

**Minutes of the
North Carolina State Board of Education
University of North Carolina at Pembroke
Annex Building
1 University Drive
Pembroke, NC 28372
April 2, 2014**

The North Carolina State Board of Education met at UNC-Pembroke for its April 2014 meeting, and the following members were present:

William Cobey, Chairman	Olivia Oxendine
A.L. "Buddy" Collins, Vice Chairman	Marcella Savage
Dan Forest, Lt. Governor	John Tate
Gregory Alcorn	Rebecca Taylor
Wayne McDevitt	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the April 2014 State Board of Education meeting to order and declared the Board in official session. He noted that the Board was meeting on the campus of the University of North Carolina at Pembroke in the University Annex Building. The Chairman explained that the Board arrived on Monday, March 31 to begin the Board's semi-annual Planning and Work Session. He noted for the public that the Board met by conference call on March 24 on two matters, one of which was to suspend its Rules of Procedure for April regarding its monthly meeting schedule (first Thursday of the month). Chairman Cobey explained that with the suspension of the rules and since the agenda is brief this month, the Board would conduct all of its Board business on this day, Wednesday, April 2.

The Chairman welcomed onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey expressed appreciation to its hosts, Chancellor Kyle Carter and his staff, for being generous with their time in assisting with logistics and arrangements.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of

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

Chairman Cobey recognized Mr. Johnny Hunt (Superintendent, Robeson County Schools) to address the Board. Mr. Hunt brought greetings to the State Board of Education members, State Superintendent Atkinson, and DPI staff members on behalf of its Board of Education members, staff, students and Sandhills Regional Education Consortium. Mr. Hunt noted that, time permitting, Board members were welcomed to stop by Purnell Swett High School where the Special Olympic Games were taking place for their Exceptional Children students.

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

Prior to beginning the Board's work, Chairman Cobey shared that on March 15, at the 39th Annual United Tribes Conference, Chair Lady Ruth Revels, presented Dr. Olivia Oxendine with the treasured Eagle Feather Award, the highest symbol of achievement in the Native American culture. He explained that the feather symbolizes strength, bravery, and one's lasting dedication to Native values. On behalf of the State Board, Chairman Cobey congratulated Dr. Oxendine on receiving this well-deserved and most prestigious award.

APPROVAL OF AGENDA

Prior to moving onto the Committee presentations, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for April 2, 2014.

Upon motion made by Ms. Marcella Savage, and seconded by Mr. John Tate, the Board voted unanimously to approve the State Board of Education meeting agenda for April 2, 2014, as presented.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes of the March 5-6, 2014, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the March 5-6, 2014, State Board of Education meetings. Seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the minutes as presented.

Chairman Cobey provided an overview of how the agenda would be managed, which was a departure of the usual format for a Board meeting since the agenda compressed the Board's committee meetings into its official Board day, indicating that the committee chairs would make a motion on all Action and Action on First Reading items as discussion on them was completed.

ACTION AND DISCUSSION AGENDA

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

ACTION

LFI 1 – Report to the North Carolina General Assembly: Virtual Charter School Study

Policy Implications: General Statute § SL 2013-360 (SB 402, Budget Bill), sec. 8.

Presenter(s): Mr. Zane Stilwell (Legislative Liaison, State Board of Education), Mr. Martez Hill (Executive Director, State Board of Education) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

An initial strategy was created and shared with an internal ad hoc group of individuals from the State Board of Education and NC Department of Public Instruction. These members revised that strategy by pointing to the need for consideration of two perspectives: (1) a national review of the virtual charter school scene, and (2) a North Carolina specific data collection.

In order to gauge the national perspective, the State Board contracted with Public Impact – a national education policy and management consulting firm based in Chapel Hill, NC. For 15 years, Public Impact has provided advice and conducted research and analysis for leading foundations, nonprofits, states, districts, and other organizations engaged in the reform of public education. Further, the organization had just completed a national virtual school survey, so their expertise was timely. The team included a diverse set of individuals with extensive backgrounds in teaching, education policy and research, evaluation, law, and business.

While the national perspective is valuable, the State Board also wanted to attain a North Carolina specific perspective on the issues presented by virtual charter schools. Thus, a short survey was prepared by the Department and sent to Public Impact for their assistance in revising questions to ensure the survey provided the most beneficial data. When finalized, the survey was sent to as many stakeholders as possible: district superintendents, charter schools, educational policy groups, home school parents, private school parents, charter support groups, etc. These stakeholders were provided 30 days to submit their answers; upon official closing of the survey, the results were analyzed and presented by Public Impact.

The internal ad hoc group also recommended the formation of an external stakeholder group to gain additional perspective outside of the Department of Public Instruction on this vital issue. The primary purpose of this external group was to review data and then provide recommendations for the State Board. The members of that group are provided in attachment one.

Recommendations:

It is recommended that the State Board of Education members accept the virtual Charter School Study that will be submitted to the Joint Legislative Education Oversight Committee.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Mr. Stilwell to present the report.
- Mr. Stilwell highlighted the various revisions in the Virtual Charter School Study report since the LFI Committee meeting in March, and spoke briefly about the recommendations located on page 12. As it relates to funding, through a process each applicant for a pilot shall propose a funding amount based on its individual education, business, and governance plan. From this information, the State Board of Education will determine a funding amount and report to the General Assembly for statutory changes.
- Noting a conversation by the Board during its Planning and Work Session about the draw-down of funds, Board member McDevitt asked if the 30 percent withdrawal rate was addressed in the report. In response to Mr. McDevitt's question, Mr. Hill explained that through the application process, applicants would be asked to describe how they would deal with the various issues such as student engagement, funding, etc.
- Chair Taylor clarified, for discussion purposes, that the Board is being asked to approve the Report on the Study, not necessarily recommending the parameters of a pilot. Mr. McDevitt stated that the report includes recommendations for statutory changes and policy draft rules. He added that if some of the draft rule recommendations turn up in statute, then this will be a problem. According to discussions on Tuesday, he noted that the draft rules will come back before the State Board in order to thoroughly vet the parameters of the rules. Mr. Stilwell clarified that the State Board will be asking for the authority to set up a virtual pilot program. However, he added that, if the legislature takes it upon themselves to create a virtual pilot program in statute, it is beyond the control of the Board. Mr. McDevitt stressed that the way the rules are conveyed and/or transmitted to the General Assembly will be very important.
- Noting the revised number of students, which was reduced to 1,000, Board member Oxendine asked Mr. Stilwell about the student/teacher ratio. Mr. Stilwell stated that the ratio has not changed and is no more than 40:1. Mr. McDevitt shared that, through the application process, the State Board could adjust that number.
- Teacher of the Year Advisor Darcy Grimes noted that as a teacher practitioner she is extremely concerned about virtual charter schools. She explained that as a member of the workgroup, she noted that it was difficult to get everyone on the same page with regard to a lot of the issues related to virtual charter schools. In her opinion, there was not consensus about some of the things included in the last iteration of the draft report, but in reading the actual document it appears that there was consensus. Some of the workgroup members are concerned that the report conveys that everyone in the workgroup is in agreement, according to Ms. Grimes. Mr. Stilwell explained that the working group was used as a vehicle to provide recommendations to the Board. The workgroup was not an official body nor was consensus reached in an official way. Mr. Hill stated that staff will go back to

make sure that, wherever the workgroup is referenced and there was not consensus reached, the report will be changed to reflect Ms. Grimes's point of non-consensus by the workgroup. In response to Ms. Taylor's request, Ms. Grimes explained that funding was a major issue of non-consensus for the workgroup as well as the student-teacher ratios.

- Lt. Governor Forest suggested that staff clarify in the beginning of the document for the General Assembly where the sticking points are and where additional vetting is needed. He added that staff needs to convey that this report is not intended to be in policy or statute because a lot of discussion is still required. Board member Alcorn stated that the funding is uncharted waters. In addition, the profile of who the charter is serving needs to be looked at carefully.
- Chair Taylor agreed that there is still much discussion left on this issue. She reiterated that, today, the Board needs to consider the document, which is due April 15. She noted that she would feel more comfortable if staff would convey that this is a study of all of the different parameters with possible considerations, and to make clear that the Board is asking the legislature to authorize the Board with the design.
- Chairman Cobey reminded the Board of the two extensions already provided to the Board for this report by the General Assembly. He asked Board members to trust that he will work with staff to address the recommendations discussed today in the final document, which is due April 15.
- There was no further discussion.

Ms. Rebecca Taylor made a motion to accept the Virtual Charter School Study for submission to the Joint Legislative Education Oversight Committee. The motion was seconded by Lt. Governor Dan Forest. Lt. Governor Forest moved to amend the motion to include the recommendation that the document be amended to reflect the discussions during this meeting by Chairman Cobey and staff. The motion was seconded by Mr. Greg Alcorn. The State Board of Education voted unanimously to accept the amended motion. (See Attachment LFI 1)

DISCUSSION

LFI 2 – Charter School Advisory Board Recommendation on Douglass Academy

Policy Implications: General Statute § 115C-238.29G; SBE Policy # TCS-U-014

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

Description:

The Office of Charter Schools communicated with the board of Douglass Academy related to its noncompliance with the charter school law. Specifically, the charter school failed to attain the minimum number of 65 students during its first year of enrollment. The school, which originally planned for more than 200 students, was only able to attract 35 children.

The Charter School Advisory Board (CSAB) interviewed board members of Douglass Academy on Monday, March 10, 2014. At that meeting, Douglass Academy discussed their facility concerns and Post Office loss of mailers that contributed to the low student enrollment. Due to the fiscal strength of the board that oversees several other charter schools, the CSAB believes the charter school deserves an extension of time to reach the statutory minimum. The CSAB also recommended that Douglass Academy provide regular monthly updates to the Office of Charter Schools on their projected student enrollment.

By unanimous vote, the CSAB is recommending that the State Board of Education grant a waiver according to G.S. §115C-239.29C (b)(12). If the charter school has not successfully reached the statutorily required 65 students by the second month of the 2014-15 school year, they are to reappear before the CSAB at that time.

Recommendations:

The Charter School Advisory Council (CSAB) recommends that the State Board of Education grant this charter amendment and waiver request for Douglass Academy with the following understanding: if the second month student membership is not greater than 65 students, then Douglass Academy must reappear before the CSAB.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to present the Charter School Advisory Board's recommendation for Douglass Academy.
- Dr. Medley explained that Douglass Academy is a new charter school that opened in 2013. The school has 35 students enrolled making it non-compliant with the statute, which requires a minimum of 65 students.
- Dr. Medley reported that the Charter School Advisory Board (CSAB) interviewed Douglass Academy Board members on March 10 and heard extenuating circumstances related to why they were unable to reach the required number of students. Dr. Medley shared that a stack of flyers was lost by the U.S. Postal Office, according to board members. Therefore, based upon those extenuating circumstances as well as the financial standing of the non-profit that holds the charter, the CSAB unanimously approved a waiver through the second month of the 2014-15 school year. Dr. Medley explained that if Douglass Academy has not reached the statutorily required 65 students by that time, they will reappear before the CSAB because that indicates additional issues beyond the lost flyers.
- In response to Board member Tate's question, Dr. Medley shared that the CSAB asked during the interview on March 10 why the school stopped its recruiting efforts after the first month. The response was that, based upon the educational program that they have, they believed that they needed to hold to those 35 students and request a waiver.
- Board member Alcorn expressed his opinion that losing the flyers in the mail was not a very good reason for not continuing to recruit the required number of students.
- Chair Taylor asked Dr. Medley to address the actions that the Board would take if the school fails to meet the 65 student statutory requirement by the second month of the 2014-15 school year. Dr. Medley shared that the State Board will vote next month on the waiver request and if the school does not attain the minimum number of 65 students, the Board could very well vote for revocation of the charter.
- Board member Tate suggested sending a strong message that the State Board has concerns and there won't be an automatic waiver moving forward.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment LFI 2)

DISCUSSION**LFI 3 – Charter Amendment Request for KIPP Gaston College Preparatory****Policy Implications:** General Statute § 115C-238.29G; SBE Policy # TCS-U-014**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)**Description:**

The Charter Schools Act states that “a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education.” In April 2012, the State Board adopted policy # TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation. An amendment that results in “transferring the charter to another non-profit entity” must be brought to the State Board for consideration.

KIPP Gaston College Prep (GC) serves approximately 925 students in grades K-2 and 5-12, and the school is currently adding one elementary grade per year until it is a full K-12 school. KIPP GCP is located in Northampton County, targets first generation college attenders, and 72% FRL. The charter was awarded in 2001, and the current charter is valid through 2016. The nonprofit – KIPP Gaston College Preparatory, Inc. – has recently applied for and received approval to open and operate another charter school in Halifax County. KIPP Halifax is positioned to open and serve students (starting with grade 5) in August 2014.

The request to transfer the charter to another nonprofit entity is rooted in the growth plan for additional schools. While KIPP GCP exists and KIPP Halifax will open in the 2014-15 school year, the nonprofit has applied for a third school in Durham. Rather than a nonprofit specifically tied to the name of the first charter school, the request is to create a new nonprofit with a regional name. The intent is not to expand to the western part of the state but to serve eastern/central North Carolina. In fact, another charter application is currently being reviewed by the Charter School Advisory Board that would be located in Durham.

The attachments include an explanatory letter, proposed organizational chart, and academic performance data. The new nonprofit has already received its EIN number for federal tax-exempt status.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve these charter amendments for KIPP Gaston College Prep as presented.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to present the charter amendment request for KIPP Gaston College Preparatory.
- Dr. Medley noted that KIPP Gaston College Preparatory is located in Northampton County and serves approximately 925 students and a rather unique grade structure at this point – K-2 and 5-12. The school is currently adding one elementary grade per year until it is a full K-12 school.

- Dr. Medley explained that the board that holds the charter recently requested and was approved by the State Board to open and operate a KIPP model high school in Halifax County, which will open in August 2014. In addition, a third charter application is in the process to be located in Durham.
- Dr. Medley clarified that the request is to transfer the charter from the current nonprofit, which is named Gaston College Preparatory, Inc. to a new nonprofit named KIPP Eastern NC. Dr. Medley shared that the Office of Charter Schools recommends that the State Board permit the transfer of this charter to the new nonprofit.
- In response to Board member Tate’s question about an umbrella organization, Dr. Medley explained that KIPP has a national model where one board would oversee multiple schools. Currently, two other boards in the state hold multiple charters, according to Dr. Medley.
- A brief discussion occurred about the requirement of having local representation on charter boards.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment LFI 3)

DISCUSSION

LFI 4 – Student Waiver Request from Flemington Academy

Policy Implications: General Statute § 115C-238.29G; SBE Policy # TCS-U-014

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

Description:

The Charter Schools Act states that “a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education.” In April 2012, the State Board adopted policy # TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation.

Flemington Academy, in its approved charter application, did not seek a waiver for the lawfully required minimum of 65 students as stated in G.S. §115C-239.29C(b)(12). However, based upon the experience of their first year as a charter school, Flemington Academy has decided to request such a waiver from the State Board of Education. The charter school’s first month Average Daily Membership was 57 students.

The law allows the State Board of Education to approve this request “if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.” As mentioned above, Flemington Academy did not anticipate the need for the waiver in the application but is seeking one at this time. While the school is not geographically isolated, it does serve a rather unique population of students since the majority of their children are in custody of the Department of Social Services. That placement often creates short-term placements, which does create issues with their student enrollment.

Currently, another charter school – Grandfather Academy – serves a similar population of students and has received waiver approval by the State Board of Education.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment and waiver request for Flemington Academy as presented.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to present the charter amendment request for Flemington Academy
- Dr. Medley explained that Flemington Academy serves children that are in a group home, which tends to lead to short-term placements. When Flemington Academy applied for a charter, it did not anticipate that the need for a waiver; however the first month's ADM was 57 due to the inflow and outflow of students due to placements by the Department of Social Services. Dr. Medley noted that, currently, there is one other charter school in the state that serves this same population, and that school has a waiver.
- Dr. Medley shared that he has talked with the school's administrator who believes that a waiver will not be necessary next year, but wanted to request a waiver just in case.
- A brief discussion occurred about the student population.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment LFI 4)

DISCUSSION

LFI 5 – One-Year Delay for Stewart Creek High School

Policy Implications: General Statute § 115C-238.29

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

Description:

In January 2014, the State Board of Education granted final approval to 26 charter applicants that are permitted to open in August 2014. One of those applicants was Stewart Creek High School. The proposal, for the Charlotte-Mecklenburg area, offers a non-traditional learning environment whereby students that have or are likely to drop out of school may be able to earn a high school diploma and be prepared for postsecondary success.

The nonprofit board that oversees the school – NC High School for Accelerated Learning, Inc. – has notified the Office of Charter Schools regarding unexpected delays in their acquisition and renovation of their proposed facility. The academic program is technology-based, and thus up fitting a temporary facility (only to have to renovate what would become their temporary facility) is not deemed a prudent use of funding. Their letter, which is included as an attachment, outlines the situation they currently face.

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

- The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- The board of NC High School for Accelerated Learning, Inc. provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.
- A *Certificate of Occupancy for Education Use* is presented to the Office of Charter Schools no later than July 1, 2015. If that document is not presented, then the remainder of the charter term is null and void meaning that a new application must be completed in future application rounds.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay by the Stewart Creek High School with the above conditions.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to lead the discussion of this requested delay by Stewart Creek High School.
- Dr. Medley explained that Stewart Creek High School was among the 26 charter applicants approved by the State Board in January 2014. He stated that the school serves at-risk students in the Charlotte-Mecklenburg area.
- The charter has had difficulties in the acquisition and renovation of its proposed facility and requests a one-year delay, according to Dr. Medley.
- Dr. Medley reminded the Board that last year the Board considered a one-year delay request from the Expedition School in Orange County, which was approved with stipulations. Dr. Medley stated that those same stipulations are applied to this request. Dr. Medley highlighted the stipulations, which are included in the Executive Summary above.
- In closing remarks, Dr. Medley shared that, according to the board of directors for Stewart Creek High School, the facility will be completed in November or December 2014.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment LFI 5)

DISCUSSION

LFI 6 – Approval of LEAs and Charter Schools Technology Plans

Policy Implications: General Statute § 115C-102.6C; Required for E-Rate priority 2 filings

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer) and Mr. Neill Kimrey (Director of Digital Teaching & Learning)

Description:

In accordance with the requirements for E-Rate Priority 2 applications, the technology plans for the following LEAs and Charter Schools have been approved by DPI Digital Teaching and Learning. DPI Digital Teaching and Learning and school connectivity consultants have evaluated the plans for their instructional and technical components. Final approval by the State Board of Education qualifies these LEAs for federal eRate monies, as well as a variety of private technology grants. The list of LEAs and Charter School Technology plans is attached.

Recommendations:

It is recommended that the State Board of Education approve the LEAs and Charter Schools Technology Plans as presented.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Weeks to lead the discussion of this item.
- Using a PowerPoint presentation, Dr. Weeks explained that the purpose of this item is to approve two-year local technology plans for LEAs, special schools and charter schools. She added that once approved the plans qualify the LEAs and schools for E-Rate Priority 2 funds. These are two-year plans, which align with the State School Technology Plan.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment LFI 6)

ACTION ON FIRST READING – LATE ITEM

LFI 7 – Student First Academy

Policy Implications: General Statute §115C-238.29G

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

Description:

Student First Academy opened its doors to students in August 2013 as a private school conversion. During the first few months, the Office of Charter Schools received complaints from vendors, parents, and staff members. These complaints, in following normal protocol, were shared with the administration of the school, which offered assurances that all was well. When the complaints continued, the Office of Charter Schools sent a letter in November 2013 to the board of Student First Academy (SFA) related to the litany of complaints reported to the Office of Charter Schools. Through that consultant inquiry, the SFA board realized that many operational areas were unattended and moved to correct some of those deficiencies through various board actions in December and January.

In February 2014, additional information came to the Office of Charter Schools regarding potential violations of Open Meetings Law, significant financial concerns, lack of services provided to students with disabilities, and evidence suggesting the board failed to properly oversee the school. On February 6, 2014, the Office of Charter Schools directly communicated with the board of Student First to inquire about these matters to see what, if any, of the information was accurate. Less than two weeks later, the SFA board responded and verified many of the concerns related to finances, services to disabled students, and lax board oversight. This response forced the Office of Charter Schools to bring the charter school before the Charter Schools Advisory Board (CSAB).

The Office of Charter Schools shared the information with leadership from the Exceptional Children (EC) division because it appeared that students with disabilities may not have been served prior to December 2013. The EC division formed a team and sent them to perform a records review at SFA. This review uncovered multiple issues related to record accuracy and lack of services provided to

students. The initial review by the EC division concluded in this fashion: “there is no evidence of an EC program in place for EC students.” Since that discovery, additional EC evaluation teams have continued visits and a fiscal monitoring team will perform an audit soon.

At the CSAB meeting in March 2014, board members described the current circumstances at the charter school: (1) the program to serve students with disabilities was not functioning due to inadequate records, (2) the school currently had more than \$500,000 in debt owed to various vendors, (3) those debts could be eradicated in 2.5 years if all goes as planned; and (4) the board had retained the services of an organization to transform the direction of the school. The CSAB appreciated the contriteness of the board and directed them to draft and submit a corrective action plan within 30 days. The board would then present before the CSAB at their next meeting to make a recommendation to the State Board of Education.

The Office of Charter Schools sent a team to do unannounced observations of a board meeting and the school’s daily operation on March 18 and 19. Several key findings were discovered: (1) the EC program was nonexistent and students were being “served” by an EC teacher without a currently valid license; (2) a coherent and mission-aligned curriculum was not being offered; (3) there is minimal evidence that the SBE approved application has been implemented with fidelity; (4) lack of consistent procedures for student and facility safety; (5) student enrollment of 280 children was significantly lower than the funded ADM of 336 and the projected enrollment of 432; (6) noncompliance with the statutory minimum for teacher licensure (7) services for English Language Learners are not being provided; and (8) school officials lacked a sense of urgency regarding the situation as shown by a missing plan to drive implementation of the approved application.

Since the visit, new budget projections were calculated for the SFA board by their retained vendor. Those projections revealed a dire situation than initially believed. This downturn was due to loss of local dollars because of the school’s under-enrollment. Representatives from the SFA board met with the Office of Charter Schools on Monday, March 31, 2014, to discuss their intention to voluntarily relinquish the charter. At that meeting, the Office of Charter Schools communicated that these financial, operational, and governance circumstances warranted a recommendation to revoke the charter.

On Tuesday, April 1, 2014, the board of SFA met and voted to voluntarily surrender its charter. This decision facilitates student transition back into the local school district’s appropriate educational programs. The charter will close its doors to students in the middle of April. The Office of Charter Schools will work diligently with the board to ensure a smooth transition occurs for students.

Recommendations:

It is recommended that the State Board of Education immediately revoke the charter for Student First academy.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to present this late item.
- Dr. Medley indicated that many of the Board members may have seen some of this information in a series of articles by the Charlotte Observer about Student First Academy. He explained that the Office

of Charter Schools had been engaged in this process for quite some time. The initial inquiry was communicated with the administration of Student First Academy back in the fall of 2013 related to significant concerns that the Office of Charter Schools staff were receiving from parents. The Office of Charter Schools was not seeing resolution of those issues and sent a letter to the board in November. The Student First Academy board realized that many operational areas were unattended and moved to correct some of those deficiencies through various board actions in December and January. Dr. Medley shared that, unfortunately, the situation at Student First Academy is extremely grim.

- The Office of Charter Schools received additional information in February and sent a letter to ask if the allegations were in fact true, according to Dr. Medley. After responding that the allegations were true, the Student First Academy board was brought before the Charter School Advisory Board (CSAB) in March. The board was to provide a specific action plan to the CSAB no later than March 31. In lieu of providing that action plan, the board requested a meeting with the Office of Charter Schools to discuss options. Dr. Medley shared that the Office of Charter Schools has received verbal indications only that the board voted on Tuesday night to voluntarily relinquish its charter.
- Dr. Medley highlighted some of the issues that were discovered by an unannounced team. (Those issues are listed in the Executive Summary on the previous page.)
- Dr. Medley explained that he is waiting for confirmation that the board actually voted to relinquish its charter; therefore, action on this item may need to be deferred until the end of this meeting.
- Board member Tate asked how to prevent this from happening in the future and as the number of charter schools increase is their sufficient staff to monitor and provide support early on. First, Dr. Medley spoke briefly about the ability to use the additional staff appropriated by the General Assembly to carefully screen the Ready-to-Open process report to look for significant red flags. Second, two staff members have been committed to work with brand new charter schools during their planning year and first year of implementation. In addition, Dr. Medley spoke briefly about the importance of the application review process being implemented with fidelity, noting that if you go back to the rubric completed by the former Advisory Council, this school was rated inadequate in two areas: governance and special education. A brief conversation occurred about lessons learned in granting the charter from the beginning.
- Board member Marcella Savage shared that she has kept up with this story and expressed her anger by stating that parents have entrusted the school with their children and they did a huge disservice to these children.
- Chairman Cobey explained that as this story began to unfold, Board member Tate brought up the issue of background checks for the charter boards. He asked Dr. Medley to address this issue with the Board. Dr. Medley explained that the Office of Charter Schools is currently gathering feedback from the CSAB on how to improve and advance the application and background checks for board members, which would be required as part of the application process. Dr. Medley added that the background checks would be the responsibility of those individuals who are submitting the charter applications; conducted by a third-party. A brief clarifying discussion occurred about the charter school application process. Mr. Tate commented that this situation demonstrates the fragility of opening a charter school.
- In closing comments, Dr. Medley stated that, since the State Board implemented a planning year in 2006, this will be the first charter school that completed the planning year that will close its doors.
- Chair Taylor requested to defer action on this item until confirmation is received of the board's relinquishment of its charter. There were no objections.
- There was no further discussion.

This item is presented for Action on First Reading. (See Attachment 7)

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

Prior to beginning the TCP work, Dr. Oxendine introduced three of her UNC-Pembroke students who were present in the audience: Ms. Hattie Jones, Ms. Julianne Reynolds and Ms. Pamela Hamilton all of whom are studying to be principals.

ACTION

TCP 1 – Amendment to SBE Policy # TCP-A-006 – Implementation of Corporal Pruitt Rainey Brass-to-Class Act Report

Policy Implications: Session Law 2013-268, House Bill 767; SBE Policy # TCP-A-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness), Mr. Doug Taggart (Troops to Teachers Coordinator) and Ms. Susan Ruiz (Director, Licensure)

Description:

The Corporal Pruitt Rainey Brass to Class Act was passed on July 10, 2013. The law affects credit for salary purposes for members of the military serving in leadership and instructional roles during military service, transitioning to teacher, principal or assistant principal positions in the public schools. At the recommendation of an employing North Carolina LEA, effective July 1, 2014, non-teaching experience credit for military experience may be awarded to educators for instructional or leadership roles performed while on active military duty. This applies to military veterans initially employed by a North Carolina LEA starting July 1, 2014.

Recommendation(s):

It is recommended that the State Board of Education approve the amended policy as presented.

Discussion/Comments:

- TCP Committee Chair Oxendine recognized Dr. Johnson to present the amended policy recommendation.
- Dr. Johnson explained that this policy language has been reviewed by stakeholders, the Licensure Department and the Board's legal team. She directed Board members to the second page of the policy, which provides one full year of experience credit awarded for every two years of full-time instructional duties performed in an instructional setting while on active military duty in the armed forces. Dr. Johnson stated that the documents are to be verifiable and will be included in a Q&A that will be available on the website for interested parties.
- In addition, Dr. Johnson noted that this provision does not apply to Junior Reserve Officers Training Corps (JROTC) instructors because they are paid using a different pay formula. JROTC instructors are compensated on military active pay level as defined in our salary manual, Section D9, according to Dr. Johnson.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the amendments for SBE Policy #TCP-A-006 as recommended. (See Attachment TCP 1)

ACTION**TCP 2 – LEA and Charter Schools Requests for Standard Six Flexibility****Policy Implications:** SBE Policy # TCP-C-006**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Mr. Thomas Tomberlin (Director, District Human Resources Support)**Description:**

Changes to TCP-C-006 allow districts and charters to submit plans for local assessments and methods for measuring growth to determine the sixth standard rating for teachers of particular grades/subjects and courses. The attached documents are requests from LEAs or Charter Schools for using school-wide growth values in lieu of administering NC Final Exams and Middle School Career and Technical Education Middle School Assessments in the indicated grades/subjects or courses. The requests are signed by the Superintendent (or Head of Charter School), the Local Board of Education Chair (or Charter Board Chair), and a Teacher Representative. The teachers in the grades/subjects and courses indicated in the request will have school-wide growth values for their Standard Six rating in the 2013-14 school year. This school-wide growth value will be used in the calculation of those teachers' individual effectiveness rating. The waiver request form has been updated to include two new requirements: (1) districts and charter schools must submit an educational rationale for opting out of the NC Final Exams and the CTE Middle School Assessments and (2) districts and charter schools must submit documentation that outlines their communication strategy and process for informing teachers of the proposed changes. There are two charter schools that are submitting waiver requests: Metrolina Regional Scholars Academy and Millennium Charter Academy; and four LEAs that are submitting waiver requests at the April Board Meeting: Asheboro City Schools, Macon County Schools, Montgomery County Schools and Stokes County Schools.

Recommendation(s)

The Department of Public Instruction recommends approval of this item.

Discussion/Comments:

- TCP Committee Chair Oxendine noted that there are six requests from LEAs and charter schools for Standard Six flexibility. She recognized Mr. Tomberlin to present the details of these requests.
- Mr. Tomberlin reminded Board members that in March the SBE approved ten charter school requests for Standard Six flexibility. This month the Board is asked to approve two additional charter school requests: Metrolina Regional Scholars Academy and Millennium Charter Academy, and four LEAs: Asheboro City Schools, Macon County Schools, Montgomery County Schools and Stokes County Schools.
- Metrolina is requesting a Social Studies waiver for fifth through eighth grade, citing lack of alignment between the curriculum and the NC Final Exams, and they do have appropriate documentation of communication to their teachers.
- Millennium is requesting a waiver from all NC Final Exams citing lack of alignment between their curriculum and the NC Final Exams, and they indicate that all of their teachers have been notified and agreed to use school-level growth.
- Asheboro City Schools is requesting a waiver from the Middle School Career and Technical Education Assessments citing the validity of the assessments in relation to their curriculum. There are only four affected teachers in that district and they have all signed and agreed and understand the implications of the waiver.

- Macon County Schools requests a waiver for fourth-grade Science and Social Studies, Middle School CTEs, high school World History and English IV. Mr. Tomberlin stated that they cite difficulty in testing accommodations for fourth-grade students. They also cite the alignment of their curriculum with the Middle School Career and Technical Education Assessments. He noted that the CTE lack of alignment should be resolved by next year. For World History, they cite the broad scope of the curriculum as being difficult to assess with a single final exam, and for English IV, their seniors participate in an exit project that would conflict with the NC Final Exam.
- Montgomery County Schools is asking for all subjects waived with the exception of Middle School Career and Technical Education Assessments. History courses, chemistry, all high school English courses and the fourth level mathematics course they request to be waived from NC Final Exams.
- Stokes County Schools is requesting waivers from fourth-grade Science and Social Studies citing instructional time. Only two teachers are affected in that district, and both have agreed and understand the implications.
- In response to Chair Oxendine's question, a brief discussion occurred about alignment. Mr. Tomberlin stated that the charter schools contend that they have a more advanced curriculum, and the NC Final Exams are not representative enough of their more rigorous standards. State Superintendent Atkinson addressed the issue of alignment with the Middle School CTE Assessments.
- Mr. Tomberlin explained that school districts and charters will be given the opportunity each year to submit waiver requests. If they do not, what has been approved will stand until they make a declaration to the Board for change.
- A brief discussion occurred about process.
- Board member Willoughby clarified that rather than looking at individual teacher performance, the teachers will be measured by school-wide growth. Mr. Tomberlin added that it is important to remember that the actual subject that the teacher is teaching is not included in that school-level growth. Dr. Oxendine shared that the U.S. Department of Education granted approval of this Standard Six flexibility waiver last month.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the six LEA and charter school requests for Standard Six flexibility as recommended. (See Attachment TCP 2)

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

UPDATE ON CONTRACTS

(See Attachment in book)

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

Vice Chairman Collins pointed out that the contracts contain a renewal for the ACT contract and that he has heard complaints about ACT being uncooperative as it relates to an extra testing date. Mr. Collins emphasized the need to include in the contract flexibility for makeup days due to weather-related events.

State Superintendent Atkinson noted the recommendation and agreed that this issue has caused many challenges for school districts. She announced that ACT did agree to a makeup day, which is scheduled for May 7.

GLOBALLY COMPETITIVE STUDENTS
(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

ACTION

GCS 1 – State Advisory Council on Indian Education Annual Report

Policy Implications: General Statute § 115C-210; SBE Policy # TCS-B-001

Presenter(s): Dr. Ogletree Richardson (Liaison, NC Department of Public Instruction) and Ms. Debora Williams (Special Assistant, Academic Services and Instructional Support)

Description:

At its March 2013 meeting, the State Board of Education was presented with the 2013 Annual Report of the State Advisory Council on Indian Education. This report includes data from the 2012-13 performance of American Indians on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares these data to the performance of other subgroups. The data reveal improvements and disparities between American Indian student scores and statewide scores. Persistent disparities continue to be of concern to the Council. An electronic copy is available at <http://www.ncpublicschools.org/americanindianed/reports/>.

Also at that time, the Council recommended that the State Board support a 12-month study to investigate indicators that affect the school experience of many American Indian students to include:

- student attendance rates;
- discipline referral summaries (i.e. amount of time assigned to in-school and/or out-of-school suspensions);
- local efforts to involve American Indian tribes, communities, and families;
- student membership in school organizations; participation in school sports; enrollment in AP courses; and goals beyond high school, and other co-curricular activities;
- students' perceptions of cultural affirmation and inclusion; and
- tutoring and mentoring support provided by licensed educators and/or highly qualified external partners (e.g. Boys and Girls Club).

Recommendations:

The State Advisory Council on Indian Education asks the State Board to accept the report. Also, it is requested that the State Board approve the study.

Discussion/Comments:

- GCS Committee Chair Marcella Savage asked Dr. Oxendine to manage this item.
- Dr. Oxendine recognized Ms. Debora Williams to provide an update of this report.
- Ms. Williams reminded the Board that in March the Board received a presentation of the 2013 Annual Report of the State Advisory Council on Indian Education (SACIE). Ms. Williams invited Dr. Ogletree to the podium to make additional comments and field questions.
- Dr. Ogletree shared that the report contains a recommendation, which states that the SACIE has analyzed the three-year collection of end-of-grade and end-of-course achievement data compiled on American Indian students enrolled in selected school districts across the state. In light of low-proficiency rates, SACIE members recommend that further investigation of underachievement in grades 6-12 occur in the form of a study. She stated that this would occur in collaboration with the Department of Public Instruction. The SACIE recommends a twelve-month study to begin in July 2014 through the summer of 2015. In addition, a report of the findings will be presented to the State Board in the spring of 2016.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to accept the State Advisory Council on Indian Education Annual Report as presented. (See Attachment GCS 1)

DISCUSSION**GCS 2 – Course for Credit – SBE Policy # GCS-M-001**

Policy Implications: SBE Policy #GCS-M-001

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Mr. Rob Hines (Director, LEA Programs)

Description:

The Course for Credit policy, GCS-M-001, provides guidance to school districts regarding the awarding of high school course credit. The current policy must be revised to update certain sections and to align with other SBE policies. The policy revision recommendations include language removing specific reference to the number of hours of seat time for a credit course and maintaining the requirement that local school superintendents ensure that courses have sufficient rigor, breadth and depth to be awarded high school credit. As we encourage schools to implement courses for credit through innovative instructional delivery options such as online courses, blended learning courses or to use the Credit by Demonstrated Mastery option, such hour requirements become obsolete. Additionally, removal of the specific reference to hours of seat time allows LEAs more flexibility in scheduling first- and second-semester calendars. The policy revisions also address the need to align the course for credit requirements for middle school students taking a high school course for credit and high school students taking the same course for credit. Finally, the policy provides clarity in credit and GPA calculations for courses repeated for credit.

Recommendations:

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

Discussion/Comments:

- GCS Committee Chair Marcella Savage reminded Board members that last month the Board approved a waiver on this policy to help schools with difficulty in meeting the hour requirements. She stated that the purpose of this item is to bring the policy forward for overall amendment. Chair Savage recognized Dr. McCoy to lead the discussion of this item.
- Dr. McCoy explained that the proposed revisions to SBE Policy #GCS-M-001: Course for Credit consist of the consolidating and updating of outdated terminology in addition to reorganizing the information for clarity. Beyond those changes, Dr. McCoy stated that there are three additional substantive revisions:
 - 1) Revised the language relating to the specific number of hours of instruction necessary to receive credit for a course. Removal of the specific reference to hours of seat time allows LEAs more flexibility in scheduling first- and second-semester calendars.
 - 2) Revised the language related to the requirement that middle school students taking high school courses for credit in middle school that have an end-of-course (EOC) assessment associated with the course, must pass that EOC in order to receive credit for the course. There was overwhelming support for this change from superintendents. Those not in favor were the minority, according to Dr. McCoy.
 - 3) Revised the language in the section Repeating a Course for Credit, so that if a student has failed a course and repeats that course, the repeated course grade will replace the previous grade the student earned. She noted that in the current policy the new course grade as well as the previous course grade is included in the GPA.
- There was no further discussion.

This item is presented for Discussion during the April 2014 State Board of Education meeting and will return for Action in May 2014. (See Attachment GCS 2)

INFORMATION AGENDA

HEALTHY RESPONSIBLE STUDENTS COMMITTEE (Ms. Tricia Willoughby, Chair and Mr. Reggie Kenan, Vice Chair)

INFORMATION

HRS 1 – Consolidated Data Report, 2012-13: School Crime and Violence, Suspensions and Expulsions, Dropout Rate, and Use of Corporal Punishment

Policy Implications: General Statute §115C-12(21)(27)

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

Description:

General Statute §115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses of corporal punishment, alternative placements, and acts of violence in the public schools. The State Board shall report annually to the Joint Legislative Education Oversight Committee on the number of students who have dropped out of school, been suspended, been expelled, been subjected to corporal punishment, placed in an alternative program, and committed acts

of violence. A report containing all information except dropout data will be distributed at the State Board meeting. A report on dropout rates will be released later as a supplement.

Recommendations:

N/A

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted that this Consolidated Data Report is required by General Statutes. As a precursor to introducing the presenters, Chair Willoughby pointed out that while the Executive Summary indicates that the report on dropout rates would be released at a later date, that information will actually be presented during this meeting. She noted that this is a self-report from school districts and if a system finds an error in their reporting, they will be able to make corrections. She recognized Drs. Matthews and Gattis to present the Consolidated Data Report.
- Dr. Matthews set the context for this report. He noted a reduction in both school violence and dropouts, which can be attributed to 1,096 school resource officers and modules to train teachers to identify students who need additional mental health screening and/or support. More than ten thousand teachers have taken part in that training, according to Dr. Matthews. In addition, impact can be attributed to a collaborative effort toward helping school mental health between the Department of Public Instruction, the University of South Carolina and Appalachian State University.
- Using PowerPoint graphs and maps, Dr. Gattis noted that while the overall K-12 data is contained in the report, he would focus his comments specifically on the high school data so that Board members could see the trends related to School Crime and Violence, Suspensions and Expulsions, and school dropouts.
- A brief discussion occurred about suspensions as it relates to excused and unexcused absences. State Superintendent Atkinson invited Dr. George Norris (Superintendent, Richmond County) who was present in the audience to address the question. Dr. Norris explained that this issue is a local decision, but typically suspensions are considered unexcused absences. He added that it is up to the local school district as to whether they would allow a student to make up their work. In addition, he noted that many districts place students in alternative settings during their suspensions, but that choice varies among districts. Dr. Norris stated that Richmond County Schools encourages its students to make up their assignments while out on suspension.
- Dr. Gattis provided a list of the top ten crimes reported by schools. Board member Tate stated that this report is a constant reminder that the Board needs to do what is necessary to support teachers relative to their skill sets in managing classrooms and the challenges that come to teachers.
- Dr. Gattis provided the top three reasons reported for short- and long-term suspensions. A brief discussion occurred about the “other” category used to describe long-term suspensions.
- In response to Board member Alcorn’s question, Dr. Gattis shared that the Department has been tracking bullying and perhaps those numbers should be added to the report.
- Dr. Gattis reported that the 2012-13 school year reflected another record low for the number of students dropping out of school according to the *2012-13 Consolidated Data Report*. He shared that last school year, 2.45 percent of high school students dropped out of school, which was an 18.6 percent decrease from the previous year’s record low of 3.01 percent. A total of 11,049 high school students dropped out in 2012-13 as compared to 13,488 in 2011-12 (18.1 percent decrease). There were dropout count decreases in 77.4 percent (89 of 115) of school districts, which represents a nine percent improvement from 2011-12 when 81 of 115 school districts reported dropout count decreases. Attendance issues were again the reason most often cited for dropping out, accounting for 45.9 percent of

all dropouts. The number of high school students dropping out decreased at all grade levels and for all ethnic groups. Males accounted for 61.5 percent of reported dropouts, which was up from the 60.3 percent reported last year. For the third year in a row, there was a decrease in the number of students reporting “Enrollment in a Community College” as the reason for dropping out. Lack of engagement is the third most frequently used reason for dropping out of school.

- State Superintendent Atkinson shared that some of the LEA superintendents have asked that the State Board revisit its policy related to dropouts, specifically those students who go on to community colleges. The rationale is that the Adult High School Diploma is issued by the school. Since the GED is now aligned with the Common Core Standards, the standards are the same. The Department will be bringing that policy to the Board in the future for discussion and recommendations, according to Dr. Atkinson. Chair Willoughby reiterated that historically the GED was not aligned to high school standards and now that the education sectors are aligned, agreed that the policy should be reconsidered.
- Local Board of Education Advisor Richard Hooker commented about the School-to-Prison Pipeline national discussion, which points to some disparities that exist in the process of administering short- and long-term suspensions with students of color and, specifically, with black males. While the data show that North Carolina is trending in the right direction, Mr. Hooker stated that he raises the concern for awareness purposes.
- In response to Teacher of the Year Darcy Grimes’s question, State Superintendent Atkinson shared that the Department has done a correlation study between the students who were not reading at grade level in third grade compared to the graduation rate, which can be shared during a future meeting. Due to the unique student identifiers that we have, our data will become richer, according to Chair Willoughby.
- Dr. Gattis fielded several questions about the dropout data as it relates to suspensions and the 16 acts of crime. Dr. Gattis clarified that students who drop out of school are only counted once each year, while suspensions can be given to the same student multiple times; suspensions are counted each time.
- Dr. Gattis also spoke about initiatives that LEAs are using to reduce suspensions and dropouts. He cited the following examples: Positive Behavioral Intervention and Support (PBIS) Program, School Teams working with at-risk students, In-School Suspension in lieu of Out-of-School Suspension, finding alternatives for at-risk students such as Alternative Schools/Alternative Learning Programs, Credit Recovery Programs with scheduling flexibility and NC Virtual High School. Local Board of Education Advisor Hooker noted that graduation coaches are used in his district, which are typically funded by Communities in Schools, and have been very effective. Board members spoke about the effectiveness of the PBIS model as well as mentor programs.
- In response to Board member McDevitt’s question, Dr. Gattis explained that there are ten crimes listed in statute that schools are obligated to report to law enforcement.
- Dr. Gattis reported that the data show that corporal punishment declined by nearly 50 percent in 2012-13. Districts that employ corporal punishment reported 203 uses, a 49.8 percent decrease from the 404 reported in 2011-12. Of the 165 students reported as receiving corporal punishment, 136 received corporal punishment once, while 29 received it two or more times. Corporal punishment was used at least once by nine school districts, down from 12 the previous year. Four districts reported using corporal punishment one time. The use of corporal punishment is a local school board policy.
- The full report containing state, district and charter high school dropout counts and rates for 2011-12 and 2012-13 is available online at www.ncpublicschools.org/research/discipline/reports.
- There was no further discussion.

This item is presented for Information only. (See Attachment HRS 1)

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

INFORMATION

TCP 3 – K-3 Checkpoints for Teacher Effectiveness

Policy Implications: SBE Policy # TCP-C-006 and GCS-A-016

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

Description:

Pursuant to SBE Policy #TCP-C-006 and GSC-A-016, students in grades K-3 will participate in state assessments, which shall be used to assess educators' performance in relation to Standards Six and Eight of the North Carolina Educator Effectiveness System. Students in grades K-2 will participate in the Text Reading and Comprehension (TRC) assessment to assess growth in reading. The assessment consists of a brief reading passage that the student reads with a teacher assessing the student's fluency and comprehension of the passage. Student growth is calculated from the book and proficiency levels at baseline to the end of the academic year. Kindergarten students will be assessed from the middle of the academic year to the end of the academic year and first and second graders will be assessed from the beginning of the academic year to the end of the academic year. External consultants and school practitioners recommend that kindergarten students be allowed to acclimate to the school environment before assessing a baseline score. Furthermore, results from the pilot tests indicated that the teacher of record should not administer the summative (end of year) assessment to his/her own students. DPI recommends that another licensed teacher, trained in TRC, administer the summative assessment. Reading proficiency and growth will be measured for third-grade students using the third-grade Reading EOG administered at the beginning and end of the academic year. At this time the K-3 checkpoints (and teacher effectiveness) will be assessed only in reading. The state does not currently have a contract for mathematics assessments at the K-2 level.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Marcella Savage recognized Dr. Garland and Mr. Tomberlin to present the K-3 Checkpoints for Teacher Effectiveness.
- Dr. Garland prefaced this presentation by providing contextual remarks about the North Carolina Educator Effectiveness System model. North Carolina has been working on teacher evaluations with this instrument since 2008, according to Dr. Garland. As part of Race to the Top and as a requirement of ESEA as well as the fact that our General Assembly has referenced student growth, North Carolina continues to look at ways for every teacher to have an opportunity to demonstrate growth – hopefully, in an individual way. Related to the formula discussion, Dr. Garland stated that it is important to note that those group individual schools once they become used for individual purposes, bring with them all of the sanctions as if they were individual scores. Therefore, if a teacher is working in a school that does not meet growth for two out of three years, then the teacher will not meet growth and be held to the sanctions as well. The Department has encouraged LEAs to make sure that their teachers are aware of this information when making flexibility waiver decisions, according to Dr. Garland.

- Dr. Garland reviewed the various components of Standard Six, which include End-of-grade or End-of-Course Assessments, NC Final Exams, and Career Technical Education Assessments. She noted that the Department received its first feedback for individual EVAAS data for approximately 41,000 teachers this fall. Of those 41,000 teachers, their first status rating will be available in the fall of 2015. As a reminder, Dr. Garland explained how a teacher's status is determined. She reiterated that the first status will be available in 2015; however, that status will not carry any sanctions because the U.S. Department of Education granted a one-year delay. Therefore, the first sanctions will become applicable in the fall of 2016, according to Dr. Garland.
- Dr. Garland explained that the purpose of today's presentation is to talk about the K-3 checkpoints for those teachers who are coming into the model this year. Using a PowerPoint presentation, Dr. Garland provided a high-level overview of the checkpoints for K-2 students who will be assessed using TRC and for 3rd grade students who will be assessed using the 3rd grade Reading EOG.
- At this time, Dr. Garland recognized Ms. Guthrie who described how the TRC assessment process is used by the teacher to monitor reading progress for students. In response to Dr. Atkinson's request, Ms. Guthrie spoke briefly about the benchmarks, which are set according to national norms. The benchmarks are used three times a year. Ms. Guthrie fielded several questions about Reading 3D measures.
- Board member Willoughby expressed appreciation for the model lesson demonstration provided to the Board on Tuesday because it provided a clearer understanding for Board members.
- A lengthy discussion occurred about the Standard Six assessment for K-3 teachers, especially for teachers with challenging classrooms. Dr. Atkinson emphasized that it takes time and that currently there are no consequences, which is a very important point. This allows us to see the foundations as they are built, make corrections and then build a system that is fair and with which teachers feel comfortable.
- Mr. Tomberlin's portion of the presentation focused on how the state will use the data and why measuring teacher effectiveness is important. In addition, he reviewed the K-3 Checkpoint timeline.
- Mr. Tomberlin stated that in order to recognize the addition of K-2 into the evaluation system, the Department is proposing that the best two-out-of-three years be used to generate Standard Six. He stressed that this year's growth score could only help teachers and cannot harm them in any way.
- Using PowerPoint graphs, Mr. Tomberlin spoke about the impact of teachers by sharing findings from teachers who received their EVAAS scores this fall in math and reading.
- Board member Tate asked Mr. Tomberlin to address the achievement gap from factors that do not relate to this. Mr. Tomberlin shared that, in his opinion, this is an artificial achievement gap in that typically when one speaks of the achievement gap it is about factors that students bring into the educational experiences. A brief discussion occurred about the achievement gap and how much is related to effectiveness of teaching as opposed to other factors that need to be considered.
- Chair Oxendine suggested a special issues session for the State Board of Education to talk more about teacher value added, achievement gaps, etc.
- There was no further discussion.

This item is presented for Information only. (See Attachment TCP 3)

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted only one item for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve TCS 1 – Report to the North Carolina General Assembly: Public School Procurement of Information Technology.

Upon motion by Mr. John Tate, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve TCS 1 – Report to the North Carolina General Assembly: Public School Procurement of Information Technology as presented. (See Attachment TCS 1)

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

CONSENT**TCS 1 – Report on Public School Procurement of Information Technology**

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

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

Description:

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

Recommendation(s):

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

STATE SUPERINTENDENT'S REPORT

Regional READY Meetings Take Remodeling Efforts to Field

NCDPI's READY Outreach Regional Meetings are being held in each region between March 11 and April 14 to update key leaders in school districts and charter schools about progress with Home Base, Educator Effectiveness, the new School Accountability Model and District and School Transformation.

- This series of READY meetings is designed to give key updates to superintendents and their key leadership teams, especially directors of Human Resources, Information Technology, Curriculum and Instruction and Finance.
- The agenda allows for ample time for questions and answers and conversation among colleagues, all to provide meaningful information and direction for the final year of the Race to the Top initiative.

Since March 2012, DPI has held three statewide tours of regional READY face-to-face meetings involving principals, teachers, key central office leadership and others and one series of virtual meetings.

The READY meetings in support of Race to the Top initiatives have been DPI's most significant outreach efforts in more than 25 years, with participant numbers totaling more than 30,000 (duplicated count).

French Film Director Looks at MGSD 1:1 Digital Initiative

A French film crew visited three schools in the Mooresville Graded School District (MGSD) for its Ed Tech Documentary to be aired on the Canal Pluse channel, which is similar to HBO. The one-hour documentary will highlight the MGSD's 1:1 digital initiative as well as Florida's virtual school and MIT's Massive Open Online Course classes as it showcases what schools are going to look like as more technology is embraced.

READY Principals' Meetings

Also occurring in February and March were separate READY principals' meetings aimed at supporting principals in their use of the NC Educator Evaluation System. More than 1,000 principals attended these training sessions conducted in all eight regions of the state.

NC Middle Schools Earn National Honor

Charles W. Stanford Middle School (Orange County Schools) and Mount Airy Middle School (Mount Airy City Schools) have been named *Schools to Watch*® by the National Forum to Accelerate Middle Grades Reform.

The honor recognizes

- Strong academics
- Sensitivity to young adolescents' needs
- Commitment to a high-quality education for all students

In 2002, North Carolina became one of the first states selected by the National Forum to Accelerate Middle Grades Reform to replicate the *Schools to Watch*® program as a way to identify high-performing middle grades schools to serve as models of excellence for other schools.

Schools are identified through a multi-faceted process that includes

- Demographic data
- Suspension and expulsion data
- A two-day school visit conducted with less than 24 hours' notice

Schools are recognized for a three-year period, after which they must apply for re-designation and demonstrate that they are continuing to meet National Forum's rigorous criteria.

Nine New Additions Join DPI Team

The NC Department of Public Instruction welcomed nine new staff members in February.

They are

- Angela Stephenson – Education Consultant II with K-12 Curriculum and Instructional Support, English/Language Arts
- Lindsey Fults – Education Consultant II with K-12 Curriculum and Instructional Support Programs
- Reno Palombit – Education Consultant II with Career and Technical Education
- Jackie Moore – Program Assistant with Career and Technical Education
- Bruce Chao – Business and Technology Applications Specialist with Technology Services
- Carrieline Johnson – Accounting Clerk with Financial and Business Services
- Andrea Mills – Education Consultant II
- Cynthia Ervin – Child Nutrition Consultant with Child Nutrition
- Michelle Mobley – Education Program Administrator with Policy, Monitoring and Audit

Graduation Task Force

Lexington City Schools Featured for Keeping Students on Track to Graduate

The State Superintendent's Graduation Task Force met March 19, hearing a detailed analysis of state graduation statistics. The task force also learned about features of the Home Base reporting system that will help schools identify and encourage at-risk students, and heard a presentation on efforts by Lexington City Schools to encourage graduation.

Lexington City Schools Superintendent Rick Kriesky highlighted efforts such as

- “Stop Everything” meetings called between top-level school administrators and students who announce their intention to drop out
- Jacket Academy established for students who might otherwise be given out-of-school suspension, and Project Potential Scholarships funded through private donations and aimed at encouraging students to graduate and pursue postsecondary education

Principal Travis Taylor discussed efforts to “reinvent the hope within the Lexington brand” by redefining school culture to provide a positive atmosphere for student success. Lexington Senior High's graduation rate has increased by more than 40 percent since 2006 to 86.1 percent, in part due to these efforts.

The State Superintendent's Graduation Task Force aims to provide recommendations that will further improve the statewide graduation rate, now at an all-time high of 82.5 percent.

CCSSO Legislative Conference – Agenda Topics Include Accountability Issues, E-Rate Modernization and Global Competitiveness

The Council of Chief State School Officers conducted its 2014 Legislative Conference in March.

Discussion topics included

- Innovative accountability measures and practices
- Modernizing E-Rate
- International PISA results and discussion of state leadership in U.S. global competitiveness

In conjunction with the conference, State Superintendent June Atkinson, Lieutenant Governor Dan Forest and others met with FCC Chairman Tom Wheeler and other FCC Commissioners to discuss E-Rate modernization and its role in digitalization of schools. Dr. Atkinson recognized the Lt. Governor to provide a report.

Lt. Governor Forest noted that the Chair and his staff are excited about what is going on in NC with digital technology and connection. He explained that E-Rate provides funds connectivity, high-speed and broadband connections around the country. The FCC sees North Carolina as a model and hopefully we can partner with them to get that last mile to the classrooms, according to Lt. Governor.

Superintendent’s Quarterly – Local Superintendents Provide Feedback on Strategic Plan

More than 100 local superintendents representing North Carolina’s 115 school districts gathered in Raleigh on March 12 for the superintendent’s quarterly, with a key agenda item providing feedback on the State Board of Education’s Strategic Plan.

Superintendents also discussed implementation of

- The General Assembly’s A-F system of grading schools
- New 1-5 proficiency levels adopted by the SBE
- Course for credit policy
- Kindergarten readiness assessment, and
- The Governor’s Teacher Network

The quarterly was held in conjunction with the North Carolina School Superintendents’ Association spring meeting.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Governor’s Education Cabinet, Chapel Hill, NC
- NCTIES annual conference on school technology and communications, Raleigh, NC
- Rotary Club of Raleigh, Raleigh, NC
- Small Group Superintendent’s Meeting, Washington, NC
- Statewide Summit on K-12 and Higher Education, Raleigh, NC

☐ Visited

- Rocky Mount Prep Charter School, Rocky Mount, NC
- Edwards Middle School, Rocky Mount, NC
- Baskerville Elementary School, Rocky Mount, NC

Legislative Update

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

Ms. Beaulieu highlighted the following list of recent and upcoming activities. She drew attention to a Draft 2014 Legislative Agenda for the NC State Board of Education, which is posted on the State Board website.

Recent Presentations/Committee Meetings**A. Educator Effectiveness and the Compensation Task Force**

March 31, 2014

(Task Force Report due to the General Assembly is due April 15)

B. Administrative Procedure Oversight Committee

April 1, 2014 – Presentation on the procedure for approval of charter schools

C. Transportation Oversight Committee

April 4, 2014 – DMV and Driver Education data

D. Joint Legislative Education Oversight Committee

April 8, 2014

E. Program Evaluation Division Oversight Committee

April 16, 2014 – Review Driver Education Report and DPI's Financial Business Services

F. House Study Committee on Education Innovation

April 23, 2014 (Report due May 1)

G. Common Core Study Committee

April 24, 2014 (Report due April 25)

Board member Oxendine noted that, on the morning news, Oklahoma was reported to have revoked its Common Core Standards making that the second state behind Indiana. In response to Dr. Oxendine's request about what the Common Core Study Committee might do, Ms. Beaulieu speculated that they will probably recommend a commission akin to the Standards Commission that will have input from both the House and Senate. If that Commission were established, she understands that the State Board would prefer it to be overseen by the State Board as it does relate to the State Board's constitutional duty in overseeing public education.

State Superintendent Atkinson stated that the action of the two states dispels the untruth that the federal government requires states to adopt these standards. It also goes to show that the standards do belong to the states even though it was a collective effort.

CHAIRMAN'S REMARKS**NC State Board of Education's Strategic Plan**

Chairman Cobey referred Board members to the final draft of the State Board of Education's Strategic Plan. He reminded the audience and those listening online that the plan has been posted online and has been for some time. This work began at the State Board's fall Planning and Work Session in October 2013 in Cullowhee. Since that time, the Board has worked on the language and the measures in two different Issues Sessions during regular Board meetings. He added that the Board has received feedback from stakeholders, including from superintendents across the state. In addition, Dr. Atkinson presented

the Strategic Plan to superintendents during a recent Superintendents' Quarterly meeting, which garnered additional feedback and helpful comments. Chairman Cobey noted that many of the suggestions from superintendents have been incorporated into the final product.

The Chairman explained that the Board worked once again on the plan during its Planning and Work Session while in Pembroke this week and is ready to present the plan for approval. Chairman Cobey stated that it is important to note that this plan is a first step and will be updated as needed at any time that it is necessary; it is a "living document."

Chairman Cobey asked for a motion to approve the Strategic Plan for the State Board of Education. Following the motion and second, Chairman Cobey directed Mr. Hill to highlight the changes made specifically around the targets.

Mr. Hill explained that technical changes will continue to be made specifically around some of the targets, and the motion will allow the Board to make additional updates to the targets and data points. The plan will be posted on the website.

Upon motion made by Vice Chairman A.L. Collins, and seconded by Mr. John Tate, the Board voted unanimously to approve the State Board of Education Strategic Plan.

Following the vote, Chairman Cobey asked Dr. Atkinson to return to the Board with an implementation plan that will be ready for presentation at the June Board meeting.

NEW BUSINESS

Vice Chairman Collins reported that, in March, Chairman Cobey appointed Dr. Oxendine and himself to head up a Task Force on Assessments. He shared that they have been working with Dr. Lou Fabrizio and Mr. Martez Hill to develop a mission statement and plan of work, which will be shared prior to appointing members to the task force. Feedback will be gathered from Board members with respect to the mission statement and plan of work as well as the category of task force members. He anticipates that the Task Force will begin its work in May and will report back in October during the semi-annual planning session of the Board.

ACTION ON FIRST READING – LATE ITEM

LFI 7 – Student First Academy

Policy Implications:

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

Description:

Student First Academy opened its doors to students in August 2013 as a private school conversion. During the first few months, the Office of Charter Schools received complaints from vendors, parents, and staff members. These complaints, in following normal protocol, were shared with the

administration of the school, which offered assurances that all was well. When the complaints continued, the Office of Charter Schools sent a letter in November 2013 to the board of Student First Academy (SFA) related to the litany of complaints reported to the Office of Charter Schools. Through that consultant inquiry, the SFA board realized that many operational areas were unattended and moved to correct some of those deficiencies through various board actions in December and January.

In February 2014, additional information came to the Office of Charter Schools regarding potential violations of Open Meetings Law, significant financial concerns, lack of services provided to students with disabilities, and evidence suggesting the board failed to properly oversee the school. On February 6, 2014, the Office of Charter Schools directly communicated with the board of Student First to inquire about these matters to see what, if any, of the information was accurate. Less than two weeks later, the SFA board responded and verified many of the concerns related to finances, services to disabled students, and lax board oversight. This response forced the Office of Charter Schools to bring the charter school before the Charter Schools Advisory Board (CSAB).

The Office of Charter Schools shared the information with leadership from the Exceptional Children (EC) division because it appeared that students with disabilities may not have been served prior to December 2013. The EC division formed a team and sent them to perform a records review at SFA. This review uncovered multiple issues related to record accuracy and lack of services provided to students. The initial review by the EC division concluded in this fashion: “there is no evidence of an EC program in place for EC students.” Since that discovery, additional EC evaluation teams have continued visits and a fiscal monitoring team will perform an audit soon.

At the CSAB meeting in March 2014, board members described the current circumstances at the charter school: (1) the program to serve students with disabilities was not functioning due to inadequate records, (2) the school currently had more than \$500,000 in debt owed to various vendors, (3) those debts could be eradicated in 2.5 years if all goes as planned; and (4) the board had retained the services of an organization to transform the direction of the school. The CSAB appreciated the contriteness of the board and directed them to draft and submit a corrective action plan within 30 days. The board would then present before the CSAB at their next meeting to make a recommendation to the State Board of Education.

The Office of Charter Schools sent a team to do unannounced observations of a board meeting and the school’s daily operation on March 18 and 19. Several key findings were discovered: (1) the EC program was nonexistent and students were being “served” by an EC teacher without a currently valid license; (2) a coherent and mission-aligned curriculum was not being offered; (3) there is minimal evidence that the SBE approved application has been implemented with fidelity; (4) lack of consistent procedures for student and facility safety; (5) student enrollment of 280 children was significantly lower than the funded ADM of 336 and the projected enrollment of 432; (6) noncompliance with the statutory minimum for teacher licensure (7) services for English Language Learners are not being provided; and (8) school officials lacked a sense of urgency regarding the situation as shown by a missing plan to drive implementation of the approved application.

Since the visit, new budget projections were calculated for the SFA board by their retained vendor. Those projections revealed a dire situation than initially believed. This downturn was due to loss of local dollars because of the school’s under-enrollment. Representatives from the SFA board met with

the Office of Charter Schools on Monday, March 31, 2014, to discuss their intention to voluntarily relinquish the charter. At that meeting, the Office of Charter Schools communicated that these financial, operational, and governance circumstances warranted a recommendation to revoke the charter.

On Tuesday, April 1, 2014, the board of SFA met and voted to voluntarily surrender its charter. This decision facilitates student transition back into the local school district's appropriate educational programs. The charter will close its doors to students in the middle of April. The Office of Charter Schools will work diligently with the board to ensure a smooth transition occurs for students.

Recommendations:

It is recommended that the State Board of Education immediately revoke the charter for Student First Academy.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor recognized Dr. Medley to lead the discussion of this item.
- Dr. Medley shared that in the subsequent time since the LFI Committee meeting presentation this morning, the Office of Charter Schools received a copy of the draft minutes from the Board meeting at Student First Academy.
- On April 1, 2014, the Student First Academy board held an emergency meeting and voted without dissent to surrender its charter effective April 15, 2014, due to significant financial, programmatic, and governance reasons.
- Dr. Medley recommended that the State Board of Education accept the voluntary surrender of the charter for Student First Academy. The Office of Charter Schools will begin the process of working with them to transfer their students out of the school. The superintendent in the district has communicated that they will reach out to the school to help ensure a smooth transition of the students affected.
- A brief discussion occurred about the effective date for the charter surrender and closure of the school, which is April 15. Dr. Medley reiterated his suggestion that the State Board accept the surrender effectively immediately.
- There was no further discussion.

This item is presented for Action on First Reading. (See Attachment 7)

Upon motion made by Mr. John Tate, and seconded by Ms. Marcella Savage, the Board voted unanimously to immediately accept the voluntary relinquishment of the charter for Student First Academy. The Office of Charter Schools is directed to take all reasonable steps to assist with student transition to the school district and begin the closeout process immediately. (See Attachment 7)

OLD BUSINESS

No old business was brought before the Board.

Prior to going into Closed Session, Chairman Cobey reiterated the Board's appreciation to Chancellor Carter, Dr. Ken Kitts, Dr. Glen Burnette, and Dr. Olivia Oxendine for inviting the State Board of Education to this special and historic university.

CLOSED SESSION

Chairman Cobey asked for a motion to convene in closed session.

Upon motion made by Mr. A.L. Collins, and seconded by Mr. John Tate, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters and to consider the handling of the following cases: Richardson et al. vs The State of NC, NCSBE and State Education Assistance Authority; and Philip Smith v Union County Board of Education and the Department of Public Instruction.

Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to adjourn the Closed Session meeting of the State Board of Education.

ADJOURNMENT

Following adjournment of the Closed Session, Chairman Cobey requested a motion to adjourn the Open Session.

Upon motion made by Ms. Marcella Savage, and seconded by Mr. John Tate, the Board voted unanimously to adjourn the April 2, 2014, meeting of the State Board of Education.