define its core functions. Mr. Buxton indicated that next month he would introduce the Performance Management Tool which will allow the Board to see the core functions identified for each of the areas in the Department. He commended Dr. Wandra Polk, Director of K-12 Instructional Services, for her division's very aggressive work to define their core functions and new ways to work to meet the Board's goals.

Staff also have been working on one of the additional districts targeted for comprehensive support and will be in the district's schools next month.

Dr. Angela Quick, Principal of Watauga High School, has been hired as the new Deputy Chief Academic Officer for NCDPI and will begin her new position on June 9. The Department is currently interviewing candidates for the Associate State Superintendent of Innovation and School Transformation.

Mr. Buxton noted that the Cross Functional Councils are being established, and Board members and districts can soon expect to receive a presentation on how these councils will work. He distributed an overview of the Councils and their membership.

In closing, Mr. Buxton invited Board members to join the Department at its first annual Spring Fling on Saturday, May 3 at Washington Elementary School from 10:00 a.m. until 3:00 p.m. The Department is collecting children's books and canned goods during the Spring Fling.

ADJOURNMENT

<i>Chairman Howard Lee requested a motion to adjourn. Upon motion by <u>Mr. Wayne McDevitt</u> and seconded by <u>Mr. Tom Speed</u>, Board members voted unanimously to adjourn the April 30-May 1, 2008, meeting of the State Board of Education.</i>
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